

**SOUTH AMBOY BOARD OF EDUCATION**  
**Business/Public Meeting Agenda**  
**October 29, 2018 – 6:00 p.m. Open Meeting & immediately go into**  
**Executive/Closed Session**  
**Public Meeting begins at 6:30 P.M. – Middle/High School Cafeteria**

**1. Meeting Called to Order (6:00 p.m.)**

**2. Roll Call**

Mr. Conrad		Mrs. McLaughlin		Mr. Diaz, Supt.	
Mrs. Conway		Mr. Perez		Mr. Frascella, SBA/BS	
Mr. Dragotta		Mrs. Taggart		Mr. Silvestro, Atty.	
Mrs. Gonzalez		Mr. Walsh			
Mrs. Kasics				J. Lukie, Student Rep.	

**3. Adjourn to Executive Session**

- On a motion by \_\_\_\_\_ and seconded by \_\_\_\_\_, the board adjourns into Closed Session at \_\_\_\_\_ p.m.
- Mr. Frascella reads the closed session notice:

**BE IT RESOLVED**, pursuant to the Sunshine Act, N.J.S.A. 10:4-12 and 13, the South Amboy Board of Education will now meet in closed session to discuss:

The aforesaid subjects are within the exemptions permitted to be discussed in closed session in accordance with N.J.S.A. 10:4-13. Information regarding the Board's closed session discussion will be disclosed to the public as soon as the need for confidentiality no longer exists. The Board will reconvene in public session at the conclusion of the closed session in approximately 30 minutes.

**4. Re-Convene to Public Session (6:30 p.m.)**

- On a motion by \_\_\_\_\_ and seconded by \_\_\_\_\_, the Board reconvenes into the public portion of the meeting at \_\_\_\_\_ p.m.

**5. Reading of Public Notice – P. Frascella**

The New Jersey Open Public Meeting Law was enacted to insure the right of the public to have advance notice of and to attend the meetings of the public bodies at which any business affecting their interest is discussed or acted upon.

In compliance with the Open Public Meeting Law, the South Amboy Board of Education has caused notice of this meeting setting forth the time, date, and location to be submitted for publication to the Home News Tribune and Star Ledger and posted at the Board Office, Middle/High School, Elementary School, City Hall, Library and Senior Citizens Center Bulletin Boards at least 48 hours in advance of this meeting. Members of the public who wish to address the Board will be given the opportunity before the Board adjourns for the evening.

**6. Salute to the Flag**

**7. Nomination & Election of Board President**

Mrs. Kasics calls for the following nominations:

**Board President**

Nominee: \_\_\_\_\_

Nominated by: \_\_\_\_\_

Hearing no further nominations, Mrs. Kasics calls for a motion to close the nominations.

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to close nominations for Board President.

Mrs. Kasics declares the nominations for President to be closed.

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ for \_\_\_\_\_ as the newly elected Board President.

On a roll call vote:

Mr. Conrad		Mrs. Gonzalez		Mr. Perez	
Ms. Conway		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	

**8. Presentation**

**2017-2018 STUDENT SAFETY DATA SYSTEM REPORT  
(January 2018-June 2018)**

Sean Dunphy, Elementary School Principal  
Dr. Patrick McCabe, Middle High School Principal

**9. Review/Comment/Approval of Agenda Items (Committee Chairs)**

**MINUTES**

**1. ACCEPTANCE OF MINUTES**

A motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_.

I would like to make a motion that the Board of Education accepts the minutes of the following meetings as submitted:

- |                    |                                 |
|--------------------|---------------------------------|
| September 17, 2018 | Special Meeting                 |
| September 17, 2018 | Closed Session Special Meeting  |
| September 24, 2018 | Business-Public Meeting         |
| September 24, 2018 | Closed Session/Business Meeting |

On a roll call vote:

Mr. Conrad		Mrs. Gonzalez		Mr. Perez	
Ms. Conway		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	

**EDUCATION & CURRICULUM**

**1. CURRICULUM REVISION/2018-2019 SCHOOL YEAR**

That the Board of Education approves the following revised curriculum subject area for the 2018-2019 school year, as presented, and as recommended by the Superintendent.

- Comparative Media

**2. DISTRICT GOALS & OBJECTIVES/2018-2019 SCHOOL YEAR**

That the Board of Education approves the District Goals & Objectives for the 2018-2019 school year, as presented, and as recommended by the Superintendent. (Attachment A)

**3. APPROVE/DUAL ENROLLMENT PROGRAM/MIDDLESEX COUNTY COLLEGE/2018-2019 SCHOOL YEAR**

That the Board of Education approves the Dual Enrollment Program, Middlesex County College, for the 2018-2019 school year, as presented, and as recommended by the Superintendent. (Memorandum of Agreement is on file in the Board Office)

**4. ANTI-BULLYING SCHOOL SELF-ASSESSMENT OUTCOMES SUBMISSION/2017-2018 SCHOOL YEAR**

That the Board of Education approves the submission of the outcomes of each school's self-assessment of the implementation of the New Jersey Anti-Bullying Bill of Rights Act (ABR) in accordance with N.J.S.A. 18A:17-46 for the period of July 1, 2017 through June 30, 2018.

**PUBLIC COMMENT ON EDUCATION & CURRICULUM ITEMS**

**MOTION TO APPROVE EDUCATION & CURRICULUM MOTION**

A motion was made by Lynn Kasics and seconded by \_\_\_\_\_.  
 I would like to make a motion that the Board of Education approves item one through four in the Education & Curriculum section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Gonzalez		Mr. Perez	
Ms. Conway		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	

**POLICY**

**1. REVISON/AWARDS FOR ACHIEVEMENT POLICY #5126**

That the Board of Education approves the revision of the Awards for Achievement Policy #5126, as attached and recommended by the Superintendent. (Attachment B)

**2. REVISON/HOMEWORK MAKE UP WORK POLICY #6154**

That the Board of Education approves the revision of the Homework Make Up Work Policy #6154, as attached and recommended by the Superintendent. (Attachment C)

**3. FIRST READING OF THE ADMINISTERING MEDICATION POLICY AND EMERGENCY ADMINISTRATION OF NALOXONE FOR DRUG OVERDOSE FORM #5141.21**

That the Board of Education approves the first reading of the Administering Medication Policy and Emergency Administration of Naloxone for Drug Overdose Form #5141.21, as attached and recommended by the Superintendent. (Attachment D)

**4. SECOND READING AND ADOPTION OF PHYSICAL RESTRAINT & SECLUSION POLICY AND PHYSICAL RESTRAINT REGULATION #5142.2**

That the Board of Education approves the second reading and adoption of the Physical Restraint & Seclusion Policy and Physical Restraint Regulation #5142.2, as attached and recommended by the Superintendent. (Attachment E)

**PUBLIC COMMENT ON POLICY ITEMS**

**MOTION TO APPROVE POLICY MOTIONS**

A motion was made by Shannon Gonzalez and seconded by \_\_\_\_\_.  
 I would like to make a motion that the Board of Education approves motions one through four of the Policy section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Gonzalez		Mr. Perez	
Ms. Conway		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	

**PERSONNEL**

**1. APPROVE/SUBSTITUTE TEACHERS /2018-2019 SCHOOL YEAR**

That the Board of Education approves the employment the following substitute teachers for the 2018-2019 school year as recommended by the Superintendent. Employment is contingent upon completion of the Criminal History Background Check (Policy #4111/4211) and Physicals for Employees (Policy #4212.4)

Irene A. Nemser	Daily Rate: \$85.00 per diem, without benefits
Jennifer DaSilva	Daily Rate: \$85.00 per diem, without benefits
Candace Wallace	Daily Rate: \$90.00 per diem, without benefits

**2. APPROVE/HOURLY WAGE INCREASE/BUS DRIVER/2018-2019 SCHOOL YEAR**

That the Board of Education approves the hourly wage increase for bus driver, Sandy Del Prete from \$18.00/hour to a rate of \$19.50/hour, effective November 1, 2018 as recommended by the Superintendent.

**3. APPROVE/VOLUNTEER COACH/2018-2019 SCHOOL YEAR**

That the Board of Education approves the appointment of the following volunteer position in our district for the 2018-2019 school year as recommended by the Superintendent. Approval is contingent upon completion of the Criminal History Background Check:

Steven Herdman                                        Boys High School Basketball Coach

**4. APPROVE/EXTENSION OF LONG-TERM GUIDANCE COUNSELOR SUBSTITUTE/ NICOLE FADELL**

That the Board of Education approves the employment extension of Nicole Fadell as a Long-term Guidance Counselor substitute in the Elementary school for a period of September 1, 2018 until February 4, 2019 as recommended by the Superintendent. Her daily rate will be \$130, per diem, without benefits. Employment is contingent upon completion of the Criminal History Background Check (Policy #4111/4211) and Physicals for Employees (Policy #4212.4)

**5. APPROVE/LONG-TERM SUBSTITUTE GRADE THREE TEACHER/MARCIA MERCADO**

That the Board of Education approves the employment of Marcia Mercado as a Long-term Grade 3 substitute teacher in the Elementary school for a period of November 1, 2018 until January 23, 2019 as recommended by the Superintendent. Her daily rate will be \$130, per diem, without benefits.

**6. RESIGNATION/LAURA BUTLER**

That the Board of Education accepts the resignation of Laura Butler, Pre Kindergarten Teacher at the Elementary school, effective December 17, 2018, or sooner with sincere appreciation for her dedicated service to our district as recommended by the Superintendent.

**7. RESIGNATION/ELLEN J. CAREY**

That the Board of Education accepts the resignation of Ellen J. Carey, Truancy Officer, effective November 30, 2018 with sincere appreciation for her dedicated service to our district as recommended by the Superintendent.

**8. APPROVE/TERMINATION/SUBSTITUTE BUS DRIVER/ JAMES CHRISTIE**

That the Board of Education approves the termination of James Christie, substitute bus driver, effective October 11, 2018 as recommended by the Superintendent.

**9. APPROVE/TITLE 1 AFTER-SCHOOL TUTORING PROGRAM/TEACHERS**

That the Board of Education approves the appointment of the following individuals to a Title 1 after-school tutoring program in the Elementary and Middle High schools for the 2018-2019 school year as recommended by the Superintendent. Rate of pay is \$54.00 per hour as reflected in the negotiated agreement between the Board of Education and the South Amboy Education Association

Elementary School	Middle High School
Lori Cannon	Jessica Grasso
Eileen DeSouza	Laura Ng
Mary Anne Lewis	Nicole Vancil
	Nancy Kovacs

**10. ACCEPTANCE OF SUPERINTENDENT MERIT GOALS/2018-2019 SCHOOL YEAR**

That the Board of Education accepts the Quantitative (2) and Qualitative (2) Merit Goals of Jorge E. Diaz, Superintendent of Schools for the 2018-2019 School Year as approved by the Middlesex County Executive Superintendent of Schools on October 11, 2018.

**11. APPROVE/PART-TIME IN-SCHOOL SUSPENSION TEACHER/MIDDLE HIGH SCHOOL/GRETA GRASSO**

That the Board of Education approves the employment of Greta Grasso as part-time In-School Suspension Teacher at the Middle High School for the 2018-2019 school year effective October 30, 2018 until June 30, 2019 as recommended by the Superintendent. Her salary of \$138.99 per day (.20 BA Step 1), for 80 days during the 2018-2019 school year, with no benefits, in semi-monthly installments will be as reflected in the negotiated agreement between the Board of Education and the South Amboy Education Association.

**12. APPROVE/IEP TRANSLATOR/MARIA M. AQUINO-SOARES**

That the Board of Education approves the appointment of Maria M. Aquino-Soares to serve as an IEP Translator, as needed, for the 2018-2019 school year. Services will be compensated at the employee's hourly rate of pay.

**13. APPROVE/TEACHERS FOR CURRICULUM REVISIONS/2018-2019 SCHOOL YEAR**

That the Board of Education approves the following teachers to revise the curriculum subject areas listed for the 2018-2019 school year, as recommended by the Superintendent.

- > English 11: Denis Bourgeau
- > Life Skills-HS: Susan Shay

**PUBLIC COMMENT ON PERSONNEL ITEMS**

**MOTION TO APPROVE PERSONNEL MOTIONS**

A motion was made by Amy McLaughlin and seconded by \_\_\_\_\_

I would like to make a motion that the Board of Education approves motions one through thirteen of the Personnel section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Gonzalez		Mr. Perez	
Ms. Conway		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	

**OTHER MOTION**

**1. ACCEPTANCE OF HARASSMENT, INTIMIDATION & BULLYING (HIB) INCIDENT REPORT/OCTOBER 2018**

That the Board of Education accepts the Harassment, Intimidation & Bullying (HIB) Incident Report for HIB incidents reported to the Board of Education on October 29, 2018. (Attachment F)

**MOTION TO APPROVE OTHER MOTION**

A motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_.  
 I would like to make a motion that the Board of Education accepts the Harassment, Intimidation & Bullying (HIB) Incident Report for HIB incidents reported to the Board of Education on October 29, 2018 as recommended by the Superintendent of Schools.

***DISCUSSION***

On a roll call vote:

Mr. Conrad		Mrs. Gonzalez		Mr. Perez	
Ms. Conway		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	

**BUDGET AND FINANCE**

**1. BUDGETARY TRANSFERS**

The Board of Education approves the attached transfers for September 2018 in conjunction with the requirements of N.J.S.A. 18A:22-8-1 and N.J.A.C. 6A:23A-16.10. (Attachment G)

**2. EXPENDITURES FOR 9/25/2018-10/29/2018 (Attachment H)**

The Board of Education approves the following expenditures for 9/25/18-10/29/18

<b>Bills For</b>	<b>Amount</b>
Regular Bills	589,976.29
9/15/18 Payroll	432,082.26
9/30/18 Payroll	432,630.37
<b>TOTAL</b>	<b><u>\$1,454,688.92</u></b>
September Agency	400,730.05

**3. ACCEPT THE SECRETARY AND TREASURER REPORT – SEPTEMBER 2018 (Attachment I)**

BE IT RESOLVED that the South Amboy Board Secretary, pursuant to N.J.A.C. 6A:23A-16.10 (c) 3, does hereby certify that as of the date of the reports, 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 (a); the monthly financial reports of the Secretary and the Treasurer; and further recommends, in compliance with N.J.A.C. 6A:23A-16.10 (c) 4, that the Board of Education certifies that no major account has been over expended in violation of N.J.A.C. 6A:23A-16.10 (b), and that as of this report sufficient funds are available to meet the District's financial obligations for the remainder of the year.

**4. ACCEPT THE SEPTEMBER 2018 ORGANIZATIONAL FUND BALANCES**

The Board of Education accepts the attached September 2018 Organizational Fund Balances. (Attachment J)

**5. ACCEPT THE SEPTEMBER 2018 ATHLETIC FUND BALANCES**

The Board of Education accepts the attached September 2018 Athletic Fund Balances. (Attachment K)

**6. FIELD TRIP REQUESTS**

The Board of Education approves the attached field trip requests for the 2018-2019 school year as recommended by the Superintendent. (Attachment L)

**Trip # MH-19008 – MH-19010**

**Trip # E-19008 – E-19012**

**7. USE OF SCHOOL FACILITIES/SOUTH AMBOY EDUCATION ASSOCIATION**

That the Board of Education approves the request of the South Amboy Education Association to use the Middle/High School Cafeteria on November 1, 2018 from 7:00pm until 9:00pm for Candidate's Night. There is no cost for the Use of Facilities for this activity.

**8. USE OF SCHOOL FACILITIES/SOUTH AMBOY PTO**

That the Board of Education approves the request of the South Amboy PTO to use the Middle/High School Cafeteria/Kitchen on January 18, 2019 from 4:00pm until 9:00pm for the Mother Daughter Dance. The event will be covered by the requester's insurance. There is no cost for the Use of Facilities for this activity.

**9. USE OF SCHOOL FACILITIES/CLASS OF 2023**

That the Board of Education approves the request of the Class of 2023 to use the Middle/High School Cafeteria on November 14, 2018 from 6:00pm until 9:00pm for Pasta Night Fundraiser. There is no cost for the Use of Facilities for this activity.

**10. USE OF SCHOOL FACILITIES/CLASS OF 2019 HOMECOMING DANCE**

That the Board of Education approves the request of the Class of 2019 to use the Middle/High School Cafeteria on December 14, 2018 from 3:00pm until 10:00pm for the Homecoming Dance. There is no cost for the Use of Facilities for this activity.

**11. USE OF SCHOOL FACILITIES/SAHS BASEBALL AND THE RILEY RONE SCHOLARSHIP FUND**

That the Board of Education approves the request of the SAHS Baseball and the Riley Rone Scholarship Funds to use the Middle/High School Parking Lot on May 19, 2019 (Rain date June 2, 2019) from 10:00am until 2:00pm for Touch-a-truck fundraiser. There is no cost for the Use of Facilities for this activity.

**12. USE OF SCHOOL FACILITIES/CLASS OF 2023**

That the Board of Education approves the request of the Class of 2023 to use the Middle/High School Cafeteria on June 14, 2019 from 6:30pm until 10:30pm for the Class Formal. There is no cost for the Use of Facilities for this activity.

**13. APPROVE TUITION CONTRACT FOR 2018-2019 – HOLMDEL TOWNSHIP BOARD OF EDUCATION**

The Board of Education approves tuition contract between the South Amboy Board of Education and Holmdel Township Board of Education for student #4610063134 for the period September 5, 2018 – June 13, 2019. (Copy of contract is on file in the Board Office).

**14. APPROVE TUITION CONTRACT FOR 2018-2019 – E.S.C.N.J. – NUVIEW ACADEMY ANNEX**

The Board of Education approves tuition contract between the South Amboy Board of Education and E.S.C.N.J. – Nuview Academy Annex for students #73556913946 and #9900562875 for the period July 1, 2018 – June 30, 2019. (Copy of contract is on file in the Board Office).

**15. APPROVE TUITION CONTRACT FOR 2018-2019 – E.S.C.N.J. – NUVIEW ACADEMY**

The Board of Education approves tuition contract between the South Amboy Board of Education and E.S.C.N.J. – Nuview Academy for students #0342401647, #7979323136, #7956846220 for the period July 1, 2018 – June 30, 2019. (Copy of contract is on file in the Board Office).

**16. APPROVE TUITION CONTRACT FOR 2018-2019 – E.S.C.N.J. – ACADEMY LEARNING CENTER**

The Board of Education approves tuition contract between the South Amboy Board of Education and E.S.C.N.J. – Academy Learning Center students #7350592711 and #9635038745 for the period September 5, 2018 – June 30, 2019. (Copy of contract is on file in the Board Office).

**17. APPROVE TUITION CONTRACT FOR 2018-2019 – E.S.C.N.J. – CENTER FOR LIFELONG LEARNING**

The Board of Education approves tuition contract between the South Amboy Board of Education and E.S.C.N.J. – Center for Lifelong Learning for students #4098271022, #6732255358, #6318540506, #3194689036, #1887907053, #4744776169, #2130241591, #3944564593, #5981261432, #4015445792, #4015445792, #9141052803, #9880067721 for the period September 5, 2018 – June 30, 2019. (Copy of contract is on file in the Board Office).

**18. APPROVE TUITION CONTRACT FOR 2018-2019 – E.S.C.N.J. – PISCATAWAY REGIONAL DAY SCHOOL**

The Board of Education approves tuition contract between the South Amboy Board of Education and E.S.C.N.J. – Piscataway Regional Day School for student #4640775933 for the period September 5, 2018 – June 30, 2019. (Copy of contract is on file in the Board Office).

**19. APPROVE TUITION CONTRACT FOR 2018-2019 – E.S.C.N.J. – BRIGHT BEGINNINGS LEARNING CENTER**

The Board of Education approves tuition contract between the South Amboy Board of Education and E.S.C.N.J. – Bright Beginnings Learning Center for student #8486823312 for the period September 5, 2018 – June 30, 2019. (Copy of contract is on file in the Board Office).

**20. APPROVE TUITION CONTRACT FOR 2018-2019 – WOODBRIDGE TOWNSHIP SCHOOLS**

The Board of Education approves tuition contract between the South Amboy Board of Education and Woodbridge Township Schools for student #8993906650 for the period September 5, 2018 – June 30, 2019. (Copy of contract is on file in the Board Office).

**21. ESEA CONSOLIDATED AMENDMENT #1**

The Board of Education approves the submission of Amendment #1 to the FY19 ESEA Grant to apply FY18 for Public and Nonpublic carry over funds. (Attachment M)

**22. VOIDED PRIOR YEAR CHECKS**

That the Board of Education approves voiding the following prior year checks:

Check Date	Check Number	Amount	Fund	Account Drawn Against
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2/23/2016	3242	20	Athletic Fund	Misc. Athletic Acct.
			General	
4/4/2016	4458	85	Organization Fund	Yearbook Acct.
			General	
4/4/2016	4459	85	Organization Fund	Yearbook Acct.
			General	
11/9/2016	4563	85	Organization Fund	Class of 2016 Acct.
			General	Principal's Account-AP Exam
2/27/2018	4776	12	Organization Fund	Fees

- 23. APPROVE/THREE YEAR PRESCHOOL PROGRAM PLAN/2019-2022 SCHOOL YEARS**  
That the Board of Education approves the Three Year Preschool Program, for the 2019-2022 school years, as presented, and as recommended by the Superintendent. (Attachment N)
- 24. ACCEPTANCE AND APPROVE FOR SUBMISSION – CMP & M-1**  
The Board of Education accepts the Annual Maintenance Budget Summary (M-1) and approves the submission of the M-1 and Comprehensive Maintenance Plan Summary, for FY19, to the Middlesex County Department of Education for review. (Attachment O)
- 25. DISTRICT APPROVED FINANCIAL ADVISORS – NATIONAL LIFE GROUP**  
That the district approves National Life Group as a district Financial Advisor to provide retirement products to the South Amboy Public School employees.

**PUBLIC COMMENT ON BUDGET AND FINANCE MOTIONS**

**APPROVE BUDGET AND FINANCE MOTIONS**

A motion was made by Anthony Conrad and seconded by \_\_\_\_\_.  
I would like to make a motion that the South Amboy Board of Education approves motions One through Twenty-Five of the Budget and Finance section of the regular public meeting agenda of October 29, 2018 as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Gonzalez		Mr. Perez	
Ms. Conway		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	

- A. BOARD OF EDUCATION COMMENTS**
- B. STUDENT REPRESENTATIVE REPORT**
- C. PUBLIC COMMENTS**
- D. ADJOURNMENT**

A motion by \_\_\_\_\_ seconded by \_\_\_\_\_ that there being no further business the meeting be adjourned at \_\_\_\_\_. Roll call vote: \_\_\_\_\_.

Respectfully submitted,  
**Peter T. Frascella**  
Business Administrator/Board Secretary



**SOUTH AMBOY SCHOOL DISTRICT**  
**South Amboy, New Jersey**  
**2018-2019 DISTRICT GOALS AND OBJECTIVES**

**ATTACHMENT A**

<b>GOAL AREA 1</b>	<b><u>Instruction</u></b> – The South Amboy School District will provide students with a rigorous academic instructional program aligned to the New Jersey Student Learning Standards in Math, Language Arts, Technology and Science while providing students with differentiated and collaborative learning opportunities in a safe instructional environment.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1) Provide additional data analysis training for staff to improve alignment to PARCC assessments with the continued integration of blended technology and an online student performance-benchmarking system.</li> <li>2) Provide professional development for the implementation of new programs: Ready Math program in grades 1 through 8; Tools of the Mind Pre-k Program; Reading Plus ELA Program Gr. 1-8</li> <li>3) Increase the program offerings at the Middle High School to enhance our academic instructional program.</li> </ol>
<b>GOAL AREA 2</b>	<b><u>Supervision</u></b> – The South Amboy School District will continue to improve the quality of instruction through frequent supervision and support. Staff members in all positions will be provided with evaluations and support in order to provide students with an appropriately challenging experience in classrooms and activities.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1) Conduct and document, with feedback to staff, <i>Administrative Classroom Walkthroughs</i> and curriculum crosswalks to ensure quality of instruction for all students.</li> <li>2) Utilize the Teacher Coach position to provide coaching and support for teachers</li> <li>3) Provide for a New Teacher Orientation program, along with professional development activities designed to support new teachers.</li> </ol>
<b>GOAL AREA 3</b>	<b><u>Technology</u></b> – The South Amboy School District will continue to increase the use of instructional technology in the classrooms and will provide opportunities for parents to access school and district information.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1) Continue to enhance the district's web presence providing an easy to use platform for information and resources.</li> <li>2) Enhance the Teacher pages on the website and include syllabi for courses.</li> <li>3) Continue to replenish and increase student access to technology to support and enhance instruction.</li> </ol>
<b>GOAL AREA 4</b>	<b><u>Communication</u></b> – The South Amboy School District will communicate effectively with all stakeholders (PTO, district labor associations, municipal government, and the community) to encourage support for school initiatives and provide opportunities for open discussion and input on school district issues.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1) Continue to attend district and local functions to support the various stakeholders of the school community.</li> <li>2) Continue the district-wide newsletter highlighting district events, accomplishments, and resources.</li> <li>3) Continue to expand the use of School Messenger, social media, and principal pages to include announcements for special activities in addition to emergency closing information.</li> </ol>

SOUTH AMOBY BOARD OF EDUCATION  
South Amboy, New Jersey

FILE CODE: 5126  
 Monitored  
 Mandated  
 Other Reasons

Policy

## AWARDS FOR ACHIEVEMENT

### General

The South Amboy Board of Education believes that pupil achievement should be recognized at all levels in a manner appropriate to the pupil's accomplishment.

The board directs the chief school administrator/designee to develop criteria and procedures for presenting awards to pupils for scholarship and outstanding accomplishments in the arts, athletics and citizenship.

The chief school administrator shall review and advise the board on acceptance of proposed trophies, prizes, scholarships or other awards from nonschool donors. Any such proposed award shall be free from bias as outlined in the district's affirmative action policies.

Criteria regarding eligibility and selection for awards shall be disseminated annually to all pupils and parents/guardians.

### Academic Recognition

The board directs the chief school administrator/designee to establish criteria and procedures for placing pupils in the elementary school grades four (4) through six (6) and in the middle/high school grades seven (7) through 12 on academic honor rolls.

### VALEDICTORIAN AND SALUTATORIAN

The South Amboy Board of Education shall recognize outstanding academic achievement and to publicly acknowledge those students whose efforts and accomplishments distinguish them among their peers and within their community.

Therefore, it shall be the practice of the South Amboy Board of Education to designate a valedictorian and salutatorian for each graduating class.

### Definitions

#### A. Valedictorian

The valedictorian shall be the student with the highest grade point average from the top ten (10) highest ranking students in the graduating class.

#### B. Salutatorian

The salutatorian shall be the student with the second highest grade point average from the top ten (10) highest ranking students in the graduating class.

Violations of the District's Code of Conduct may result in a student not being eligible for consideration as valedictorian or salutatorian or may result in the student being removed from the honor.

### Procedures

A. The valedictorian and the salutatorian shall be selected by a Valedictorian Review Committee. The selection will be based on a full 7.5 semester grade point average (GPA) a minimum of four of which must be received while enrolled within the South Amboy Public School District. Final grades consistent with the State of New Jersey graduation requirements plus District electives will be used to determine the GPA. This committee shall consist of appropriate staff as determined by the principal.

B. The Valedictorian Review Committee will ensure that the selected valedictorian and salutatorian have uncompromised academic integrity and are exemplary representatives of the student body.

C. In the event that there is a statistical tie for the valedictorian or salutatorian appointment, the students shall each be awarded the honor and serve as co-valedictorian and/or co-salutatorian.

D. The appointed valedictorian and salutatorian shall continue to exemplify academic integrity and student conduct from the point of selection through graduation.

1. Violations of the code of student conduct may result in revocation of the valedictorian and/or salutatorian.

2. The Valedictorian Review Committee shall review violations to determine if the titles and privileges granted to students designated as valedictorian or salutatorian shall be denied and/or revoked.

3. The decision of the Valedictorian Review Committee may be appealed within ten (10) school days to the Superintendent.

4. The decision of the Superintendent shall be final.

E. The valedictorian and salutatorian speeches are to be made available for approval by the Valedictorian Review Committee and/or Principal within the time period provided by the Principal.

### Athletic Participation

The board wishes to recognize the achievements of pupils who give many hours of their time to represent the school in interscholastic athletics. Requirements for awards in each sport shall be decided by a committee composed of coaches, athletic director and principal.

### Service Participation

School service groups shall be recognized for participation in order to emphasize the importance of good citizenship in school life as outlined in the course of study.

Adopted: No date

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revised: October, 29, 2018

Key Words

Awards, Pupil Achievement Awards, Academic Awards, Athletic Awards, Honor Roll

Legal References:

N.J.S.A. 18A:36-20 Discrimination; prohibition

N.J.S.A. 18A:71A-9 Higher education student assistance authority

Possible Cross References:

\*1322 Contests for pupils

\*3280 Gifts, grants and bequests

\*5120 Assessment of individual needs

\*5125 Pupil records

\*5127 Commencement activities

\*5131 Conduct/discipline

\*6145.1/6145.2 Intramural competition; interscholastic competition

\*6147 Standards of proficiency

\*Indicates policy is included in the Critical Policy Reference Manual.

# ATTACHMENT C

SOUTH AMOBY BOARD OF EDUCATION  
South Amboy, New Jersey

FILE CODE: 6154

Monitored

Mandated

Other Reasons

Policy

## HOMEWORK/MAKEUP WORK

The South Amboy Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen or reinforce the pupil's knowledge. Teachers must use discretion in deciding the number and length of assignments. The board encourages the use of interrelated major homework assignments such as term papers, themes and creative art projects.

The Board of Education defines homework as student learning activities conducted outside of school hours not under the direct supervision of the professional educator. The Board of Education believes that homework is an essential part of an effective and well-planned instructional program. Homework serves as an extension of learning beyond the classroom and the school day that supports the development of students' life-long skills and attitudes toward learning from kindergarten through twelfth grade.

The Board of education acknowledges that students have many opportunities to engage in personal learning activities and that sufficient time must be allowed for these and other family activities. Excessive homework could have negative consequences on some children, which may lead to undue stress and fatigue and deny access to leisure time. Such consequences depend in large part on the child's age, ability and other personal factors.

The purposes of this policy are as follows:

A. To provide specific guidelines on homework for teachers, parents and students

B. To help promote continuity and consistency with homework practices across grade levels and subject areas throughout the district

C. To help promote and foster positive attitudes/experiences about homework

D. To help increase the level of communication between home and school, especially as it relates to home assignments

In establishing a philosophy for homework, the Board of Education Policy Committee primarily looked at its purpose. The committee has established that homework may serve many of the following purposes:

A. Provide independent practice of skills and concepts taught in the classroom.

B. Provide preparation for a new concept or a preview of material that will be studied in the future

C. Provide a review of previously taught materials

D. Provide an opportunity to complete unfinished tasks

E. Provide elaboration, enrichment, and/or extension of material studied in the class

F. Provide parents with an opportunity to become involved in their child's learning

G. Provide opportunities for students to reinforce proper study habits and skills in self-discipline and time management

Homework should be assigned with specific instructional purposes and related to the instructional objective and desired student outcomes. Homework will not be punitive.

All tasks should be explained clearly, keeping in mind the varying ability levels of children within a class. As appropriate, concise written instructions should be included to ensure parents have a clear understanding of the tasks involved.

As appropriate, the consistent use of notebooks/planners should be encouraged to record daily homework assignments. It is recommended that parents/guardians sign/initial the notebook/planner each evening, especially in the younger grade levels.

New concepts should not be introduced as homework tasks. Exceptions to this could include work assigned due to absence from school or pre-reading activities assigned prior to new units being introduced in class.

Homework should be assigned Monday through Thursday. When a test/task is due on Monday, sufficient notice should be provided.

A clear statement of expectations for homework should be included in the packet shared at Parent Orientations/Back to School Nights, Parent/Student Handbooks, individual school websites, etc.

When homework assignments are consistently not being completed, parental contact is essential (phone calls, notes in agenda, emails, etc). An appropriate plan of action should be developed between the student, parent, counselor and teacher.

Time should be made each day for students to record homework tasks and prepare materials for homework assignments. Consistent routines for recording homework are essential. Students need to be made aware of the schools' expectations and procedures.

Honors and Advanced Placement (AP) courses may require an additional time commitment.



## Summer Work

Summer work is designed to foster independent practice and prevent summer regression.

- A. At the elementary level (students entering grades 1-5) summer work is optional and may include the completion of a reading log and the use of suggested mathematics resources.
- B. In grades 6-12 summer work is prescribed by the department and grade level.
- C. Honors and Advanced Placement (AP) courses may have additional summer assignment requirements as defined by the teachers.

## Homework-Free Times

The Board of Education believes that holidays and weekends are a time for rest and rejuvenation and a time for families to be together. Homework-free times will include the following:

- A. Weekends, Winter and Spring breaks
- B. No long-term projects will be due and no tests will be given immediately upon return from these Breaks
- C. Teachers' Convention in November

Pupils absent for any reason must make up assignments, class work and tests with a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.

Pupils being excused for any reason must make arrangements with the teacher of the missed classes in order to make up the work missed. This must be done before the absence from class.

## Incompletes

When a pupil does not complete work missed for absence or other reasons, he/she will receive an "incomplete" for the marking period. Pupils will be given 10 school days following the end of the marking period to make up the missed work.

If work critical to the pupil's understanding of the subject is not made up by the end of the next marking period, the grade for that subject area may be an "F."

If work is missing during the final marking period of the school year, the grade will be left to the discretion of the teacher. The teacher who has given an incomplete is responsible for reporting to the pupil the work he/she has missed and citing the consequences mentioned above.

Adopted: No date

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revised: October 29, 2018

Key Words

Homework, Makeup Work

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties

N.J.S.A. 18A:36-14 Religious holidays; absence of pupils on; effect

N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

N.J.A.C. 6A:32-10.1 *et seq.* Summer School Sessions

Possible Cross References:

1320 Participation in out of school community activities

\*1322 Contests for pupils

\*5020 Role of parents/guardians

\*5113 Absences and excuses

\*5124 Reporting to parents/guardians

\*6145 Extra-curricular activities

\*6153 Field trips

6174 Summer school

\*Indicates policy is included in the Critical Policy Reference Manual.

# ATTACHMENT D

**SOUTH AMBOY BOARD OF EDUCATION**  
South Amboy, New Jersey

FILE CODE: 5141.21

  X   Monitored

  X   Mandated

  X   Other Reasons

**Policy**

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## ADMINISTERING MEDICATION

The board shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours.

For purposes of this policy, "medication" shall include all medicines prescribed by a physician for the particular student, including emergency medication in the event of bee stings, medication for asthma, diabetes or other medical diagnosis requiring medication during the school day, and all non-prescription "over the counter" medication (see policy 5141 Health).

Before any medication may be administered to or by any student during school hours, the board shall require the written request of the parent/guardian which shall give permission for such administration and relieve the board and its employees of liability for administration of medication. In addition, the board requires the written order of the prescribing physician which shall include:

- A. The purpose of the medication;
- B. The dosage;
- C. The time at which or the special circumstances under which medication shall be administered;
- D. The length of time for which medication is prescribed;
- E. The possible side effects of the medication.

Both documents shall be kept on file in the office of the school nurse.

The district medical inspector shall develop procedures for the administration of medication which provide that:

- A. All medications, whether prescribed or "over the counter", shall be administered by the medical inspector, school nurse or substitute school nurse, the parent/guardian or the student himself/herself where the parent/guardian so permits and with the school nurse present;
- B. Medications shall be securely stored and kept in the original labeled container;
- C. The school nurse shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication and a notation of each instance of administration;
- D. All medications shall be brought to school by the parent/guardian or adult student and shall be picked up at the end of the school year or the end of the period of medication, whichever is earlier;
- E. A student may self-administer medication without supervision of the school nurse for asthma or other life-threatening illnesses. "Life-threatening illness" has been defined as an illness or condition that requires an immediate response to specific symptoms or sequelae that if left untreated may lead to potential loss of life such as, but not limited to, the use of an inhaler to treat an asthma attack or the use of an adrenalin injection to treat a potential anaphylactic reaction.

ADMINISTERING MEDICATION (continued)

Nebulizers

Each school in the district shall have and maintain at least one nebulizer in the office of the school nurse or at a similar accessible location. The chief school administrator shall prepare and the board shall adopt regulations on the administration of asthma medication through the use of a nebulizer by the school nurse or his/her designee(s). Regulations shall be in accord with New Jersey statute and administrative code and shall include, but not be limited to the following:

- A. Requirement that each school nurse shall be authorized to administer asthma medication through use of a nebulizer;
- B. Requirement that each school nurse receive training in airway management and in the use of nebulizers and inhalers consistent with nationally recognized standards;
- C. Requirement that each student authorized to use asthma medication or a nebulizer have an asthma treatment plan prepared by the student's physician that identifies, at a minimum, asthma triggers and an individualized health care plan for meeting the medical needs of the student while attending school or a school-sponsored event.

Student Self-Administration of Medication

The board shall permit self-administration of medication for asthma, diabetes or other potentially life-threatening illnesses by students who have the capability for self-administration of medication, both on school premises during regular school hours and off-site or after regular school hours when a student is participating in field trips or extracurricular activities. Parents/guardians of the student must meet the following conditions:

- A. Provide the board with written authorization for the student's self-administration of medication;
- B. Provide written certification from the student's physician that the student has asthma or another potentially life-threatening illness and is capable of and has been instructed in the proper method of self-administration of medication;
- C. Sign a statement acknowledging that the district shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parents/guardians shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the self-administration of medication by the student.

The board shall:

- A. Inform the student and his/her parents/guardians that permission is effective for the school year for which it is granted and must be renewed for each subsequent school year upon fulfillment of requirements listed above;
- B. Inform parents/guardians in writing that the district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication;
- C. Maintain the right to revoke a student's permission to self-medicate if he/she has failed to comply with all conditions of this policy and/or has violated in any way the tenets of the agreement to self-medicate. The chief school administrator shall confer with the school physician and school nurse prior to recommending termination of a student's permission to self-medicate and shall also consult with the student, the student's parents/guardians and the student's physician.

Upon written request of the parent or guardian and as provided in the individualized health care plan, the student shall be allowed to attend to the management and care of his/her diabetes in the classroom or on school grounds, if evaluated and determined to be capable of doing so consistent with the plan, and N.J.S.A.

ADMINISTERING MEDICATION (continued)

18A:40-12.15 and board policy 5141 Health for specific rules regarding diabetes management.

Emergency Administration of Epinephrine

The board shall permit the school nurse or medical inspector to administer epinephrine via epi-pen or other pre-filled auto-injector mechanism in emergency situations. In their absence, a designee or designees who are employees of the board may do so.

The designees must be properly trained by the school nurse in the administration of the epi-pen or other pre-filled auto-injector mechanism using the standardized training protocol designated by the State Department of Education. Each designee shall receive individual training for each student for whom he/she is designated.

The board shall inform the student's parents/guardians in writing that if the specified procedures are followed, the district, its employees and agents shall have no liability as a result of any injury arising from the administration of the epi-pen or other pre-filled auto-injector mechanism to the student.

Parents/guardians shall provide the board with the following:

- A. Written orders from the physician that the student requires the administration of epinephrine for anaphylaxis and does not have the capability for self-administration of the medication;
- B. Written permission for the administration of epinephrine via epi-pen or other pre-filled auto-injector mechanism by the school nurse or designee(s);
- C. A signed statement acknowledging their understanding that if the specified procedures are followed, the district shall have no liability as a result of any injury arising from the administration of the epi-pen or other pre-filled auto-injector mechanism by the school nurse or designee(s) to the student and that the district, its employees, and agents shall be indemnified and held harmless against any claims arising out of the administration of the epi-pen or other pre-filled auto-injector mechanism to the student.

Permission for the administration of epinephrine via epi-pen or other pre-filled auto-injector mechanism shall be granted annually and must be renewed each school year upon the fulfillment of the above requirements.

Placement and Availability of Epinephrine, and Transportation to Hospital Emergency Room

Pursuant to N.J.S.A. 18A:40-12.6, school policy requires:

- A. The placement of a student's prescribed epinephrine in a secure but unlocked location easily accessible by the school nurse and designees to ensure prompt availability in the event of an allergic emergency at school or at a school-sponsored function. The location of the epinephrine shall be indicated on the student's emergency care plan. Back-up epinephrine shall also be available at the school if needed;
- B. The school nurse or designee to be promptly available on site at the school and school-sponsored functions in the event of an allergic reaction; and
- C. The transportation of the student to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the student's symptoms appear to have resolved.

Emergency Administration of Epinephrine for First Time Allergic Reactions at School

The school nurse or trained designee shall be permitted to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis. This includes students whose parents/guardians have not submitted prior written permission or obtained prescribed medication as indicated in the rules above. Epinephrine may be administered to any student without a known history of anaphylaxis when the nurse or trained designee in good faith believes that the student is having an anaphylactic reaction

ADMINISTERING MEDICATION (continued)

The district shall maintain a supply of epinephrine auto-injectors that is prescribed under a standing protocol from a licensed physician or an advanced practice nurse in a secure but unlocked and easily accessible location. The supply of epinephrine auto-injectors shall be accessible to the school nurse and trained designees for administration to a student having an anaphylactic reaction.

Liability

No school employee, including a school nurse, or any other officer or agent of a board, or a physician or an advanced practice nurse providing a prescription under a standing protocol for school epinephrine shall be held liable for any good faith act or omission consistent with the provisions of law for the administration of epinephrine (N.J.S.A. 18A:40-12.5 et seq.). No action shall be taken before the New Jersey State Board of Nursing against a school nurse for any such action taken by a person designated in good faith by the school nurse to administer epinephrine according to law (N.J.S.A. 18A:40-12.6). Good faith shall not include willful misconduct, gross negligence or recklessness.

Emergency Administration of Opioid Antidote

"Opioid antidote" means any drug, regardless of dosage amount or method of administration, which has been approved by the United States Food and Drug Administration (FDA) for the treatment of an opioid overdose. Opioid antidote includes, but is not limited to, naloxone hydrochloride, in any dosage amount, which is administered through nasal spray or any other FDA-approved means or methods.

"Opioid overdose" means an acute condition including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death resulting from the consumption or use of an opioid drug or another substance with which an opioid drug was combined, and that a layperson would reasonably believe to require medical assistance.

The school physician shall include an opioid antidote in the prescribed standing order for the schools of the district that include any of the grades nine through twelve. The chief school administrator, in consultation with the building principal of any school other than those including grades nine through twelve, shall determine whether the school physician shall include an opioid antidote in the prescribed standing order for such schools and shall report that determination to the board. The opioid antidote may be administered to any student, school personnel or other person reasonably believed to be experiencing an opioid overdose. The opioid antidotes shall be accessible in the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building. The chief school administrator, in consultation with each building principal regardless of grade, shall determine whether to make opioid antidotes accessible during school-sponsored functions that take place off school grounds and shall report each school's determination to the board.

The opioid antidote shall be stored in a secure but unlocked and easily accessible location, and according to the manufacturer's directions regarding the heat and cold sensitivity of the medication. To the extent that is safe and practical, the opioid antidote shall be stored at a reasonable proximity of an automated external defibrillator (AED). The school nurse shall be responsible for monitoring the on-site inventory of the opioid antidote, arranging for the replacement of the opioid antidote supply and ensuring the appropriate and safe disposal of administered and expired opioid antidote applicators.

Any student suspected of being under the influence of drugs or alcohol, including students suspected of an opioid overdose shall be subject to board policy 5:131-6 Drugs, Alcohol, Steroids and Tobacco and law (N.J.A.C. 6A:16-3) regarding prevention, identification, examination, treatment, intervention and referral for substance abuse.

The school nurse shall be responsible for the assessment of any student suspected of being under the influence of drugs or alcohol, including any student suspected of an opioid or other drug overdose. When the school nurse has assessed that a student is experiencing an opioid overdose, the school nurse, or board

ADMINISTERING MEDICATION (continued)

approved school employee or volunteer trained to administer the opioid antidote or other appropriately licensed school health professionals may administer the opioid antidote.

The school nurse or his or her designee shall immediately call 911 upon suspecting an overdose and notify the parents/guardians as soon as practicable. The school nurse or designee shall notify the building principal of any suspected overdose and all actions taken including the administration of opioid antidote and the notification of emergency medical services.

An overdose victim shall be transported by emergency services personnel to the nearest hospital emergency room including where the victim's symptoms appear to have resolved. The principal shall designate a member of the school staff to accompany the student to the hospital. The principal shall notify the chief school administrator whenever an opioid antidote is administered.

The school nurse shall document the incident including but not limited to:

A. Date, time and location of the incident.

B. Names of any staff members or students reporting the incident.

C. A description of the incident.

D. Description of the evaluation conducted.

E. The administration of opioid antidote including the form and dosage.

F. All actions taken, including when 911 was called, when emergency services arrived, staff assigned to accompany the student.

The documentation shall be in the same manner as the documentation of administration of other medications under a non-patient specific order.

Training

The school nurse shall have the primary responsibility for the emergency administration of an opioid antidote. The board shall designate additional employees or volunteers to administer the opioid antidote who shall be authorized to administer the antidote only after receiving training on standardized protocols for the administration of the opioid antidote and information regarding overdose prevention pursuant to the Overdose Prevention Act (P.L. 2013 c. 46). The school nurse shall not be solely responsible to train designated individuals. The policy guidelines developed by the New Jersey Department of Education in consultation with the New Jersey Department of Human Services shall specify an appropriate entity or entities to provide the training. A school may enter into a shared services agreement for the provision of opioid antidotes if the arrangement will result in cost savings.

Parent Notification

Written notification of the board opioid overdose policy shall be distributed annually to parents/guardians and adult students and shall provide a means for the student's parent/guardian or the adult student. The notification shall inform parents/guardians and adult students that the board authorizes the certified school nurse or other appropriately licensed school health professionals deemed capable of administering an opioid antidote by a health care professional to administer an opioid antidote. In addition, the notification shall also include that volunteer, unlicensed school personnel appropriately trained through a Department of Human Services (DHS) endorsed program may also be authorized to administer an opioid antidote (see attachment).

The school nurse, in consultation with the chief school administrator, shall be responsible for the development and regular review of policies and procedures regarding the opioid antidote. The policies and procedures for



ADMINISTERING MEDICATION (continued)

~~the use of opioid antidote shall be included in district emergency response procedures~~

Liability for the Administration of Opioid Antidote

~~No school employee, including a school nurse, or any other officer or agent of a board of education, charter school, or nonpublic school, or a prescriber of opioid antidotes for a school through a standing order, shall be held liable for any good faith act or omission consistent with the provisions of this act. Good faith shall not include willful misconduct, gross negligence, or recklessness.~~

Implementation

The board may adopt additional regulations on all aspects of the administration of medication. When implementing school policy and N.J.S.A. 18A:40-12.6, staff will consult these New Jersey Department of Education guidance documents:

- A. Training Protocols for the Emergency Administration of Epinephrine (9/08);
- B. Guidelines for the Management of Life-Threatening Food Allergies in Schools (9/08).

Adopted: No date

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revised: April 27, 2015; October 11, 2018

Key Words

Administering Medication, Medication In School, Nebulizer, Epinephrine, Anaphylaxis, Asthma

<b><u>Legal References:</u></b>	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:40-1</u>	Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
	<u>N.J.S.A. 18A:40-3.2 et seq.</u>	Medical and Nursing Personnel
	<u>N.J.S.A. 18A:40-4</u>	Examination for physical defects and screening of hearing of students
	<u>N.J.S.A. 18A:40-12.3</u>	Self-administration of medication by student; conditions
	through -12.4	
	<u>N.J.S.A. 18A:40-12.5</u>	Policy for emergency administration of epinephrine to public school students
	<u>N.J.S.A. 18A:40-12.6</u>	Administration of epinephrine; primary responsibility; parental consent
	through -12.6d	
	<u>N.J.S.A. 18A:40-12.7</u>	Nebulizer
	<u>N.J.S.A. 18A:40-12.8</u>	Administration of asthma medication by school nurse through nebulizer; training; student asthma treatment plan
	<u>N.J.S.A. 18A:40-12.11</u>	Children with diabetes
	<u>N.J.S.A. 18A:40-12.12</u>	Definitions
	<u>N.J.S.A. 18A:40-12.13</u>	Health care plans for children with diabetes
	<u>N.J.S.A. 18A:40-12.14</u>	Employees authorized to administer glucagon
	<u>N.J.S.A. 18A:40-12.15</u>	Management by student permitted
	<u>N.J.S.A. 18A:40-12.16</u>	Notice to bus driver
	<u>N.J.S.A. 18A:40-12.17</u>	Posting of reference sheet
	<u>N.J.S.A. 18A:40-12.18</u>	Medical information release
	<u>N.J.S.A. 18A:40-12.19</u>	Immunity
	<u>N.J.S.A. 18A:40-12.20</u>	Authorized possession of syringe



ADMINISTERING MEDICATION (continued)

<u>N.J.S.A.</u> 18A:40-12.21	School choice not restricted
<u>N.J.S.A.</u> 18A:40-12.22	Administration of medical marijuana
<u>N.J.S.A.</u> 18A:40-21.1	Required Hepatitis B vaccination
<u>N.J.S.A.</u> 18A:40-21.2	Meningitis fact sheet
<u>N.J.S.A.</u> 18A:40-23	Findings and Declarations
<u>N.J.A.C.</u> 18A:40-24	Definitions
<u>N.J.A.C.</u> 18A:40-25	Nursing services to students in non-public schools
<u>N.J.S.A.</u> 18A:40-26	Medical services to non-public school students
<u>N.J.S.A.</u> 18A:40-27.1	Nursing services to non-public preschool students
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 45:11-23	Definitions
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-1.3	Definitions
<u>N.J.A.C.</u> 6A:16-2.1	Health services policy and procedural requirements
<u>N.J.A.C.</u> 6A:16-2.2	Required health services
<u>N.J.A.C.</u> 6A:16-2.3	Health services personnel
<u>N.J.A.C.</u> 6A:16-2.4	Required student health records
<u>N.J.A.C.</u> 6A:16-2.5	School health services to nonpublic schools
<u>N.J.A.C.</u> 6A:16-4.1	Policies and procedures for the prevention of drug and alcohol abuse
<u>N.J.A.C.</u> 6A:23A-5.3(e)	Failure to maximize SEMI Aid
<u>N.J.A.C.</u> 6A:32-6.3	Requirements of physical examinations

P.L. 2013, c. 106 (A542, S1880) - an act concerning the emergency administration of opioid 1 antidotes in schools, supplementing chapter 40 of title 18A of the New Jersey Statutes, and amending P.L. 2013, c. 46

Overdose Prevention Act, P.L. 2013, c. 46

Bernards Township Education Association v. Bernards Township Board of Education, 1981 S.L.D. (9/29/81), aff'd State Board, 1982 S.L.D. 4/7/82, aff'd App. Div., unpublished opinion (A-4211-81T3, 5/18/83)

Communications Workers of America, Local 1033, On behalf of Karen Norton, Barbara Woolston, Mary Ellen Schoen et al. v. New Jersey State Department of Education, Marie H. Katzenbach School for the Deaf, State Board Docket #52-91

Policy Advisory #1 on N.J.S.A. 18A:40-12.3 et seq. Self-Administration of Medication By a Student, New Jersey State Department of Education, June 5, 1995

Protocol and Implementation Plan for the Emergency Administration of Epinephrine by a Delegate Trained by the School Nurse, New Jersey State Department of Education, October, 1998

For training for the administration of naloxone see:  
<http://www.state.nj.us/humanservices/dmhas/initiatives/naloxone.html>

**Possible  
Cross References:**

*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141	Health
*5141.1	Accidents
*5141.2	Illness

ADMINISTERING MEDICATION (continued)

*5141.3	Health examinations and immunizations
*5141.8	Sports related concussion and head injury
*6153	Field trips

\*Indicates policy is included in the Critical Policy Reference Manual.

**Form**

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EMERGENCY ADMINISTRATION OF NALOXONE FOR DRUG OVERDOSE

Dear \_\_\_\_\_,  
Parent/Guardian

Time is of the essence when a drug overdose is occurring, or is believed to be occurring. Administering an opioid antidote (defined as naloxone hydrochloride or any other similarly acting drug approved by the United States Food and Drug Administration) blocks effects of opioids and can reverse a potentially life threatening overdose.

In accordance with the New Jersey Law (P.L. 2013, c. 46), the "Overdose Prevention Act" the school physician annually prescribes an opioid antidote including naloxone hydrochloride as part of the district's physician standing order. The opioid antidote shall be administered in an emergency to any student, school personnel or other person during school hours or during on-site school-sponsored activities believed to be experiencing a opioid overdose. The board authorizes the drug to be administered by the school doctor, the school nurse, other appropriately designated individuals deemed, by a health care professional, capable of administering the opioid antidote, where the individual has been trained through a Department of Human Services (DHS) endorsed program to administer the opioid antidote.

The \_\_\_\_\_ Board of Education hereby informs you that where board-approved policy and procedures are followed, the district, its employees, and designated individuals shall incur no liability whatsoever for any and all claims, damages, losses and expenses of any kind as a result of any injury arising from the good faith emergency administration of the opioid antidote.

**Attach board policy and regulation: 5141.21 Administration of Epinephrine**

**SOUTH AMBOY BOARD OF EDUCATION**  
**South Amboy, New Jersey**

FILE CODE: 5142.2

 Monitored Mandated Other Reasons**Policy**PHYSICAL RESTRAINT & SECLUSIONIntroduction

It is the policy of the South Amboy Board of Education to promote a safe and productive workplace and educational environment for its employees and students, and to ensure that every student in the district is free from the unreasonable use of physical restraint. Physical restraint shall only be used with extreme caution in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate.

- A. No person employed or engaged in the South Amboy Public Schools shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution. However, any such person within the scope of his/her employment may use and apply such amounts of force as is reasonable and necessary (N.J.S.A. 18A:6-1):
1. To quell a disturbance, threatening physical injury to others;
  2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil;
  3. For the purpose of self-defense; and
  4. For the protection of persons or property.

Any such acts, as described above, shall not be construed to constitute corporal punishment.

- B. In accordance with law when physical restraint is utilized on students with disabilities, the board shall ensure that:
1. The student is not restrained in the prone position, unless the student's primary care physician authorizes the use of this restraint technique;
  2. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint and that the training is updated at least annually; and
  3. The parent or guardian of a student is immediately notified when physical restraint is used on that student, which notification may be by telephone or electronic communication. A full written report of the incident of physical restraint shall be provided to the parent or guardian within 24 hours of the occurrence of the incident.

Seclusion techniques on students with disabilities shall not be used unless the student's primary care physician has authorized the use of seclusion techniques and given prior written consent.

Definitions

- A. "Physical restraint" is a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort.
- B. "Physical escort" means a temporary touching or holding of the hand, wrist, arm shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.
- C. "Extended restraint" shall mean a physical restraint, the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation.
- D. "Mechanical restraint" is the use of any device or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical (or related services) professional and are used for the

PHYSICAL RESTRAINT (continued)

specific and approved purpose for which such devices were designed, such as:

1. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
  2. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
  3. Restraints for medical immobilization; or
  4. Orthopedically prescribed devices that permit a student to participate in activities without risk or harm.
- E. "Seclusion technique" means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, but does not include a timeout.
- F. "Timeout" means a behavior management technique that involves the monitored separation of a student in a non-locked setting, and is implemented for the purpose of calming.

Procedures

School personnel shall only administer a physical restraint when it is needed to protect a student and/or a member of the school community from imminent physical harm. When a physical restraint needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of the physical restraint. This policy shall not be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, this policy shall not be construed to preclude any teacher, employee or agent of this public education program from using reasonable force to protect students, other persons or themselves from assault or imminent physical harm.

The superintendent, in consultation with the director of special services, shall develop written procedures and guidelines related to this policy in accordance with the *Fifteen Principles* established by the United States Department of Education, as per the following:

- A. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion;
- B. Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional);
- C. Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated;
- D. Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities;
- E. Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse;
- F. Restraint or seclusion should never be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience;
- G. Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child;
- H. The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them;

PHYSICAL RESTRAINT (continued)

- I. Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior;
- J. Teachers and other personnel should be trained regularly on the appropriate use of effective alternative to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion;
- K. Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel;
- L. Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as, applicable Federal, State or local laws;
- M. Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child;
- N. This policy will be reviewed regularly and updated as appropriate;
- O. Each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles.

Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used. In other words, a physical restraint can only be used when nonphysical interventions would not be effective and the student's behavior poses a threat of imminent physical harm to himself/herself or others. Any physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent physical harm.

Prohibitions on Use of a Physical Restraint

The use of a physical restraint as a means of punishment or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, physical harm is expressly prohibited.

Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received either the in-depth training detailed below, or who have received the required basic training detailed below. Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury.

Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below, and shall discontinue the restraint as soon as possible. Floor and prone restraints are prohibited unless the school personnel administering the restraint has received in-depth training, and, in the judgment of the trained staff member, such method is required to provide safety for the student or others present. It should be noted, however, that these training requirements shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent physical harm.

PHYSICAL RESTRAINT (continued)Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to himself, herself or others. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm.

If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance. School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student. At any time during the administration of a physical restraint, school personnel may seek to contact the office of special education behavioral specialists, or the crisis intervention team, or take other steps to seek medical assistance if it appears that the student is demonstrating significant physical distress. Any time a physical restraint causes distress or leaves a mark, the school nurse must be notified immediately to check the child and make an injury report.

Follow-up Procedures and Reporting Requirements

## A. Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the school shall implement the follow-up procedures set forth below:

1. Review the restraint with the student to address the behavior that precipitated the restraint;
2. Review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and
3. Consider whether any follow-up is appropriate for the students who witnessed the incident.

## B. Reporting Requirements

1. Any physical restraint shall be reported immediately to administration and in the case of injury, to the nurse;
2. The school staff member who administers a physical restraint shall verbally inform the principal or his/her designee of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report shall be completed and provided to the principal of the school no later than the next working day after the restraint was administered;
3. The principal of the school shall maintain an on-going record of all reported instances of physical restraint;
4. The principal or his/her designee shall verbally inform the student's parents or guardians of any physical restraint by a written report postmarked no later than one school working day following the use of any physical restraint and/or any physical restraint that results in an injury to a student or staff;
5. The principal shall provide the office of the superintendent and the director of special services with a copy of the written report of a physical restraint when such restraint has resulted in an injury to a student or staff member, or when an extended restraint (20 minutes or longer) has been administered as well as a copy of the school's on-going record of all reported instances of physical restraint for the thirty days preceding the reported physical restraint.

This documentation must be provided to the Office of the Superintendent by no later than one school working day after the written report is received by the principal.

District's Training Requirements

## A. For All Program Staff

PHYSICAL RESTRAINT (continued)

Within the first month of each school year, the principal of each school shall provide all program staff with training on this policy. Additionally, for all new school employees that are hired after the start of the school year, the principal shall, within the first month of their employment, provide the new employees with training on this policy. The training shall consist of the following:

1. This policy and related procedures and guidelines developed by the superintendent;
2. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;
3. Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
4. Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
5. Identification of program staff who have received in-depth training certification in "Handle With Care" procedures.

B. For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal of each school shall identify program staff that is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. The content of the in-depth training shall include, but not be limited to:

1. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
2. Description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
3. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
5. Demonstration by participants of proficiency in administering physical restraint.

Complaint Procedures

A. Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above. The principal shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously.

If the student and/or his/her parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process.

B. Formal Resolution of Concern About Use of Physical Restraint

A student or his/her parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the superintendent.



PHYSICAL RESTRAINT (continued)

The student and/or his/her parent/guardian should submit this letter to the superintendent within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed above. The written complaint shall include:

1. The name of the student;
2. The name of the school where the physical restraint allegedly occurred;
3. The name of the individuals involved in the alleged physical restraint;
4. The basis of the complaint or concern; and
5. The corrective action being sought.

The superintendent or his or her designee shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the superintendent or his or her designees shall contact those individuals that have been referred to as having pertinent information related to the complaint.

Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The superintendent and/or his or her designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

Elopement

The board is committed to the safety and welfare of all students. The board directs the superintendent to take appropriate measures to reduce the risk of student elopement and/or wandering when the students are within the custody and care of the school district. Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Wandering is defined as meandering which results in a student getting lost, leaving a safe environment or entering an inappropriate place, often due to the student's inattention or distractibility.

The superintendent or his or her designees shall establish procedures to prevent the occurrence of wandering and elopements and to direct actions to be taken when an elopement does occur.

Adopted: October 29, 2018

Key Words

Physical Restraint, Disruption,

<p><b><u>Legal References:</u></b> <u>N.J.S.A. 2C:12-1</u>  <u>N.J.S.A. 18A:6-1</u>  <u>N.J.S.A. 18A:11-1</u>  <u>N.J.S.A. 18A:25-2</u>  <u>N.J.S.A. 18A:37-1 et seq.</u>  <u>See particularly:</u>  <u>N.J.S.A. 18A:37-15</u>  <u>N.J.S.A. 18A:40A-1 et seq.</u>  <u>N.J.S.A. 18A:46-1.1 et seq.</u>  <u>N.J.A.C. 6A:14-2.8</u>  <u>N.J.A.C. 6A:16-1.1 et seq.</u></p>	<p>Definition of assault                  Corporal punishment of pupils                  General mandatory powers and duties                  Authority over pupils                  Discipline of Pupils                    Substance Abuse                  Classes and facilities for handicapped children                  Discipline/suspension/expulsions                  Programs to Support Pupil Development</p>
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**Possible**

<p><b><u>Cross References:</u></b> *1410                  *3510                  *3516                  *4112.4/4212.4                  *4131/4131.1                  *5125</p>	<p>Local units                  Operation and maintenance of plant                  Safety                  Employee health                  Staff development; inservice education/visitations/conferences                  Pupil records</p>
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PHYSICAL RESTRAINT (continued)

*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5131.6	Substance abuse
*5131.7	Weapons and dangerous instruments
*5141	Health
*5141.1	Accidents
*5141.2	Illness
*5141.6	Self destructive behavior
*5141.21	Administering medication
*5142	Pupil safety
*5145.11	Questioning and apprehension
*5145.12	Search and seizure
*6142.4	Physical education and health
*6171.3	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**SOUTH AMBOY BOARD OF EDUCATION**  
**South Amboy, New Jersey**

FILE CODE: 5142.2

 Monitored Mandated Other Reasons**Regulation**PHYSICAL RESTRAINTPhysical Restraint Limitations

- A. Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others and/or the student is demonstrating the intent and the ability to cause injury within a matter of minutes;
- B. Physical restraint may only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success;
- C. Physical restraint may only be employed by staff members who have received district approved crisis intervention training in the use of physical restraint procedures and conducted in a manner consistent with the techniques prescribed in the training program;
- D. Physical restraint shall last only as long as is necessary for the student to regain behavioral stability, and the risk of injury has ended, usually a matter of minutes;
- E. The degree of physical restriction employed shall be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student;
- F. Mechanical or chemical restraints are not authorized in the school;
- G. Prone or supine forms of physical restraint are not authorized and are prohibited unless the student's primary care physician authorizes the use of this restraint technique.

A pupil shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the pupil is no longer in imminent danger of causing harm to him/herself, others, or imminent property destruction.

Students who are subjected to the use of physical restraint shall be evaluated by the school nurse or as appropriate a physician to ensure the health and wellbeing of the student. The student may also be required to undergo educational, behavioral and/or psychological assessment as may be determined necessary.

Prohibited Use of Physical Restraint

- A. Physical restraint is not appropriate and shall not be used without circumstances that present an imminent risk of injury to someone;
- B. No student shall be restrained in the prone position, unless the student's primary care physician authorizes the use of this restraint technique;
- C. Seclusion techniques on students with disabilities shall not be used unless the student's primary care physician has authorized the use of seclusion techniques and given prior written consent;
- D. A verbal threat or verbally aggressive behavior does not itself indicate a substantial risk of injury, and shall not result in restraint;
- E. Destruction or damage to property does not constitute a risk of imminent injury, unless in so doing a risk of injury to the student or others is created, and shall not result in the use of physical restraint;

PHYSICAL RESTRAINT (regulation continued)

- F. When a known medical or physical condition of the student would make the restraint procedures dangerous for that student (e.g. students with heart or circulatory conditions, asthma, etc.) physical restraint shall not be employed;
- G. Restraint shall never be used as a punishment, or to force compliance with staff commands.

Training Requirements

The principal shall identify staff in positions where the use of physical restraint may be necessary and ensure that training is provided. Staff members who are involved in the restraint of a student shall receive training in safe techniques for physical restraint and the training shall be updated at least annually. Any staff member who has not received training and is involved in an incident that includes the physical restraint of a student shall receive training within 30 days of the incident. The superintendent and/or the principal in consultation with the director of special and other appropriately qualified staff shall review and select research supported and evidence based training program that at a minimum includes:

- A. Prevention, intervention and restraint techniques that appropriate to the type of school setting and to the age and developmental level of students;
- B. Content and skills on the use of positive, instructional, preventive methods for addressing student behavior;
- C. Positive behavioral interventions and supports including techniques of conflict prevention and de-escalation, conflict management, and evaluation of risks of challenging behavior, as well as alternatives to physical restraint;
- D. Information about the physiological and psychological effect, impact and risks inherent in any physical intervention;
- E. Current professionally accepted practices and standards regarding behavior management and use of physical restraint;
- F. Multiple methods for monitoring a student's well-being during a restraint;
- G. Instruction on first aid and cardiopulmonary resuscitation (CPR) in the event of an emergency related to restraint.

Notification and Documentation

- A. The parent or guardian of a student shall be immediately notified when physical restraint is used on the student. The notification may be by telephone or electronic communication.
- B. A full written report of the incident of physical restraint shall be provided to the parent or guardian within 24 hours of the occurrence of the incident;
- C. The principal and the school nurse shall be notified immediately of any incident where physical restraint was used;
- D. The staff member reporting the use of the physical restraint shall complete a written report the same day as the incident that includes the time, date and location of the incident, individuals present during the incident and thorough description including:
  1. The circumstances leading up to the incident;
  2. The positive behavioral interventions, de-escalation techniques and all other preventative strategies used to prevent the use of physical restraint;
  3. The type of physical restraint techniques used in the circumstances;
  4. The duration of the restraint;

PHYSICAL RESTRAINT (regulation continued)

5. Any observed behavior or reaction the student had during and at the conclusion of the incident.
- E. Other staff and students witnessing the incident may be required to provide a written description of the incident;
- F. All written documentation of the incident shall be maintained in the confidential student health record. Records regarding disciplinary consequences that may result from the investigation of the incident may be placed in the student's school file.

Elopement

A. Definitions

1. Elopement means leaving an assigned area without permission from, or knowledge of, staff;
2. Wandering means meandering which results in a student leaving a safe environment, intruding into inappropriate places or becoming lost, often related to distraction.

B. Procedures

To avoid and address instances of wandering and/or elopement, the following procedures shall apply:

1. The individualized educational program (IEP) of students with known wandering and elopement behaviors shall specify detailed provisions for the supervision and monitoring of the student and the procedures for response and intervention;
2. School staff members having any supervisory responsibilities over the student including teaching staff members, instructional and noninstructional aides, hall monitors, main entrance monitors, security staff and all other relevant staff members shall be alerted to the elopement and/or wandering behavior and instructed on intervention procedures as detailed in the student's IEP.
3. The director of special education shall ensure that teaching staff members, instructional and noninstructional aides, hall monitors, security staff and all other staff members with student contact receive general education and training to address student supervision, wandering and elopement and proper responses. Training shall include:
  - a. Supervisory notification and 911 calls;
  - b. Communication protocols with local police;
  - c. Use of school-wide communication and alert systems;
  - d. Pre-assignments and procedures for building and ground searches;
  - e. Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;
  - f. Protocols for immediate family notification;
4. When a student has been identified as having wandering or elopement behaviors, consideration shall be given to the installment of door alarms and the use of other elopement warning devices as necessary and appropriate;
5. Teaching staff members of students with known wandering and elopement behaviors shall ensure that the student carries basic identification at all times;
6. School policy and procedures regarding elopement and wandering shall be distributed annually.

Adopted: October 29, 2018



## South Amboy Public Schools

240 John Street, South Amboy, New Jersey 08879  
Phone: 732-525-2100 • Fax: 732-727-0730

ATTACHMENT F

Jorge E. Diaz  
Superintendent

www.sapublicschools.com  
jdiaz@sapublicschools.com

**TO:** Board Members  
**FROM:** Jorge E. Diaz, Superintendent  
**DATE:** October 29, 2018  
**SUBJECT:** HIB Incident Report –October 29, 2018 Board Meeting

Attached please find HIB Investigation Report Form(s) for discussion/acceptance at the October 29, 2018 Board of Education Meeting. A 2018-2019 Investigation Summary Report has been below for your information.

If you require additional information please feel free to contact me.

<b>October 2018</b>			
School	# of Investigations	# of Bullying Incidents Occurring	# Bullying Incidents Did Not Occur
ES	5	0	5
MS	1	0	1
HS	1	0	1
Total	7	0	7

<b>2018 - 2019 Year to Date Investigation Summary</b>			
School	# of Investigations	# of Bullying Incidents Occurring	# Bullying Incidents Did Not Occur
ES	5	0	5
MS	1	0	1
HS	1	0	1
Total	7	0	7

JED:kms  
HIBReportCoverMemo1018

# South Amboy School District Expense Account Adjustment Analysis By Account#

Attachment G

va\_exaa7.082406  
09/01/2018

Current Cycle : September


Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
<b>Current Appropriation Adjustments</b>								
11-000-262-100-11-20- -	SAL - CUST SUBS	Salary Line Adjustment	000032	09/01/2018	PFRASCCELLA	\$5,000.00	\$1,500.00	\$6,500.00
11-000-262-101-11-20- -	SAL - O/T CUST	Salary Line Adjustment	000032	09/01/2018	PFRASCCELLA	\$7,000.00	(\$1,500.00)	\$5,500.00
11-209-100-101-02-00-00-030	SALARIES - BD PROGRAM	Salary Line Adjustment	000032	09/01/2018	PFRASCCELLA	\$0.00	\$6,000.00	\$6,000.00
11-212-100-101-11-10-00-030	SAL - TEACHER MD MHS	Salary Line Adjustment	000032	09/01/2018	PFRASCCELLA	\$274,183.30	(\$6,000.00)	\$268,183.30
20-451-270-517-00-00-00-030	EMER IMPACT AID -TRANSPO	EMER IMPACT AID	000030	09/01/2018	PFRASCCELLA	\$0.00	\$52,625.00	\$52,625.00
60-910-310-600-01-95- -	CAFETERIA SUPPLIES	Cafe supplies	000031	09/01/2018	PFRASCCELLA	\$25,047.13	\$400.00	\$25,447.13
60-910-310-870-01-95- -	CAFE SODEXO	Cafe Annual encumbrance	000033	09/01/2018	PFRASCCELLA	\$0.00	\$400,000.00	\$400,000.00
<b>Total Current Appr.</b>								<b>\$453,025.00</b>

**South Amboy Board of Education  
Expenditures 9/25/2018 - 10/29/2018**

<b>Bills For</b>	<b>Amount</b>
Regular Bills	589,976.29
09/15/18 Payroll	432,082.26
09/30/18 Payroll	432,630.37
<b>TOTAL</b>	<b>\$ 1,454,688.92</b>
September Agency	400,730.05

Certified Correct  
The above claims were certified correct by the Board Secretary.

Signature/Board Secretary

  
\_\_\_\_\_



# South Amboy School District Check Register By Vendor Name

a\_ch106.072104  
0/07/2018

Posted Checks : Current Cycle : October

Vendor Name/ Number	Ba- ch Account #	PO #	Invoice #	Check Amount	Check # Date	Check Description	Check Type
<b>POSTED CHECKS</b>							
ALLWAYS SAFE SIDEWALKS/ 5167	52 11-000-261-420-01-71- -	190031	1560	240.00	19068 10/29/2018	MAINT REPAIRS BD	C
ALLWAYS SAFE SIDEWALKS/ 5167	52 11-000-261-420-02-71- -	190031	1560	7,440.00	19068 10/29/2018	MAINT REPAIRS MHS	C
ALLWAYS SAFE SIDEWALKS/ 5167	52 11-000-261-420-04-71- -	190031	1560	1,800.00	19068 10/29/2018	MAINT REPAIRS ELEM	C
Total For ALWAYS SAFE SIDEWALKS/ 5167				\$9,480.00			
APPLE INC./ 1325	52 11-190-100-610-06-02-00-060	190348	6758227542	380.00	19069 10/29/2018	APPLE INC.	C
ASCD/ 2835	52 11-000-219-800-12-65-00-080	190228	0013112082	219.00	19070 10/29/2018	DUES, FEES, OTHER	C
ATLANTIC TOMORROWS OFFICE/ 5038	52 11-000-240-600-04-00-060	190354	ARINK483098	169.80	19071 10/29/2018	SUPPLIES - ELEMENTARY	C
ATLANTIC TOMORROWS OFFICE/ 5038	52 11-190-100-500-04-03-00-060	190383	CNIN808793	1,193.16	19071 10/29/2018	COLOR COPY USAGE	C
Total For ATLANTIC TOMORROWS OFFICE/ 5038				\$1,362.96			
AXISPLUS BENEFITS/ 4484	50 11-000-291-270-01-80- -	190165	3402	28.00	19053 10/12/2018	EE HEALTH BENEFITS	C
B&H FOTO & ELECTRONICS/ 4731	52 11-000-240-600-02-00-00-030	190074	147228995	464.38	19072 10/29/2018	SUPPLIES - MHS	C
B&H FOTO & ELECTRONICS/ 4731	52 11-000-240-600-02-00-00-030	190074	147270312	66.79	19072 10/29/2018	SUPPLIES - MHS	C
Total For B&H FOTO & ELECTRONICS/ 4731				\$531.17			
BANYAN SCHOOL/ 5081	52 11-000-100-566-10-65- -	190307	SEPTEMBER 2018	3,747.72	19073 10/29/2018	TUITION - PRIV SP ED	C
BARNES & NOBLE/ 4317	52 11-190-100-610-02-18-00-030	190097	3700687	719.00	19074 10/29/2018	BARNES AND NOBLE, INC.	C
BIO SHINE, INC./ 4298	52 11-000-262-610-01-70- -	190144	3221958	120.27	19075 10/29/2018	SUPPLIES - CUSTODIAL	C
BRETT DINOVI & ASSOCIATES, LLC/ 5117	52 11-000-219-320-01-65-00-030	190335	289-235	7,225.00	19076 10/29/2018	PROF SERVICES MHS	C
BRETT DINOVI & ASSOCIATES, LLC/ 5117	52 11-000-219-320-01-65-00-030	190335	289-235A	275.00	19076 10/29/2018	PROF SERVICES MHS	C
BRETT DINOVI & ASSOCIATES, LLC/ 5117	52 11-000-219-320-01-65-00-030	190386	289-241	3,750.00	19076 10/29/2018	PROF SERVICES MHS	C
Total For BRETT DINOVI & ASSOCIATES, LLC/ 5117				\$11,250.00			
BURGOS, VICTOR/ 3091	52 11-402-100-110-11-11-00-030	190339	G V SOCCER	80.00	19077 10/29/2018	STIPEND - COACHES	C

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<b>POSTED CHECKS</b>								
BUSCH LAW GROUP, LLC/ 4734	52 11-000-230-331-01-00- -	190164	14209	3,547.50	19078	10/29/2018	LEGAL SERVICES	C
CABLEVISION LIGHTPATH, INC./ 4358	50 11-190-100-340-06-04-00-030	190131	22753029	3,297.00	19054	10/12/2018	INTERNET SERVICES	C
CABLEVISION LIGHTPATH, INC./ 4358	52 11-190-100-340-06-04-00-030	190131	22832121	2,648.66	19079	10/29/2018	INTERNET SERVICES	C
CABLEVISION LIGHTPATH, INC./ 4358	52 11-190-100-340-06-04-00-030	190131	22837048	3,297.00	19079	10/29/2018	INTERNET SERVICES	C
Total For CABLEVISION LIGHTPATH, INC./ 4358				\$9,242.66				
CAROLINA BIOLOGICAL SUPPLY/ 1319	52 11-000-240-600-02-00-00-030	190072	5040771 RI	72.00	19084	10/29/2018	SUPPLIES - MHS	C
CDW GOVERNMENT, INC./ 1163	52 11-190-100-610-02-18-00-030	190282	PKP3965	184.02	19080	10/29/2018	INSTR SUPPLIES - MHS	C
CHILDREN'S CENTER OF MONMOUTH COUNTY/ 1401	52 20-250-100-500-01-65-00-030	190173	SEPTEMBER 2018	8,860.84	19081	10/29/2018	OTHER PURCHASED SERVICES	C
CITY OF SOUTH AMBOY/ 3233	50 11-000-261-800-01-71- -	190147	9999989-0 10/18	2,492.17	19056	10/12/2018	UTILITIES - WATER/SEWER	C
CITY OF SOUTH AMBOY/ 3233	50 11-000-261-800-01-71- -	190147	99997170-1 10/18	64.55	19056	10/12/2018	UTILITIES - WATER/SEWER	C
CITY OF SOUTH AMBOY/ 3233	50 11-000-261-800-01-71- -	190147	99997170-3 10/18	64.55	19056	10/12/2018	UTILITIES - WATER/SEWER	C
CITY OF SOUTH AMBOY/ 3233	50 11-000-261-800-01-71- -	190147	99997170-2 10/18	111.40	19056	10/12/2018	UTILITIES - WATER/SEWER	C
Total For CITY OF SOUTH AMBOY/ 3233				\$2,732.67				
CORTLAND COMPUTER SERVICES, INC./ 2837	52 11-000-252-340-06-02- -	190300	25541	4,070.00	19082	10/29/2018	TECH SERV - CONTRACT	C
CORTLAND COMPUTER SERVICES, INC./ 2837	52 11-000-252-340-06-02- -	190300	25473	935.00	19082	10/29/2018	TECH SERV - CONTRACT	C
Total For CORTLAND COMPUTER SERVICES, INC./ 2837				\$5,005.00				
CPC BEHAVIORAL HEALTHCARE/ 3125	52 11-000-100-566-10-65- -	190309	JULY 2018	18,972.00	19083	10/29/2018	TUITION - PRIV SP ED	C
CPC BEHAVIORAL HEALTHCARE/ 3125	52 11-000-100-566-10-65- -	190309	AUG 2018	8,928.00	19083	10/29/2018	TUITION - PRIV SP ED	C
Total For CPC BEHAVIORAL HEALTHCARE/ 3125				\$27,900.00				

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DECKER, INC./ 4105	52 11-000-261-610-01-70- -	190360	265935A	230.96	19085 10/29/2018	SUPPLIES - MAINT	C
DELL/ 3214	52 11-000-252-600-06-00- -	180852	10255037456	371.77	19086 10/29/2018	SUPPLIES - TECH COORD	C
DIRECT ENERGY BUSINESS MARKETING, LLC/ 3979	50 11-000-262-621-01-70- -	190239	HS8887910	193.61	19057 10/12/2018	UTILITIES-NATURAL GAS	C
E & G EXTERMINATORS/ 3211	52 11-000-261-420-02-70- -	190022	457074-MHS	75.00	19087 10/29/2018	MAINT CONTRACTS MHS	C
E & G EXTERMINATORS/ 3211	52 11-000-261-420-04-70- -	190022	457072-ES	75.00	19087 10/29/2018	MAINT CONTRACTS ELEM	C
	Total For E & G EXTERMINATORS/ 3211			\$150.00			
ESCNJ (BRIGHT BEGINNINGS LEARNING CTR)/ 5017	52 11-000-100-565-10-65- -	190312	0818-4830-TU IT-145	4,785.00	19088 10/29/2018	TUITION -ESC SP ED	C
ESCNJ (BRIGHT BEGINNINGS LEARNING CTR)/ 5017	52 11-000-100-565-10-65- -	190312	ESYBB_M067 818	636.00	19088 10/29/2018	TUITION -ESC SP ED	C
	Total For ESCNJ (BRIGHT BEGINNINGS LEARNING CTR)/ 5017			\$5,421.00			
ESCNJ (INSTRUCTIONAL SERVICES)/ 4583	52 20-250-100-500-01-65-00-030	190279	COLLOR_M0 618	1,000.00	19089 10/29/2018	OTHER PURCHASED SERVICES	C
ESCNJ / ACADEMY LEARNING CENTER/ 4126	52 11-000-100-565-10-65- -	190311	0818-4830-TU IT-144	9,570.00	19090 10/29/2018	TUITION -ESC SP ED	C
ESCNJ / ACADEMY LEARNING CENTER/ 4126	52 11-000-100-565-10-65- -	190311	ESYALC_M06 7818	636.00	19090 10/29/2018	TUITION -ESC SP ED	C
	Total For ESCNJ / ACADEMY LEARNING CENTER/ 4126			\$10,206.00			
ESCNJ / PISCATAWAY REGIONAL DAY SCHOOL/ 4130	52 11-000-100-565-10-65- -	190313	0818-4830-TU IT-149	7,250.00	19091 10/29/2018	TUITION -ESC SP ED	C
ESCNJ TRANSPORTATION/ 1250	52 11-000-270-517-10-65- -	190207	SEPT FY19 SOAM	19,602.45	19092 10/29/2018	ESC & CTSA - REG ED	C
ESCNJ TRANSPORTATION/ 1250	52 11-000-270-518-10-65- -	190207	SEPT FY19 SOAM	55,145.73	19092 10/29/2018	ESC & CTSA - SPEC ED	C
	Total For ESCNJ TRANSPORTATION/ 1250			\$74,748.18			
ESPECIAL NEEDS, LLC/ 4235	52 11-212-100-610-04-35-00-030	190296	217431	916.80	19093 10/29/2018	INSTR SUPPLIES - MD	C

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FERRARIS, GEORGE/ 4459	52 11-402-100-800-08-21-00-030	190358	B V SOCCER 9/17/18	80.00	19095	10/29/2018	OFFICIALS FEES	C
FERTIG'S, INC./ 3765	52 11-000-262-610-01-71- -	190302	1951681	434.45	19096	10/29/2018	SUPPLIES - UNIFORMS	C
FERTIG'S, INC./ 3765	52 11-000-262-610-01-71- -	190302	1951718	144.00	19096	10/29/2018	SUPPLIES - UNIFORMS	C
	Total For FERTIG'S, INC./ 3765			\$578.45				
FLAGHOUSE, INC./ 2874	52 11-190-100-610-02-18-00-030	190088	P0769981010 13	2,571.75	19097	10/29/2018	INSTR SUPPLIES - MHS	C
FRONTROW CALYPSO, LLC/ 4802	52 20-218-100-600-00-00-060	190225	377989	-19.12	19098	10/29/2018	CM: 378039 8/17/18	C
FRONTROW CALYPSO, LLC/ 4802	52 20-218-100-600-00-00-060	190225	377989	2,517.12	19098	10/29/2018	PEEA IN SUPPLS & MATRLS	C
	Total For FRONTROW CALYPSO, LLC/ 4802			\$2,498.00				
GAGGLE.NET, INC./ 4961	52 11-000-252-330-06-02- -	190297	36574	3,680.00	19099	10/29/2018	PROF SVC - WEB FILTER	C
GANNETT NJ NEWSPAPERS/ 4098	52 11-000-230-590-01-73- -	190346	0001962886	77.24	19100	10/29/2018	LEGAL ADS/NOTICES	C
GANNETT NJ NEWSPAPERS/ 4098	52 11-000-230-590-01-73- -	190347	0001962886	62.28	19100	10/29/2018	LEGAL ADS/NOTICES	C
	Total For GANNETT NJ NEWSPAPERS/ 4098			\$139.52				
GENERAL AUDIT TOOL, LTD/ 4958	52 11-000-252-330-06-02- -	190098	1619	1,524.00	19101	10/29/2018	PROF SVC - WEB FILTER	C
GENESIS EDUCATIONAL SERVICES, INC./ 3207	52 11-000-230-600-06-00- -	190306	18-611	350.00	19102	10/29/2018	SUPPLIES-COMPUTER SUPT	C
GENNARO, ANTHONY/ 3587	52 11-000-262-610-01-71- -	190336	190336	189.85	19103	10/29/2018	SUPPLIES - UNIFORMS	C
GOPHER SPORTS/ 2023	52 11-190-100-610-04-18-00-060	190093	9484778	856.41	19104	10/29/2018	INSTR SUPPLIES - ELEM	C
HANEY, PAUL/ 3744	52 11-402-100-800-08-21-00-030	190328	B V SOCCER 9/7/18	80.00	19105	10/29/2018	OFFICIALS FEES	C
HMH-RIVERSIDE CUSTOMER SERVICE/ 4742	52 11-000-218-500-04-60-00-060	190382	954010675	62.00	19106	10/29/2018	TESTING - ELEM	C
HOME DEPOT/ 3656	52 11-000-261-420-02-71- -	190400	1048382	10.90	19107	10/29/2018	MAINT REPAIRS MHS	C
HOME DEPOT/ 3656	52 11-000-261-420-02-71- -	190400	5051072	141.22	19107	10/29/2018	MAINT REPAIRS MHS	C
HOME DEPOT/ 3656	52 11-000-261-420-02-71- -	190400	2560129	4.20	19107	10/29/2018	MAINT REPAIRS MHS	C
HOME DEPOT/ 3656	52 11-000-261-420-02-71- -	190400	594259	-52.90	19108	10/29/2018	8193477 CM	C
HOME DEPOT/ 3656	52 11-000-261-420-02-71- -	190400	594259	166.67	19108	10/29/2018	MAINT REPAIRS MHS	C
HOME DEPOT/ 3656	52 11-000-261-420-04-71- -	190400	4593433	3.54	19107	10/29/2018	MAINT REPAIRS ELEM	C
HOME DEPOT/ 3656	52 11-000-261-420-04-71- -	190400	8020976	111.76	19107	10/29/2018	MAINT REPAIRS ELEM	C

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HOME DEPOT/ 3656	52 11-000-261-420-04-71- -	190400	5010940	103.46	19107	10/29/2018 MAINT REPAIRS ELEM	C
HOME DEPOT/ 3656	52 11-000-261-420-04-71- -	190400	2560130	99.96	19107	10/29/2018 MAINT REPAIRS ELEM	C
HOME DEPOT/ 3656	52 11-000-261-420-04-71- -	190400	8193478	49.61	19107	10/29/2018 MAINT REPAIRS ELEM	C
HOME DEPOT/ 3656	52 11-000-261-420-04-71- -	190400	8595234	52.90	19107	10/29/2018 MAINT REPAIRS ELEM	C
HOME DEPOT/ 3656	52 11-000-261-420-04-71- -	190400	6022150	16.95	19107	10/29/2018 MAINT REPAIRS ELEM	C
HOME DEPOT/ 3656	52 11-000-261-610-01-70- -	190400	3015001	85.09	19107	10/29/2018 SUPPLIES - MAINT	C
HOME DEPOT/ 3656	52 11-000-261-610-01-70- -	190400	3033122	19.97	19107	10/29/2018 SUPPLIES - MAINT	C
HOME DEPOT/ 3656	52 11-000-261-610-01-70- -	190400	8594409	33.12	19107	10/29/2018 SUPPLIES - MAINT	C
HOME DEPOT/ 3656	52 11-000-261-610-01-70- -	190400	2560128	9.98	19107	10/29/2018 SUPPLIES - MAINT	C
HOME DEPOT/ 3656	52 11-000-261-610-01-70- -	190400	7573450	38.93	19107	10/29/2018 SUPPLIES - MAINT	C
HOME DEPOT/ 3656	52 11-000-261-610-01-70- -	190400	5560806	15.58	19107	10/29/2018 SUPPLIES - MAINT	C
HOME DEPOT/ 3656	52 11-000-261-610-01-72- -	190400	5563943	96.14	19108	10/29/2018 SUPPLIES - PAINT	C
HOME DEPOT/ 3656	52 11-212-100-610-02-00-00-030	190400	8240301	14.72	19108	10/29/2018 INSTR SUPP - LIFE SKILLS	C
HOME DEPOT/ 3656	52 20-218-100-600-00-00-00-060	190400	7195679	217.30	19107	10/29/2018 PEEA IN SUPPLS & MATRLS	C
HOME DEPOT/ 3656	52 20-218-100-600-00-00-00-060	190400	7255783	4.57	19107	10/29/2018 PEEA IN SUPPLS & MATRLS	C
HOME DEPOT/ 3656	52 20-218-100-600-00-00-00-060	190400	1048381	65.03	19107	10/29/2018 PEEA IN SUPPLS & MATRLS	C
HOME DEPOT/ 3656	52 20-218-100-600-00-00-00-060	190400	565280	36.86	19108	10/29/2018 PEEA IN SUPPLS & MATRLS	C
HOME DEPOT/ 3656	52 20-218-100-600-00-00-00-060	190400	8020977	9.56	19108	10/29/2018 PEEA IN SUPPLS & MATRLS	C
HOME DEPOT/ 3656	0 60-910-310-400-01-00- -	190319	8592421	57.81	771	10/12/2018 CAFETERIA REPAIRS	H
HOME DEPOT/ 3656	0 60-910-310-400-01-00- -	190319	7592500	38.97	771	10/12/2018 CAFETERIA REPAIRS	H
HOME DEPOT/ 3656	0 60-910-310-400-01-00- -	190319	1565822	173.84	771	10/12/2018 CAFETERIA REPAIRS	H
<b>Total For HOME DEPOT/ 3656</b>				<b>\$1,625.74</b>			
IDW LLC/ 5129	52 11-190-100-610-02-18-00-030	190248	1505440	448.00	19109	10/29/2018 INSTR SUPPLIES - MHS	C
INSPIRED INSTRUCTION, LLC/ 5070	52 20-270-200-300-01-00-00-060	190182	18-19-NJ-012	6,900.00	19110	10/29/2018 NCLB TITLE II -SO AMBOY	C
JAY-HILL REPAIRS/ 4276	0 60-910-310-400-01-00- -	190271	369026	866.94	770	10/29/2018 CAFETERIA REPAIRS	H
JCP&L/ 2806	50 11-000-262-622-01-70- -	190125	10001014706 2-9/18	12,321.64	19058	10/12/2018 UTILITIES-ELECTRICITY	C
JCP&L/ 2806	50 11-000-262-622-01-70- -	190125	10000974168 5-9/18	9,304.20	19058	10/12/2018 UTILITIES-ELECTRICITY	C
JCP&L/ 2806	50 11-000-262-622-01-70- -	190125	10000974312 9-9/18	460.32	19058	10/12/2018 UTILITIES-ELECTRICITY	C
<b>Total For JCP&amp;L/ 2806</b>				<b>\$22,086.16</b>			

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JOHNNY ON THE SPOT/ 4725	52 11-402-100-800-07-22-00-030	190289	0000507832	240.55	19111	10/29/2018	CLINICS, DUES, FEES, OTH	C
KEAN UNIVERSITY/ 2797	52 20-270-200-300-01-00-00-060	190256	190256	99.00	19112	10/29/2018	NCLB TITLE II -SO AMBOY	C
KOWALSKI ROOFING CORP/ 5177	52 11-000-261-420-02-70- -	190345	100918	4,403.71	19113	10/29/2018	MAINT CONTRACTS MHS	C
KOWALSKI ROOFING CORP/ 5177	52 11-000-261-420-04-71- -	190317	092418	1,705.09	19113	10/29/2018	MAINT REPAIRS ELEM	C
	Total For KOWALSKI ROOFING CORP/ 5177			\$5,108.80				
KRISTINE D. GIBSON/ 5183	52 11-000-223-800-09-45-00-030	190235	190235	280.00	19114	10/29/2018	TRAINING MATERIALS	C
KRISTINE D. GIBSON/ 5183	52 20-270-200-300-01-00-00-060	190235	190235	1,680.00	19114	10/29/2018	NCLB TITLE II -SO AMBOY	C
	Total For KRISTINE D. GIBSON/ 5183			\$1,960.00				
KUMAR GAS CO / DELTA/ 2830	52 11-000-261-610-01-74- -	190152	SEPT 2018	168.00	19115	10/29/2018	SUPPLIES/REPAIR - TRUCK	C
KUMAR GAS CO / DELTA/ 2830	52 11-000-270-615-01-75- -	190152	SEPT 2018	405.00	19115	10/29/2018	BUS FUEL & REPAIRS	C
	Total For KUMAR GAS CO / DELTA/ 2830			\$573.00				
LAKATOS, JEFFREY/ 4539	52 11-000-262-610-01-71- -	190368	190368	161.69	19117	10/29/2018	SUPPLIES - UNIFORMS	C
LAKESHORE LEARNING MATERIALS/ 4136	52 11-190-100-610-04-18-00-060	190084	2442120718	478.62	19118	10/29/2018	INSTR SUPPLIES - ELEM	C
LAKESHORE LEARNING MATERIALS/ 4136	52 11-190-100-610-04-18-00-060	190101	2442450718	717.60	19118	10/29/2018	INSTR SUPPLIES - ELEM	C
LAKESHORE LEARNING MATERIALS/ 4136	52 11-212-100-610-02-00-00-030	190327	4570230918	449.10	19118	10/29/2018	INSTR SUPP - LIFE SKILLS	C
LAKESHORE LEARNING MATERIALS/ 4136	52 20-218-100-600-00-00-00-060	190236	2989850818	10,666.54	19118	10/29/2018	PEEA IN SUPPLS & MATRLS	C
	Total For LAKESHORE LEARNING MATERIALS/ 4136			\$12,311.86				
LEISURE SPORTING GOODS/ 3099	52 11-402-100-600-07-20-00-030	190234	056231	6,242.20	19119	10/29/2018	SUPPLIES - ATHLETICS MHS	C
Labor Law Poster Service/ 5187	52 11-000-230-600-01-73- -	190331	2245119	79.50	19116	10/29/2018	LEGAL ADS/NOTICES	C
M TUCKER, A DIVISION OF SINGER NY, LLC/ 5179	0 60-910-310-600-01-95- -	190211	08338283	167.69	769	10/29/2018	08338283	H
M TUCKER, A DIVISION OF SINGER NY, LLC/ 5179	0 60-910-310-600-01-95- -	190211	08338070	10,535.29	769	10/29/2018	CAFETERIA SUPPLIES	H
M TUCKER, A DIVISION OF SINGER NY, LLC/ 5179	0 60-910-310-600-01-95- -	190269	08344499	630.48	772	10/29/2018	CAFETERIA SUPPLIES	H
M TUCKER, A DIVISION OF SINGER NY, LLC/ 5179	0 60-910-310-600-01-95- -	190269	08343452	3,235.72	772	10/29/2018	CAFETERIA SUPPLIES	H

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NY, LLC/ 5179				\$14,569.18			
Total For M TUCKER, A DIVISION OF SINGER NY, LLC/ 5179							
MARK'S PLUMBING PARTS/ 4108	52 11-000-261-610-01-70- -	190291	INV00173737	715.80	19120 10/29/2018	SUPPLIES - MAINT	C
MARK'S PLUMBING PARTS/ 4108	52 11-000-261-610-01-70- -	190291	INV00173785 3	139.44	19120 10/29/2018	SUPPLIES - MAINT	C
Total For MARK'S PLUMBING PARTS/ 4108							
MICHAEL, EMAD/ 4733	52 11-402-100-110-11-11-00-030	190340	B V SOCCER 9/18/18	80.00	19121 10/29/2018	STIPEND - COACHES	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	190129	37817-9/18	130.60	19060 10/12/2018	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	190129	10427-9/18	199.48	19060 10/12/2018	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	190129	00427-9/18	263.80	19060 10/12/2018	UTILITIES - WATER/SEWER	C
Total For MIDDLESEX WATER COMPANY/ 1210							
MRC/ 5170	52 11-000-261-420-04-70- -	190041	2960	18,869.72	19122 10/29/2018	MAINT CONTRACTS ELEM	C
MRC/ 5170	52 11-000-261-420-04-70- -	190039	2961	5,448.49	19122 10/29/2018	MAINT CONTRACTS ELEM	C
Total For MRC/ 5170							
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-218-390-02-62-00-060	190140	12371051018	175.00	19059 10/12/2018	COPIER LEASE MHS	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-219-390-08-65-00-060	190140	12371051018	185.42	19059 10/12/2018	COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-221-600-01-65-00-060	190140	12371051018	500.00	19059 10/12/2018	CURRICULUM SUPPLIES	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-230-339-01-02- -	190140	12371051018	250.83	19059 10/12/2018	SUPT COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-240-390-02-01-00-030	190140	12371051018	313.23	19059 10/12/2018	MHS COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-240-390-04-01-00-060	190140	12371051018	250.83	19059 10/12/2018	ELEM 2NDFL COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-251-340-01-00- -	190140	12371051018	297.92	19059 10/12/2018	COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-190-100-500-02-01-00-030	190140	12371051018	1,500.00	19059 10/12/2018	MHS COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-190-100-500-04-01-00-060	190140	12371051018	500.00	19059 10/12/2018	ELEM 1STFL COPIER LEASE	C
Total For MUNICIPAL CAPITAL FINANCE/ 5061							
NASCO/ 1088	52 11-190-100-610-02-18-00-030	190096	115719	16.32	19123 10/29/2018	INSTR SUPPLIES - MHS	C
NASCO/ 1088	52 11-190-100-610-02-18-00-030	190096	123773	2.51	19123 10/29/2018	INSTR SUPPLIES - MHS	C
NASCO/ 1088	52 11-190-100-610-02-18-00-030	190096	84013	303.56	19123 10/29/2018	INSTR SUPPLIES - MHS	C
Total For NASCO/ 1088							
				\$3,973.23			
				\$24,318.21			
				\$593.88			
				\$855.24			
				\$3,973.23			
				\$322.39			

# South Amboy School District Check Register By Vendor Name

va\_chkr6.072104  
10/01/2018

Posted Checks : Current Cycle : October

Vendor Name/ Number	Bar- fch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
<b>POSTED CHECKS</b>								
NATIONWIDE FINANCIAL LIFE/ 2104	50 11-000-291-270-01-80- -	190349	190349	6,300.00	19061	10/12/2018	EE HEALTH BENEFITS	C
NEELY, JIM/ 3298	52 11-402-100-800-08-21-00-030	190329	B V SOCCER 9/7/18	80.00	19124	10/29/2018	OFFICIALS FEES	C
NEW JERSEY ASSOC. OF DESIGNATED PERSONS/ 3837	52 11-000-262-800-01-00- -	190151	1819	125.00	19125	10/29/2018	DUES, FEES, OTHER	C
NEW ROAD SCHOOLS OF NJ, INC./ 1968	52 20-250-100-500-01-65-00-030	190308	SEPTEMBER 2018	10,426.80	19126	10/29/2018	OTHER PURCHASED SERVICES	C
NJPSA/ 2112	52 11-000-240-800-02-01-00-030	190372	35873	1,145.00	19127	10/29/2018	NJPSA	C
NJPSA/ 2112	52 20-270-200-500-01-00-00-030	190280	44569	450.00	19128	10/29/2018	FEA	C
	Total For NJPSA/ 2112			\$1,595.00				
ON-SITE FLEET SERVICE/ 3936	52 11-000-270-615-01-75- -	190381	33007678	771.58	19129	10/29/2018	BUS FUEL & REPAIRS	C
PARKINSON, MICHAEL/ 5189	52 11-402-100-110-11-11-00-030	190341	B V SOCCER	80.00	19131	10/29/2018	STIPEND - COACHES	C
PAWLOWSKI INC./ 2846	52 11-000-262-610-01-72- -	190240	802884	240.98	19134	10/29/2018	SUPPLIES - GROUNDS	C
PIERANGELI, CHRISTINA C./ 5184	52 20-270-200-300-01-00-00-060	190325	190325	700.00	19132	10/29/2018	NCLB TITLE II -SO AMBOY	C
PITNEY BOWES / RESERVE ACCOUNT/ 1428	50 11-000-230-590-01-72- -	190085	1009387371	127.98	19062	10/12/2018	DISTRICT POSTAGE	C
PRESIDIO NETWORKED SOLUTIONS GRP, LLC/ 4965	52 11-000-252-330-06-02- -	190298	60133180118 46	3,950.70	19133	10/29/2018	PROF SVC - WEB FILTER	C
PROFESSIONAL SECURITY CONSULTANTS/ 3111	52 11-000-261-420-02-70- -	190079	25858	1,300.00	19135	10/29/2018	MAINT CONTRACTS MHS	C
PROFESSIONAL SECURITY CONSULTANTS/ 3111	52 11-000-261-420-02-71- -	190069	25847	170.00	19135	10/29/2018	MAINT REPAIRS MHS	C
PROFESSIONAL SECURITY CONSULTANTS/ 3111	52 11-000-261-420-04-71- -	190375	25348	170.00	19135	10/29/2018	MAINT REPAIRS ELEM	C
	Total For PROFESSIONAL SECURITY CONSULTANTS/ 3111			\$1,640.00				
PRUSCINO, MICHAEL/ 5190	52 11-402-100-110-11-11-00-030	190342	G V SOCCER 9/5/18	80.00	19136	10/29/2018	STIPEND - COACHES	C



# South Amboy School District Check Register By Vendor Name

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10/01/2018

Posted Checks : Current Cycle : October

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
PSE&G/ 1213	50 11-000-262-621-01-70- -	190001	1301367400-9 /18	252.94	19063	10/12/2018	UTILITIES-NATURAL GAS	C
PSE&G/ 1213	52 11-000-262-621-01-70- -	190001	1301367400-1 0/18	270.98	19137	10/29/2018	UTILITIES-NATURAL GAS	C
Total For PSE&G/ 1213				\$523.92				
Parjette Somjen Architects LLC/ 4397	52 11-000-230-334-01-00- -	180910	29483	1,150.00	19130	10/29/2018	ARCHITECT/ENGINEER SVC	C
Parjette Somjen Architects LLC/ 4397	52 11-000-230-334-01-00- -	180910	29793	2,500.00	19130	10/29/2018	ARCHITECT/ENGINEER SVC	C
Parjette Somjen Architects LLC/ 4397	52 11-000-230-334-01-00- -	180909	29731	3,500.00	19130	10/29/2018	ARCHITECT/ENGINEER SVC	C
Parjette Somjen Architects LLC/ 4397	52 11-000-230-334-01-00- -	180909	29905	1,500.00	19130	10/29/2018	ARCHITECT/ENGINEER SVC	C
Total For Parjette Somjen Architects LLC/ 4397				\$8,650.00				
READING PLUS/ 5178	52 20-231-100-300-01-00-00-060	190268	8797	12,000.00	19138	10/29/2018	NCLB TITLE I -PURCH PROF	C
READY REFRESH BY NESTLE/ 4834	52 11-000-251-600-01-00- -	190123	08J04441889 57	26.93	19139	10/29/2018	SUPPLIES	C
ROMAN, STEPHEN/ 2942	52 11-402-100-800-08-21-00-030	190359	B V SOCCER 9/7/18	80.00	19140	10/29/2018	OFFICIALS FEES	C
RUSO, SCOTT/ 4849	52 11-402-100-110-11-11-00-030	190338	G V SOCCER	80.00	19141	10/29/2018	STIPEND - COACHES	C
SCHOLASTIC, INC./ 3835	52 11-190-100-610-02-18-00-030	190118	M6601772 4	296.67	19143	10/29/2018	SCHOLASTIC	C
SCHOLASTIC, INC./ 3835	52 11-190-100-610-04-18-00-060	190080	M6600673	1,897.50	19142	10/29/2018	SCHOLASTIC	C
Total For SCHOLASTIC, INC./ 3835				\$2,194.17				
SCHOOL DATE BOOKS, INC./ 2979	52 11-000-240-600-02-00-00-030	190365	C18-0136167	675.00	19144	10/29/2018	SUPPLIES - MHS	C
SCHOOL HEALTH CORP/ 2879	52 11-000-213-600-04-55-00-060	190221	3494613-00	1,058.01	19145	10/29/2018	NURSE SUPPLIES - ELEM	C
SCHOOL HEALTH CORP/ 2879	52 11-190-100-610-02-18-00-030	190086	3471523-01	252.02	19145	10/29/2018	INSTR SUPPLIES - MHS	C
SCHOOL HEALTH CORP/ 2879	52 11-190-100-610-02-18-00-030	190086	3471523-00	946.98	19145	10/29/2018	INSTR SUPPLIES - MHS	C
Total For SCHOOL HEALTH CORP/ 2879				\$2,257.01				
SCHOOL SPECIALTY, INC./ 1315	52 11-000-223-800-09-45-00-030	190223	30810314834 1	1,337.99	19150	10/29/2018	SCHOOL SPECIALTY MARKETPLACE	C
SCHOOL SPECIALTY, INC./ 1315	52 11-190-100-610-02-18-00-030	190095	20812150321 0	25.10	19146	10/29/2018	School Specialty	C
SCHOOL SPECIALTY, INC./ 1315	52 11-190-100-610-02-18-00-030	190095	30810312976 3	312.54	19147	10/29/2018	School Specialty	C
SCHOOL SPECIALTY, INC./ 1315	52 11-190-100-610-04-18-00-060	190112	20812096376	502.93	19148	10/29/2018	School Specialty	C

# South Amboy School District Check Register By Vendor Name

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0/01/2018

Posted Checks : Current Cycle : October

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check # Date	Check Description	Check Type
SSCHOOL SPECIALTY, INC./ 1315	52 11-190-100-610-04-18-00-060	190081	30810308880 9	1,606.71	19149 10/29/2018	School Specialty	C
SSCHOOL SPECIALTY, INC./ 1315	52 11-190-100-610-04-18-00-060	190102	30810308436 2 7	2,135.99	19151 10/29/2018	SCHOOL SPECIALTY MARKETPLACE	C
Total For SCHOOL SPECIALTY, INC./ 1315				\$5,921.26			
SCIENTIFIC WATER CONDITIONING, CO./ 4951	50 11-000-261-420-04-70- -	190021	46159	197.00	19064 10/12/2018	MAINT CONTRACTS ELEM	C
SD GAMEDAY, LLC/ 4875	52 11-402-100-300-11-11-00-030	190301	11685	395.00	19152 10/29/2018	PURCHASED SERVICES (300-	C
SD GAMEDAY, LLC/ 4875	52 11-402-100-300-11-11-00-030	190301	11689	460.00	19152 10/29/2018	PURCHASED SERVICES (300-	C
Total For SD GAMEDAY, LLC/ 4875				\$855.00			
SOLARWINDS, INC./ 4646	52 11-190-100-610-06-06-00-060	190320	INV396556	110.00	19153 10/29/2018	SUPPLIES-SOFTWARE	C
SOUTH AMBOY PLUMBING SUPPLY CO/ 2986	52 11-000-261-610-01-70- -	190121	S1353106.001	9.24	19154 10/29/2018	SUPPLIES - MAINT	C
SOUTH AMBOY PLUMBING SUPPLY CO/ 2986	52 11-000-261-610-01-70- -	190121	S1355105.001	141.88	19154 10/29/2018	SUPPLIES - MAINT	C
Total For SOUTH AMBOY PLUMBING SUPPLY CO/ 2986				\$151.12			
SOUTH BRUNSWICK BOARD OF EDUCATION/ 3793	52 11-000-219-800-12-65-00-060	190326	190326	200.00	19155 10/29/2018	MCASES	C
SPORTS ENDEAVORS, INC./ 3427	52 11-402-100-600-07-20-00-030	190155	93770317	332.60	19094 10/29/2018	SUPPLIES - ATHLETICS MHS	C
SPORTS ENDEAVORS, INC./ 3427	52 11-402-100-600-07-20-00-030	190155	93815342	108.75	19094 10/29/2018	SUPPLIES - ATHLETICS MHS	C
Total For SPORTS ENDEAVORS, INC./ 3427				\$441.35			
STATE OF NJ HEALTH BENEFITS/ 2095	0 11-000-291-270-01-80- -	190117	OCT 2018 HEALTH	216,575.40	28290736 10/12/2018	EE HEALTH BENEFITS	H
STATE OF NJ HEALTH BENEFITS/ 2095	0 11-000-291-270-01-80- -	190091	OCT 2018 RETIREE	449.41	28290745 10/12/2018	EE HEALTH BENEFITS	H
Total For STATE OF NJ HEALTH BENEFITS/ 2095				\$217,024.81			
TIME FOR KIDS/ 2712	52 11-190-100-610-04-18-00-060	190065	1060968482	473.00	19159 10/29/2018	INSTR SUPPLIES - ELEM	C

# South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : October

Vendor Name/ Number	Ba- fch Account #	PO #	Invoice #	Check Amount	Check # Date	Check Description	Check Type
<b>POSTED CHECKS</b>							
TRANE U.S., INC./ 4239	52 11-000-261-420-02-70- -	190379	38363497	844.00	19156 10/29/2018	MAINT CONTRACTS MHS	C
TRANE U.S., INC./ 4239	52 11-000-261-610-01-70- -	190352	5054513	215.04	19156 10/29/2018	SUPPLIES - MAINT	C
	Total For TRANE U.S., INC./ 4239			\$1,059.04			
TROXELL/ 5082	52 11-000-251-600-06-00- -	180665	139674	299.00	19157 10/29/2018	SUPPLIES - COMPUTER	C
TSNE MISSIONWORKS/ 5185	52 20-218-200-330-00-00-060	190276	TOOL-SS1170 86	3,750.00	19158 10/29/2018	PEEA-OTHER PURC PROF SER	C
U.S. BANK EQUIPMENT FINANCE/ 5056	50 11-000-262-440-01-00- -	190130	367676780	1,889.72	19065 10/12/2018	LEASE/TECH EQUIP	C
UPS/ 1674	52 11-000-230-590-01-72- -	190250	21DAY388	35.51	19160 10/29/2018	DISTRICT POSTAGE	C
UPS/ 1674	52 11-000-230-590-01-72- -	190250	210AY388	14.43	19160 10/29/2018	DISTRICT POSTAGE	C
	Total For UPS/ 1674			\$49.94			
VERIZON/ 1461	50 11-000-230-530-01-00- -	190128	7676794	246.88	19066 10/12/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	50 11-000-230-530-01-00- -	190128	9354625	34.65	19066 10/12/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	50 11-000-230-530-01-00- -	190128	1526598	34.65	19066 10/12/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	50 11-000-230-530-01-00- -	190128	3224589	111.24	19066 10/12/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	50 11-000-230-530-01-00- -	190128	7219594	78.33	19066 10/12/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	52 11-000-230-530-01-00- -	190128	3224589-10/1 8	117.32	19161 10/29/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	52 11-000-230-530-01-00- -	190128	1526598-10/1 8	35.01	19161 10/29/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	52 11-000-230-530-01-00- -	190128	7676794-10/1 8	248.95	19161 10/29/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	52 11-000-230-530-01-00- -	190128	9354625-10/1 8	42.12	19161 10/29/2018	TELEPHONE/COMMUNICATIONS	C
	Total For VERIZON/ 1461			\$949.15			
VERIZON WIRELESS/ 4546	50 11-000-230-530-01-00- -	190126	9815615383	91.77	19055 10/12/2018	TELEPHONE/COMMUNICATIONS	C
W.B. MASON/ 3923	52 11-000-219-600-00-65-00-060	190199	157989189	19.20	19162 10/29/2018	Supplies	C
W.B. MASON/ 3923	52 11-000-219-600-00-65-00-060	190199	157763190	5.88	19162 10/29/2018	Supplies	C
W.B. MASON/ 3923	52 11-000-219-600-00-65-00-060	190199	158647093	14.54	19162 10/29/2018	Supplies	C
W.B. MASON/ 3923	52 11-000-219-600-00-65-00-060	190315	159118323	368.91	19162 10/29/2018	SUPPLIES	C
W.B. MASON/ 3923	52 11-000-240-600-02-00-00-030	190073	158789592	49.24	19162 10/29/2018	SUPPLIES - MHS	C
W.B. MASON/ 3923	52 11-190-100-510-02-18-00-030	190259	1585551865	607.04	19162 10/29/2018	INSTR SUPPLIES - MHS	C

# South Amboy School District

## Check Register By Vendor Name

sa\_chir6.072104  
10/01/2018

Posted Checks : Current Cycle : October

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
W.B. MASON/ 3923	52 11-190-100-610-02-18-00-030	190259	159204621	29.29	19162	10/29/2018	INSTR SUPPLIES - MHS	C
	Total For W.B. MASON/ 3923			\$1,094.10				
WYAND, NICOLE/ 4428	52 11-402-100-110-11-11-00-030	190337	G V SOCCER 9/1218	80.00	19163	10/29/2018	STIPEND - COACHES	C
IXTEL COMMUNICATIONS/ 2855	50 11-000-230-530-01-00- -	190168	40794342	58.28	19067	10/12/2018	TELEPHONE/COMMUNICATIONS C	C
	Total Posted Checks			\$589,976.29				

# South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : October

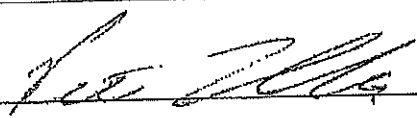
Fund Category	Sub Fund	Computer Checks	Computer Checks Not/AP	Hand Checks	Hand Checks Not/AP	Total Checks
10	11	\$298,180.24		\$217,024.81		\$515,205.05
20	20	\$59,064.50				\$59,064.50
60	60			\$15,706.74		\$15,706.74
GRAND	TOTAL	\$357,244.74	\$0.00	\$232,731.55	\$0.00	\$589,976.29

\* Total Prior Cycle Checks Voided in selected cycle(s): \$0.00  
 Total Checks from selected cycle(s) voided in the selected cycle(s): \$0.00

DATE	NUM	CLEARED	DESCRIPTION	CHECK AMOUNT	DEPOSIT AMOUNT	\$ 17,388.18
09/04/18			TEPS TPAF 83118	\$ 6,940.98		
09/04/18			TEPS PERS 083118	\$ 7,863.72		
09/12/18			TRANSFER TO PUBLIC FUNDS	\$ 302.44		
09/12/18			PAYROLL 9/15/2018		109,426.12	
09/12/18			PAYROLL 9/15/2018		119,733.47	
09/14/18			STATE TAXES	\$ 14,985.58		
09/14/18			FEDERAL TAXES	\$ 104,150.07		
09/14/18	8606	SEPT	AIG RETIREMENT	\$ 425.00		
09/14/18	8607	SEPT	AXA EQUITABLE	13,921.00		
09/14/18	8608	SEPT	CENTRAL JERSEY CREDIT UNION	900.00		
09/14/18	8609	SEPT	LINCOLN INVESTMENT PLANNING, INC	350.00		
09/14/18	8610	SEPT	MG TRUST COMPANY	400.00		
09/14/18	8611	SEPT	NJFSPC	413.84		
09/14/18	8612	SEPT	OFI TRUST COMPANY, TRUSTEE	1,000.00		
09/14/18	8613	SEPT	PRUDENTIAL RETIREMENT	252.22		
09/26/18			PAYROLL 9/30/2018		111,210.83	
09/26/18			PAYROLL 9/30/2018		119,322.83	
09/26/18			TRANSFER TO PUBLIC FUNDS	267.46		
09/28/18			STATE TAXES	14,982.01		
09/28/18			FEDERAL TAXES	103,750.43		
09/28/18	8614		AFLAC	1,891.48		
09/28/18	8615		AIG RETIREMENT	425.00		
09/28/18	8616		AXA EQUITABLE	15,791.00		
09/28/18	8617		CENTRAL JERSEY CREDIT UNION	900.00		
09/28/18	8618		GUY M. JENSEN, COURT OFFICER	636.90		
09/28/18	8619		Jamie Kelly, Trustee Superior Court	168.38		
09/28/18	8620		LINCOLN INVESTMENT PLANNING, INC	350.00		
09/28/18	8621		MG TRUST COMPANY	400.00		
09/28/18	8622		NJEA	13,807.22		
09/28/18	8623		NJFSPC	413.84		
09/28/18	8624		OFI TRUST COMPANY, TRUSTEE	1,000.00		
09/28/18	8625		PRUDENTIAL	4,277.74		
09/28/18	8626		PRUDENTIAL RETIREMENT	417.62		
09/28/18	8627	SEPT	SABOE SUMMER SAVINGS	34,519.78		
09/28/18	8628	SEPT	SABOE FLEX SPENDING	1,650.00		
09/28/18	8629	SEPT	SABOE PR	53,186.34		
				<u>\$ 400,730.05</u>	<u>459,693.25</u>	<u>\$ 76,351.38</u>
9/28/2018 STATEMENT				\$ 116,830.56		
September Outstanding Checks				\$ 40,479.18		
				<u>\$ 76,351.38</u>		

## SOUTH AMBOY BOARD OF EDUCATION SUMMARY BOARD SECRETARY REPORT

September 30, 2018

	Beginning Cash	Cash Receipts	Disbursed	Ending Bal
General Fund 10	797,458.98	1,834,301.73	1,681,261.29	950,499.42
Special Revenue Fund 20	135,649.50	141,159.00	79,141.92	197,666.58
Capital Fund 30	800,829.12	561.12	-	801,390.24
Debt Service Fund 40	127,255.50	-	-	127,255.50
<b>Total Governmental Funds</b>	<b>1,861,193.10</b>	<b>1,976,021.85</b>	<b>1,760,403.21</b>	<b>2,076,811.74</b>
<b>TRUST &amp; AGENCY</b>				
Payroll	-	467,486.91	467,486.91	-
Payroll Agency	41,223.75	459,693.25	400,730.05	100,186.95
Employee Summer Savings Plan	100.00	34,519.78	15.00	34,604.78
Flexible Spending/Dependent Care	5,182.33	1,650.00	-	6,832.33
SUI	106,924.47	569.90	-	107,494.37
<b>Total Trust &amp; Agency</b>	<b>153,430.55</b>	<b>963,919.84</b>	<b>868,231.96</b>	<b>249,118.43</b>
<b>ENTERPRISE FUNDS 60</b>				
	309,967.07	46,091.05	2,880.37	353,177.75
<b>TOTAL ALL FUNDS</b>	<b>\$ 2,171,160.17</b>	<b>\$ 2,022,112.90</b>	<b>1,763,283.58</b>	<b>\$ 2,429,989.49</b>
				October 18, 2018
Peter Frascella, Business Administrator/Board Secretary				Date

Form A - 149  
**REPORT OF THE TREASURER**  
**TO THE BOARD OF EDUCATION**  
 South Amboy Board of Education  
 All Funds  
 For The Month Ending: September 2018

FUNDS	(1) Beginning Cash Balance	(2) Cash Receipts SEPTEMBER	(3) Cash Disbursements SEPTEMBER	(4) Ending Cash Balances (1) + (2) - (3)
Fund 10 - General Fund	797,458.98	1,834,301.73	1,681,261.29	950,499.42
Fund 20 - Special Revenue Fund	135,649.50	141,159.00	79,141.92	197,666.58
Fund 30 - Capital Project Fund	800,829.12	661.12	-	801,390.24
Fund 40 - Debt Service Fund	127,255.50	-	-	127,255.50
<b>Total Governmental Funds:</b>	<u>1,861,193.10</u>	<u>1,976,021.85</u>	<u>1,760,403.21</u>	<u>2,076,811.74</u>
Payroll	-	467,486.91	467,486.91	-
Payroll Agency	41,223.75	459,693.25	400,730.05	100,186.95
Employee Summer Savings Plan	100.00	34,519.78	15.00	34,604.78
Flexible Spending/Dependent Care	5,182.33	1,650.00	-	6,832.33
Unemployment Trust	106,924.47	669.90	-	107,494.37
<b>Total Trust and Agency Funds:</b>	<u>153,430.55</u>	<u>963,919.84</u>	<u>868,231.96</u>	<u>249,118.43</u>
Enterprise Food Service Fund	309,967.07	46,091.05	2,880.37	353,177.75
<b>TOTAL ALL FUNDS:</b>	<u>2,171,160.17</u>	<u>2,022,112.90</u>	<u>1,763,283.58</u>	<u>2,429,989.49</u>

Prepared and Submitted By:

  
 Candie Grafner, Admin. Assistant to BA

October 17, 2018  
 Date



## SEPTEMBER 2018 BALANCES-GENERAL ORGANIZATION ACCOUNT

Accounts	Prior Month Balance	Monthly Changes	Current Balance	NOTES
COURTYARD COMM.	-	-	-	Deposits: N/A Payments: N/A
CLASS OF 2020	4,679.88	-	4,679.88	Deposits: N/A Payments: N/A
CLASS OF 2021	2,869.28	-	2,869.28	Deposits: N/A Payments: N/A
CLASS OF 2022	4,355.84	40.42	4,396.26	Deposits: T-shirt Sales(\$40.42) Payments: N/A
CLASS OF 2023	799.70	-	799.70	Deposits: N/A Payments: N/A
CLASS OF 2024	227.08	-	227.08	Deposits: N/A Payments: N/A
CLASS OF 2025	-	16.75	16.75	Deposits: Candy Count fundraiser(\$16.75) Payments: N/A
CLASS OF 2015	1,484.53	-	1,484.53	Deposits: N/A Payments: N/A
CLASS OF 2016	1,075.08	-	1,075.08	Deposits: N/A Payments: N/A
CLASS OF 2017	2,626.29	-	2,626.29	Deposits: N/A Payments: N/A
CLASS OF 2018	771.66	-	771.66	Deposits: N/A Payments: N/A
CLASS OF 2019	23,011.46	2,100.00	25,111.46	Deposits: FL Trip Fees(\$4,100.00) Payments: Four Seasons Travel-FL Trip Initial Deposit(\$2,000.00)
PLAY	9,570.23	-	9,570.23	Deposits: N/A Payments: N/A
YEARBOOK	2,068.51	360.00	2,428.51	Deposits: Sales(\$360.00) Payments: N/A
STUDENT COUNCIL	749.91	-	749.91	Deposits: N/A Payments: N/A
MISCELLANEOUS	9,479.66	-	9,479.66	Deposits: N/A Payments: N/A
LIBRARY	710.63	-	710.63	Deposits: N/A Payments: N/A
NAT'L ART HONOR SOCIETY	1,146.37	-	1,146.37	Deposits: N/A Payments: N/A
PRINCIPAL'S ACCOUNT	11,502.04	(340.00)	11,162.04	Deposits: MS Cap & Gown Acct.-cap & gown fees(\$160.00) Payments: Roushmi Akther-General Acct.-Scholarship(\$250.00); Julia Ibarra-General Acct.-Scholarship(\$250.00)
PEER LEADERSHIP	-	-	-	Deposits: N/A Payments: N/A
ELEM. BAND	4,017.01	-	4,017.01	Deposits: N/A Payments: N/A
JUNIOR HONOR SOCIETY	3,132.73	-	3,132.73	Deposits: N/A Payments: N/A
SCHOLARSHIPS	-	-	-	Deposits: N/A Payments: N/A
M/HS BAND	6,634.38	-	6,634.38	Deposits: N/A Payments: N/A

ELEMENTARY SCHOOL YEARBOOK	4,738.25	-	4,738.25	Deposits: N/A Payments: N/A
NATIONAL HONOR SOCIETY	132.68	-	132.68	Deposits: N/A Payments: N/A
ELEM. PRINCIPAL'S ACCT	766.91	32.20	799.11	Deposits: Coca-Cola Give proceeds(\$32.20) Payments: N/A
<b>TOTAL</b>	<b>96,550.11</b>	<b>2,209.37</b>	<b>98,759.48</b>	

## SEPTEMBER 2018 BALANCES-ATHLETIC FUND ACCOUNT

Accounts	Prior Month Balance	Monthly Changes	Current Balance	NOTES
MISCELLANEOUS ATHLETIC	452.41	(780.00)	(327.59)	Deposits: N/A Payments: Printed Pixel-sports banners(\$680.00); Ken Blekeski-Tolls(\$100.00)
BASKETBALL GAME ADMISSIONS	5,353.39	-	5,353.39	Deposits: N/A Payments: N/A
JIMMY V. FOUNDATION	-	-	-	Deposits: N/A Payments: N/A
BOYS BASKETBALL	1,297.40	-	1,297.40	Deposits: N/A Payments: N/A
BOYS BASEBALL	2,192.22	-	2,192.22	Deposits: N/A Payments: N/A
BOYS SOCCER	0.40	-	0.40	Deposits: N/A Payments: N/A
GIRLS BASKETBALL	2,578.73	-	2,578.73	Deposits: N/A Payments: N/A
GIRLS CHEERLEADING	237.71	-	237.71	Deposits: N/A Payments: N/A
SOFTBALL	99.67	416.02	515.69	Deposits: BSN Sports Team Store(\$105.00); Anthony Coal Fired Pizza % night(\$311.02) Payments: N/A
PURPLE AND GOLD	4,193.30	(70.00)	4,123.30	Deposits: N/A Payments: Printed Pixel-baseball parade banners(\$70.00)
X-Country	37.00	-	37.00	Deposits: N/A Payments: N/A
Girls Tennis	103.75	-	103.75	Deposits: N/A Payments: N/A
MS Cheerleading	152.00	-	152.00	Deposits: N/A Payments: N/A
Girls Soccer	24.96	-	24.96	Deposits: N/A Payments: N/A
MS Softball	314.85	-	314.85	Deposits: N/A Payments: N/A
<b>TOTAL</b>	<b>17,037.79</b>	<b>(433.98)</b>	<b>16,603.81</b>	

[Close Printer Friendly Page](#)

 Applicant: 23 4830 SOUTH AMBOY -  
Middlesex

 Application: ESEA Consolidated - 00-  
Cycle: Amendment 1

Project Period: 7/1/2018 - 6/30/2019

Application Sections

 ESEA Consolidated 

Printer-Friendly

[Click to Return to GMS Access/Select Page](#)
[Click to Return to Menu List / Sign Out](#)
**Budget Summary**
[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Function / Object	Title I-A	Title I SIA Part A	Title II-A	Title III	Title III Immigrant	Title IV Part A	Title V RLIS
100	Instruction						
100-100	\$194,339	\$9,233		\$0			\$0
100-300	\$14,000	\$3,700		\$0			\$0
100-500				\$0			\$0
100-600	\$28,159	\$38,270		\$0		\$3,353	\$0
100-800				\$0			\$0
200	Support Services						
200-100		\$165,909		\$0			\$0
200-200	\$48,811			\$0			\$0
200-300	\$12,987		\$32,172	\$0		\$17,866	\$0
200-400				\$0			\$0
200-500			\$15,976	\$0			\$0
200-600				\$0	\$1,880	\$1,113	\$0
200-800				\$0			\$0
200-860				\$0		\$0	\$0
400	Fac. Acq. and Construction Ser.						
400-720				\$0			\$0
400-731				\$0			\$0
400-732				\$0			\$0
520	Schoolwide						
520-930				\$0			\$0
PGM ADM	Program Administration						
PGM ADM				\$0		\$0	\$0
Total Budgeted	\$298,296	\$217,112	\$48,148	\$0	\$1,880	\$22,332	\$0
Total Available	\$298,296	\$217,112	\$48,148	\$0	\$1,880	\$22,332	\$0
Amount Remaining	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## District Information Form 2019-2022 PEA Preschool Program Plan

District: South Amboy Public School District Code: 4830  
 County: Middlesex County Code: 23

District Website: www.sapublicschools.com

### Chief School Administrator Information

Chief School Administrator: Mr. Jorge Diaz

Address: 240 John Street, South Amboy, NJ 08879-1742

Telephone Number: 732-525-2100 ext. 1227 Fax Number: 732-727-0730

E-Mail Address: jdiaz@sapublicschools.com

### School Business Administrator Information

School Business Administrator: Mr. Peter Frascella

Address: 240 John Street, South Amboy, NJ 08879-1742

Telephone Number: 732-525-2100 ext. 1225 Fax Number: 732-727-0730

E-Mail Address: pfrascella@sapublicschools.com

### Preschool Program Contact Information

Preschool Program Contact: Christine M. Robbins, Ed.D.

Title: Director Curriculum/Instruction and Pupil Personnel Services

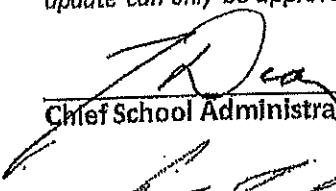
Address: 240 John Street, South Amboy, NJ 08879-1742

Telephone Number: 732-525-2100 ext. 1230 Fax Number: 732-727-0730

E-Mail Address: crobbs@sapublicschools.com

Date of the Board Resolution: 10/29/18

*Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval. Your plan update can only be approved when a board resolution approving submission of the update is received by the department.*

  
 Chief School Administrator's Signature

10/26/18  
 Date

  
 School Business Administrator's Signature

10/26/18  
 Date

District: South Amboy

County: Middlesex

**New Jersey Department of Education  
Division of Early Childhood Education  
2019-2022 PEA Three-Year Preschool Program Plan**

The purpose of the Three-Year Preschool Program Plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool program for three- and four-year-old children for the school years 2019-2020 through 2021-2022, as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the Preschool Implementation Guidelines.

A school district's plan should be based on the results of data derived from program assessments, including the Early Childhood Environmental Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools, the Self-Assessment and Validation System (SAVS) and Grow NJ Kids, New Jersey's Quality Rating Improvement System, any other source of information specific to the school district's preschool program. All districts who received PBEA funding will need to enroll and complete the Grow NJ Kids self-assessment. To enroll in Grow NJ Kids go to the Grow NJ Kids enrollment webpage.

**Submission Instructions:**

Please complete, submit and/or upload the following documents by **November 15, 2018**. Please ensure that all PDF documents are signed and dated. **Note:** all tables except the "Submissions" table contain blank cells for entering information.

**Submissions**

Document	File Type	Submission To	Submission Method
2019-2022 Three-Year Preschool Program Plan	Word	<ul style="list-style-type: none"><li>• Homeroom</li><li>• Executive County Superintendent</li></ul>	<ul style="list-style-type: none"><li>• Upload via Homeroom</li><li>• Standard Mail</li></ul>
District Signed Board Resolution	PDF	<ul style="list-style-type: none"><li>• Homeroom</li><li>• Executive County Superintendent</li></ul>	<ul style="list-style-type: none"><li>• Upload via Homeroom</li><li>• Standard Mail</li></ul>
Program Plan Signed Cover Sheet	PDF	<ul style="list-style-type: none"><li>• Homeroom</li><li>• Executive County Superintendent</li></ul>	<ul style="list-style-type: none"><li>• Upload via Homeroom</li><li>• Standard Mail</li></ul>
District Information Form	Word or PDF	<ul style="list-style-type: none"><li>• Homeroom</li></ul>	<ul style="list-style-type: none"><li>• Upload via Homeroom</li></ul>

Document	File Type	Submission To	Submission Method
		<ul style="list-style-type: none"> <li>Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>Standard Mail</li> </ul>
District Statement of Assurances Signed	PDF	<ul style="list-style-type: none"> <li>Homerom</li> <li>Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>Upload via Homerom</li> <li>Standard Mail</li> </ul>
Budget Planning Workbook	Excel	<ul style="list-style-type: none"> <li>Homerom</li> <li>Executive County Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>Upload via Homerom</li> <li>Standard Mail</li> </ul>

If you have any questions, please direct them to DECE at (609) 376-9077.

### Program Plan Components

Please complete the information requested for the following components:

- District Information
- District Statement of Assurances
- Outreach/Program Delivery
- Chronic Absenteeism
- Administrative Oversight
- Master Teachers
- Intervention And Support Services: Special Education and Inclusion
- Intervention And Support Services: Preschool Intervention and Referral Team (PIRT)
- Health and Nutrition
- Family and Community Involvement
- Curriculum and Assessment
- Professional Development
- Supporting English Language Learners

- **Transition**
- **Program Evaluation**
- **Budget Planning Workbook**

### **Approval**

- School districts that submit timely and complete plans will be mailed Department approval on or before April 1, 2019.
- Late plan submissions by school districts are not guaranteed Department approval on or before April 1, 2019.
- Incomplete plan submissions by school districts to the Department will be returned for resubmission prior to Department review and approval with no guarantee of Department approval on or before April 1, 2019.
- Department approval will not be granted until the district has submitted an executed board resolution approved by the school district board of education.

### **Instructions**

- Complete the District Information and District Statement of Assurances pages. Obtain signatures of the chief school administrator and school business administrator prior to submission to the Department.
- Process a board resolution approving the plan and submit a signed and dated copy.
- Contact the Division of Early Childhood Education with any questions that you have regarding completion of the Three-Year Preschool Program Plan for 2019-2022.



## District Information Form

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County: Middlesex County Code: 23

District Website: www.sapublicschools.com

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Chief School Administrator: Mr. Jorge Diaz

Address: 240 John Street, South Amboy, NJ 08879

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E-Mail Address: jdiaz@sapublicschools.com

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School Business Administrator: Mr. Peter Frascella

Address: 240 John Street, South Amboy, NJ 08879

Telephone Number: 732-525-2100 extension 1225 Fax Number: 732-727-0730

E-Mail Address: pfrascella@sapublicschools.com

### Preschool Program Contact Information

Preschool Program Contact: Dr. Christine M. Robbins

Title: Director of Curriculum and Instruction/Pupil Personnel Services


Address: 240 John Street

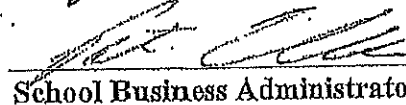
Telephone Number: 732-525-2100 extension 1230 Fax Number: 732-727-0730

E-Mail Address: crobbs@sapublicschools.com

Date of the Board Resolution: 10/29/2018

*Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval. Your plan update can only be approved when a board resolution approving submission of the update is received by the department.*

 Chief School Administrator's Signature 10/26/18  
Date

 School Business Administrator's Signature 10/26/18  
Date

## District Statement of Assurances Form

The Chief School Administrator hereby assures that the following has occurred.

The preschool program will serve eligible children in the preschool classrooms, pursuant to P.L. 2007, c.260 and *New Jersey Administrative Code 6A:13A*.

I certify that the above item and Three-Year Preschool Program Plan for 2019-2022 are correct and complete.

  
Chief School Administrator's Signature

10/26/18  
Date

## Outreach/Program Delivery

Pursuant to N.J.A.C. 6A:13A-2.3(a) school districts offering "universal" and "targeted" preschool programs must serve at least 90% of the universe of eligible preschool children.

For those districts serving less than 90% of their universe, list strategies and submit evidence that the district will use to recruit the universe of eligible preschool children including those with special needs. Evidence submitted must include at least one example of the district outreach and recruitment information and/or registration flyers that have the Child Find Information displayed.

### English Child Find:

If you are concerned your preschool child is developing or learning differently, you can call your district to request an evaluation for preschool special education and related services. For more information call: 732-525-2100 ext.1229.

### Spanish Child Find:

Si le preocupa que su hijo de edad preescolar se esté desarrollando o aprendiendo en forma diferente, puede llamar el distrito escolar para solicitar una evaluación para educación especial preescolar y servicios relacionados. Para obtener más información llame: 732-525-2100 ext. 1229.

List the number of eligible children projected to be served each year by age and setting.

Number of Eligible Children

Year	# children by age 3s	# children by age 4s	Total # of children	Overall % of Universe	# of classrooms In-district	# of classrooms Provider	# of classrooms Head Start
Current (2018-2019)	2	46	48	80%	2	0	2
Year 1 2019-2020	7	60	67	100%	4	0	1
Year 2 2020-2021	10	60	70	100%	4	0	1
Year 3 2021-2022	15	60	75	100%	4	0	1

If applicable, what is the district's plan to move all classrooms to full day?  
We are a full day program.

## Chronic Absenteeism

Please review the guidance regarding Chronic Absenteeism: (Chronic Absenteeism Guidance)

1. What is used to track attendance in your preschool program? Include tracking for district and provider programs. We currently use the Genesis system provided within the district to track both the in-district and Acelero Learning classrooms.
2. What was your preschool absenteeism rate for 2017-2018? Our absentee preschool rate was 6% with a 94% attendance rate for PK4. Our PK3 absentee rate was 18% with an attendance rate of 82%.
3. What strategies will the district employ to reduce preschool absenteeism? Current strategies that have been implemented include letters sent home regarding absenteeism, parent contact at earlier intervals, teacher notes regarding the importance of attendance, and phone calls home reminding parents about the importance of attendance.

## Administrative Oversight

Refer to the section on Administrative Oversight in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

The appointed supervisor/administrator responsible for the preschool program must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education. Refer to *6A:13A-4.1(a)* for ratio requirements.

1. Fill in the "Administrative Oversight" table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in oversight of the preschool program.

**Administrative Oversight**

Title	Name	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool
Principal	Sean Dunphy	Principal	5	ES oversight
Director	Christine Robbins	School Administrator/Principal/Supervisor	10	Central Office

2. Fill in the "Monitoring and Tracking" table below to indicate who will monitor and track preschool provider expenditures, contract compliance, and state fiscal reviews, if applicable.

**Monitoring and Tracking**

Title	Name	Phone	Email	Other district responsibilities unrelated to preschool
Director	Christine Robbins	732-525-2100 ext. 1230	crobbins@sapublicschool.com	C&I, Pupil Personnel Services

3. To whom will the fiscal staff person report to? Mr. Peter Frascella, Business Administrator and Mr. Jorge Diaz, Superintendent of Schools

## Master Teachers/Coaching

Refer to the sections on Master Teachers/Coaching in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*.

The master teacher must have the following qualifications and experience:

- A bachelor's degree and teacher certification;
- Three to five years' experience teaching in preschool programs;
- Experience in implementing developmentally appropriate preschool curricula;
- Experience with a range of appropriate early childhood assessments including performance-based assessment instruments and classroom quality assessment instruments; and
- Experience providing professional development to classroom teachers.

Master teachers should dedicate the majority of their time to classroom visits coaching and supporting teachers through the reflective cycle and follow-up discussions with teachers regarding children's learning and instructional practices. Fill in the "District Master Teachers" table below based on the district's master teachers.

**District Master Teachers**

Name	Email address	# of Assigned Classrooms	Assigned Area of Specialization (special Ed, ESL, literacy, math, science, etc.)
Regina Romero	<a href="mailto:rromero@acelero.net">rromero@acelero.net</a>	4	Special Education

1. Are all of the district's master teacher positions filled for 2019-2020 at the recommended ratio of no more than 20 preschool classrooms for each master teacher detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the *Preschool Program Implementation Guidelines*? If not, why not? We have contracted with Acelero to have their master teacher work with our programs and teacher. Our goal is to have one of our newly hired teachers receive training so that we are equipped within the district to provide training.
2. Who, of your master teachers, has not been trained or enrolled in the Master Teacher Professional Development Fellow Seminar? NA
3. Have master teachers been trained as a part of a Train-the-Trainer by the curriculum developer? If so, who? If not, what is the plan or scheduled date(s)? NA

## Intervention and Support Services: Inclusion and Special Education

To the maximum extent appropriate, preschool children eligible for special education must be enrolled in general education preschool programs with their non-disabled peers in the context of a high quality preschool curriculum. Refer to the Intervention and Support Services sections of the *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for current research and recommended practices for inclusion, intervention, and support. Highlights of code and guidance are provided below:

- Supports for Individualized Education Plan (IEP) goals are provided within classroom activities and routines;
  - Special education staff, master teachers, and Preschool Intervention and Referral Team (PIRT) members consult with teachers to address goals;
  - Push-in and pull-out services are used on a limited basis;
  - Classroom teachers participate in all meetings throughout the IEP process; and
  - Collaboration among teachers, special education staff and intervention teams is built into the schedule.
1. Referring to Table 1 (in the Enrollment Projections Workbook) and the district's Special Education Annual Data Report, how many preschool children with disabilities (IEPs) in total, for both general education inclusion and preschool disabled classrooms, does the district project for 2019-2020? 5
  2. How many general education preschool classrooms in district, Head Start, and provider sites are projected to enroll children with disabilities (IEPs) over the next Three years?

**Table A: Number of general education classrooms with preschool disabled children**

Setting	2019-2020	2020-2021	2021-2022
Head Start (Acelero)	5	5	5
Provider	0	0	0
In-district	5	5	5

3. How many preschool disabled classrooms (self-contained) in district or provider sites are projected to enroll children with disabilities over the next five years?

**Table B: Number of self-contained classrooms with preschool disabled children**

Setting	2019-2020	2020-2021	2021-2022
Head Start	0	0	0
Provider	0	0	0
In-district	1	1	1

4. Not included in the number above, are there any additional preschool children with disabilities (IEPS) sent to specialized schools out-of-district? If so, how many preschool children with disabilities does the district project to send to out-of-district placements in 2019-2020? 2

### Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)

Refer to *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for information about the PIRT. This team is in place to support teachers in assisting preschool children and their families succeed in the school setting. The PIRT specialist provide coaching and interventions for children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services. PIRT is not to provide direct services to children. One team of four must be provided for every 750 children.

1. List the name and area of specialization for each person assigned to the PIRT.

**Names and Areas of Specialization**

Name	Title	Email	Other responsibilities
Sean Dunphy	Principal	sdunphy@sapublicschools.com	Supervision of ES
Kimberly Barna	Teacher	kbarna@sapublicschools.com	Preschool
Michelle Masella	Counselor	mmasella@sapublicschools.com	Counselor
Lauren Strumwasser	Social Worker	lstrumwasser@sapublicschools.com	CST member
Diane Heitmeyer	LDTC	dheimeyer@sapublicschools.com	LDTC
Karen Laino	Nurse	klaino@sapublicschools.com	Nurse
Stephanie Petruzzi	Speech Teacher	spetruzzi@sapublicschools.com	CST member



2. The Pyramid Model for Promoting Social and Emotional Competence for Infants and Young Children is an evidenced-based model used by the Division of Early Childhood Education to reduce the frequency of challenging behaviors. For each of the following groups, list the professional development activities the PIRT specialists or PIRT-Designees will deliver to address the Pyramid Model and the needs of children with challenging behaviors in all preschool classroom settings:
  - Preschool and kindergarten administrative staff (including master teachers, social workers, and the community parent involvement specialist);
  - Teachers (Preschool and Kindergarten);
  - Teacher assistants;
  - Parents and families;
  - Child study team and special education supervisors; and
  - Support therapists working with students with disabilities.
  
3. PIRT supports are to be provided and coordinated via consultation with the classroom teacher as needed. How will the district ensure regular collaboration (e.g. coaching and meetings) with each of the following:
  - PIRT and classroom teachers;
  - PIRT and master teachers; and
  - PIRT and families of children with challenging behaviors.
  
4. Are there any changes to the role of the PIRT (i.e. coaching and using the reflective cycle in the 2019-2020 school year)? The teachers have been trained using our RTI Direct system for data input. In addition, our Master Teacher will be working with our teacher to ensure fidelity.
  
5. Are all of the PIRT positions filled for 2019-2020? Yes
  
6. What is the ratio of PIRT staff to classrooms? 1:1 (we only have 4 classrooms)
  
7. How many PIRT members have been trained in:
  - a. The Pyramid Model? We are in the process of training the team. Our master teacher is fully trained in the Pyramid Model. When? 2018-2019 school year
  - b. TPOT? Our master teacher completed TPOT training in September 2018.
  - c. Of those trained in the TPOT, how many are reliable? Our master teacher is currently in the process of completing reliability, and will be reliable before the end of the 2018/2019 school year.
  
8. PIRT team requests for assistance (RFA):
  - How many total general education case files were opened in the 2018-19 school year for children who need PIRT services? The South Amboy Public Schools had 5 cases opened as a result of request for assistance.
  - How many of these were opened as a result of the ESI-R screening? 2

- Of those, how many were for children with challenging behaviors? 1
- Of those, how many were for children with other reasons? Please provide some of the other reasons. Academic, expressive and receptive language
- How many of the cases opened resulted in an IEP? 5

Teaching Pyramid Observation Tool (TPOT): The Division of Early Childhood recommends the use of the Teaching Pyramid Observation Tool (TPOT) for preschool classrooms to reinforce high-quality practices that support children's social-emotional development and behavior. TPOT measures how well teachers are implementing the 3 tiers of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children in classrooms serving children 2 to 5 years of age.

9. Is the district using the TPOT in every classroom? Our master teacher will be training all four classroom teachers and paraprofessionals in the use of the TPOT model this school year.
10. Who is administering the TPOT in those classrooms? The master teacher in cooperation with the PIRT team will administer the TPOT within the classrooms.
11. What is done with the TPOT data collected? We will use the results to guide coaching within the classrooms.

Developmental Screening Tool: The Division of Early Childhood Education recommends use of the Early Screening Inventory-Revised. If the district is planning to use a different instrument, please describe below.

The Division of Early Childhood Education recommends the following protocol for screening preschool children:

- Screening instruments are administered by the child's teacher upon entry to the program, within the first 6 weeks of school, by the child's teacher.
- Screening is used to determine if further evaluation is necessary; it is never used as a sole means of identifying children needing special services or for providing intervention.
- Screening is not used as a pretest/posttest measure.

- Children who fall into the “re-screen” category are screened within the time frame recommended by the screening instrument (usually within six weeks) and the PIRT team is notified.
- Children, who fall into the “refer” category, or fall below the predetermined cutoff, after parental consent, are referred to the child study team (via written referral) for further, more in-depth evaluation.
- Parents are advised as to the purpose and results of the screening and notified both before and after the screening takes place.

Please describe your screening process for incoming students: In the district we have used the Battel as well as the Bracken used by the LDTC. We also use the RTI Direct system to document interventions and meetings.

12. What developmental screening tool will be used in the program? ESL-R
13. Is this a change from the 2018-19 school year? No
14. Who administers the developmental screening tool and when? The teacher administers the assessment after the first six weeks of school.

## Health and Nutrition

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Refer to the section on Health and Nutrition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

The following should be provided to preschool children and their families:

- Conduct health screenings (vision, hearing, dental, height and weight screenings); As per code (*N.J.A.C. 6A:13A*), at a minimum, vision, hearing, dental, height and weight screenings of each eligible child upon enrollment in preschool.

Vision, hearing and dental screenings should be completed on the first day of child’s attendance in the preschool program, however, to accommodate district scheduling constraints and late registrants the DECE recommends that screenings occur within the first 30 days of school.

Please list the 2019-2020 proposed schedule of health screenings for preschool children (including what the screenings are and when they will be completed). Also include how the families are notified of the screenings.

**2019-2020 Proposed Schedule of Health Screenings**

Health Screening	When completed	How families notified about Screening
Vision Screening	July-September 2019	Medical Procedure Form
Dental Screening	July-September 2019	Letter sent home
Hearing Screening	July-September 2019	Letter sent home
Weight Screening	September 2019	Letter sent home
Height Screening	September 2019	Letter sent home

Monitor and follow up on individual child health records;

- Document and communicate with staff and parents about allergies or other health issues;
- Assist in written policies related to health, safety and nutrition;
- Assist parents in locating appropriate medical and health resources, as needed;
- Assist in the development of written emergency procedures; and
- Provide health-related training to staff and/or children, as needed.

Nurses must be provided at a ratio of 1:300 children for preschool children in provider, Head Start and in district classrooms.

1. How will the nursing ratio be met? Check all that apply.

**Nursing Ratios**

How the nursing ratios will be met	Check all that apply
Nurse(s) employed solely by the district with no other district responsibilities	
Nurse(s) employed solely by the district who also have other district responsibilities.	X
Nurse(s) at Head/Start provider sites.	
Other	

2. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms? Submit the 2019-2020 proposed schedule of health screenings for preschool children. See chart above.
3. What health-related family education programs (e.g. nutrition, lead screening, and asthma) will be provided in 2019-2020? Submit the proposed parent education schedule. This schedule will be determined based on the programs and resources available at that time.

4. What professional development do the nurses provide to classroom teachers and children? Teacher support and education includes: food allergy and protocol plans, seizure protocol and plans, and blood borne pathogens procedure reminders.
  
5. All district-operated preschool classrooms should participate in the National School Breakfast Program and the National School Lunch Program. Contracted providers should participate in the Child and Adult Care Food Program (CACFP) whenever possible. Preschool children should be served family style meals in their classrooms to optimize independence, language, and social skills.

## Family and Community Involvement

Refer to the sections on Family and Community Involvement in *New Jersey Administrative Code 6A:13A*, and Family Services in the *Preschool Program Implementation Guidelines*. Administrative Code requirements are as follows: one family worker for every 45 children in Head Start and contracted private provider settings; one social worker for every 250-300 children in in-district settings; and one community and parent involvement specialist (CPIS) for each district (see N.J.A.C. 6A:13A-4.6).

1. List the title, name, contact information and primary responsibilities for each of the in-district family services professionals working with families (not including PIRT social workers).

**In-District Family Services Professionals**

Title	Name	Phone	Email	Responsibilities
Family Advocate	Karla Rodriguez	732-316-8409	krdriguez@acelero.net	Family engagement and support
Social Worker	Lanny Nunez	732-316-8409	lnunez@acelero.net	Family engagement and support
Social Worker	Lauren Strumwasser	732-525-2118	lstrumwasser@sapublicschools.com	Family engagement and support

2. List the activities and supports that will be available for families in the preschool program. Family Engagement Network Meetings, Family Learning Parties, Health Services Advisory Council, ESL classes, job training for internal roles (substitute teacher, assistant teacher, cook, etc.), advocacy and support for children with suspected /diagnosed disabilities, monthly mental health days.
3. How are the needs of enrolled families assessed? Please attach a copy of the document used (i.e. survey, needs assessment, etc.).  
Family Success Road Map conducted with all families (attached).
4. What are the projected primary responsibilities of the Early Childhood Advisory Council? How often do they meet (i.e. monthly, bi-annually, quarterly etc.)? Biannually for this year, to move to quarterly in the future. They will work with the district(s) and we will be adding South River to our group to discuss continued progress and expansion of the programs, and engage community support for students/families.

## Curriculum and Assessment

Refer to the section on Curriculum and Assessment in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

Which of the following preschool curricula will the school district adopt or is currently using? District-developed curricula will not be approved.

### Preschool Curricula

Curricula	Check all that apply
Creative Curriculum	
Curiosity Corner	
High Scope	
Tools of the Mind	X
Other:	

1. How long has the district been utilizing that curriculum? We have adopted "Tools of the Mind" effective with the 2018/2019 school year.
2. What edition will you be using for the 2019-2020 school year? We are currently using the 7<sup>th</sup> edition of the program.
3. The school district will measure the quality of curriculum implementation in classrooms and determine areas for professional development using which of the following instruments:

### Curriculum Specific Instruments

Instrument	Check all that apply
Fidelity Tool (Creative Curriculum)	
Implementation Self-Assessment Guide (Curiosity Corner)	
Preschool Quality Assessment (High/Scope)	
Fidelity Checklist (Tools of the Mind)	X
Other (please describe)	

4. How will you ensure the curriculum is being implemented to fidelity? (i.e. use of a curriculum fidelity tool –how and when) Our master teacher will work with the teachers and administration to ensure that the curriculum is being followed with fidelity as well as train staff throughout the school year. We currently have the master teacher on site one day per week throughout the school year.

5. What performance-based assessment will the school district use to inform instruction in preschool classrooms?

**Performance Based Assessments**

Assessment	Check all that apply
Teaching Strategies GOLD (Creative Curriculum)	X
Child Assessment Tool (Curiosity Corner)	
Child Observation Record (High/Scope)	
Work Sampling System (Tools of the Mind)	X

6. How does the district ensure the performance based assessment is used to fidelity? Our master teacher will train the teachers and utilize benchmarks to ensure fidelity.
7. How does the district plan to use performance based assessment at the:
- a. student level: this data will be used to determine interventions that can be used
  - b. classroom level: this data will enable the teacher to determine pacing as well as benchmarks for the class and parents
  - c. school or program level: master teacher and consultant will use the data to ascertain fidelity and adherence to the curriculum
  - d. district-wide level; Directors will review data to make certain that plan is being followed as well as goals for the program related not only to professional development but the strategic plan for early childhood related to the curriculum.
8. If the district is using curriculum supplements, what are they and please explain how they work? We are following the curriculum and not using supplements to ensure fidelity.

Once implemented, curricular enhancements will become part of the DECE monitoring and assessment of the preschool program.

When a district is choosing a curricular enhancement, they should ensure that the materials are:

- Based on scientific research and include standardized training procedures to support implementation;
- Aligned with the New Jersey Preschool Teaching and Learning Standards;
- Content-rich;
- Part of a structure that promotes measureable progress toward learning and development; and,
- Organized within a scope and sequence of developmental progression that ensures appropriate learning experiences based on how young children learn.

For additional information please refer to the DECE's Curriculum Enhancement Guidance.



## Professional Development: Instructions for Creating a Preschool Professional Development Plan

Professional development for preschool programs should be planned and implemented as a comprehensive, multiyear strategy for improvement. The creation of the plan must be a collaborative endeavor. Through a formal needs assessment and through open dialogue with educational staff, targeted professional development can be determined. To optimize its effectiveness, professional development must also have the following qualities:

- Be aligned to the *Standards* and focus on the implementation of the comprehensive preschool curriculum;
- Reflect current research and understanding of best practices for preschool learners and include a long-term vision for preschool through third grade education; and
- Include systematic ongoing training that is based on children's development and adult learning.

Prior to the development of the plan, the educational staff should reflect on past professional development experiences to determine how previous trainings have impacted teaching practices and children's learning outcomes.

Future professional development experiences should be planned using a systematic, multiyear approach to further strengthen, sustain, and/or address a newly identified need. Please provide a brief description of what your district intends to focus on in your professional development plan based on aggregated data generated from your data summary tool. The long-term plan should be revisited periodically and, when necessary be adjusted so that the intended outcomes are achieved in terms of teaching practice and children's learning outcomes need to be evaluated periodically to help plan for positive learning opportunities.

1. How does the preschool program administrator(s) identify the needs of professional development for the preschool staff? How do you plan to meet the professional development needs of all the teaching staff (MTs, PIRT, teachers, and teacher assistants) and non-teaching staff (master teachers, principals, nurses, supervisors).

We identify the needs of the professional development for our staff in multiple ways including surveys, meetings, coaching sessions, and our consultant for the "Tools of the Mind" program. In addition, we work closely with our master teacher to make certain that our teachers are following the guidelines and curriculum as well as teaching skills necessary for our students to be successful.

We will work in partnership with Acelero as well as our master teacher to make certain that we are meeting the professional development needs of our staff. Planning occurs

throughout the year and we attempt to address all areas that not only staff expresses a need, but also when the master teacher cites through observations areas that are in need of professional development.

2. List the specific professional development topics planned for the 2019-2020 school year that will meet your step by step three year professional development plan. For each topic, list expected groups of participants (e.g., teachers, master teachers, PIRT), possible dates for training sessions, trainers' names, and estimated costs associated with each training session.
3. Also consider professional development activities needed to address the district's ongoing needs (i.e., English language learners, special education/inclusion, challenging behaviors, diversity).

**2019-2022 Professional Development Plan**

Topic	Participants	Dates	Trainer(s)	Cost
Positive Behavior Supports	Preschool teachers/paraprofessionals	10/2019-2022	Master Teacher	NA
Tools of the Mind	Preschool teachers/paraprofessionals	8/2019-2022	Consultant	\$3750/classroom
ECERS Classroom Environment	Preschool teachers/paraprofessionals	11/2019-2022	Master Teacher	NA
Dual Language Learners	Preschool teachers/paraprofessionals	09/2019-2022	Master Teacher	NA

## Supporting English Language Learners

Refer to the section on Supporting English Language Learners in the *Preschool Program Implementation Guidelines*. Note that the optimal model for enhancing the learning and development of English language learners is through the support of both home language and English. Bilingual and dual language classrooms are optimal.

2. Are all preschool families given the Home Language Survey at registration? Yes
3. What percentage of the district's preschool population is counted as English Language Learners (ELL's)? Less than 5%
4. What percentage of the district's overall population is counted as English Language Learners (ELLs)? Less than 5%
5. How many bilingual preschool teachers will be employed in 2019-2020? NA.
6. How many bilingual preschool teacher assistants will be employed in 2019-2020? NA
7. How many preschool classrooms will not have a bilingual teacher or assistant? 2
8. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district? Dr. Christine Robbins, Director of C &I/Pupil Personnel Services

### Persons Responsible for Making Decisions about Serving Preschool ELLs

Name	Title	Phone	Email	Other responsibilities (if applicable)
Amanda Colon	Director	732-846-6000	acolon@acelero.net	Regional Center Director
Christine Robbins	Director	732-525-2100 ext. 1230	crobbs@sapublicschools.com	District

9. List the primary strategies the district will use to ensure that English language learners receive needed supports in preschool classrooms below. Language proficiency screening tools are not appropriate for making placement decisions about 3- and 4-year-olds. Language proficiency tools are not appropriate for making placement decisions about 3 and 4 year olds. Preference will be to hire at least one bilingual staff member per classroom. Teaching staff will receive ongoing professional development related to supporting dual language learners. Materials in the classroom will represent home languages of all students.
10. Indicate professional development to support teachers of English language learners in the Professional Development portion of this plan. The master teacher will provide ongoing training and coaching for all teachers. This support will focus on language acquisition

for all students with scaffolds for students whose first language is not English. Resources for all trainings will include bilingual resources. (Literacy, language, math, Positive Behavior Supports, etc.)

11. What types of services are provided by the preschool master teacher or coach? The master teacher provides professional development throughout the year, based on the needs of the classrooms as previously stated. She also provides monthly coaching to all classrooms with more frequent coaching as needed. This coaching will include scaffolds for dual language learners, as appropriate.
12. If your district does not have a master teacher specializing in ELL, how are services provided to support preschool ELL children? In addition to the master teacher support, speech therapists work with students in the classrooms. One of the benefits of push-in therapies is that teachers are able to learn the strategies and continue using those with all students in the classrooms.
13. How are families of ELL preschool children supported? School resources are sent home in both English and Spanish. Translators or bilingual staff are available for meetings and conferences. All family advocates, working closely with families on supporting their personal goals, are bilingual.

## Transition

Refer to the section on Transition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

1. How will collaboration among preschool administrators and other offices (e.g. special education, bilingual, K-third grade) be achieved? We will develop a Google Doc to share information as well as include items on the agenda for administrators meetings. These meetings are held monthly.
2. What methods will be used to communicate with receiving teachers about children with disabilities transitioning from early intervention programs to preschool, and about all children transitioning from preschool to kindergarten?
  - Children with disabilities transitioning from early intervention programs to preschool will have an assigned case manager to work with the parent and child as well as the teacher to make certain that all services are being rendered and effective.
  - Children transitioning from preschool to kindergarten will have a case manager who has been assigned to the preschool program work with all facets of the in-house program as well as out of district placements. Meetings during the school year are conducted to assess progress and a formal transitional meeting is conducted prior to the end of the school year. Home/school coordination activities are established and extended school year options are considered for students. The case

manager meets with the teachers regarding transitional plans during the common planning period to review assessments, data, and the timeline for implementation.

3. All school districts should have a transition team. Which positions will make up the district's team? Transition team members will include the following: preschool teacher, principal, nurse, CST case manager/social worker, elementary school counselor, Director of Pupil Personnel Services, speech therapist, and basic skills teacher.
4. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development? Professional development will continue to be provided by the "Tools of the Mind" consultant as well as by the master teacher for the program.
5. List projected transition activities for teaching staff, children and families for each of the categories below.

**Projected Transition Activities**

Category	Projected Transition Activities
From early intervention to preschool	<ul style="list-style-type: none"> <li>• Social worker will observe the child in home</li> <li>• Child will participate in activities for testing</li> <li>• Parent will participate in survey as well as testing related to information about the child</li> </ul>
From self-contained to inclusion	<ul style="list-style-type: none"> <li>• Teacher checks expectations and determines if the least restrictive environment is being monitored based on the IEP</li> <li>• Child Study Team observes and discusses with the teacher and parent appropriate placement</li> </ul>
From home to preschool	<ul style="list-style-type: none"> <li>• Social worker will observe the child in home</li> <li>• Child will participate in activities for testing</li> <li>• Parent will participate in survey as well as testing related to information about the child</li> </ul>
From preschool to kindergarten	<ul style="list-style-type: none"> <li>• Teachers work on building schedule to engage students together</li> <li>• Children are notified of expectations</li> <li>• Parents are notified of activities as well as family information sessions are conducted</li> </ul>
From kindergarten to third grade	<ul style="list-style-type: none"> <li>• Teaching staff meets by grade to develop checklist for full K-3 implementation</li> <li>• Schedule activities based on full implementation</li> <li>• Make parents aware of expectations</li> </ul>

## Program Evaluation

Refer to the sections on Program Evaluation in *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines*.

The school district shall participate in an annual self-assessment of the status of its preschool program implementation using a protocol developed by the department. This detailed self-assessment of the district's preschool program should be used to inform the Three-year preschool program plan and annual updates.

Use the checklists below to indicate the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

### Classroom Evaluation Instrument(s) Used to Inform Assessment and Improvement Process

Classroom Evaluation Instrument	Check all that apply
Creative Curriculum's Fidelity Tool	
Curiosity Corner's Implementation Self-Assessment Guide	
High/Scope's Preschool Quality Assessment	
Tools of the Mind's Fidelity Checklist	X
Early Childhood Environmental Rating Scale – Third Edition	X
Supports for Early Literacy Assessment	
Preschool Classroom Mathematics Inventory	
Classroom Assessment Scoring System	X
Preschool Rating Instrument for Science and Math	
Teaching Pyramid Observation Tool	X
Other (please describe)	

Please indicate which, if any, of the tools are being used for the first time by listing them here:

- Fidelity Checklist, Classroom Assessment Scoring System and TPOT

### Program Evaluation Tool(s) Used to Inform Assessment and Improvement Process

Program Evaluation Tool	Check all that apply
Parent surveys	X
Staff surveys	
Administrator surveys	
Center director surveys	
Other (please describe)	

How will the results be summarized and used? We will share the documentation with our advisory council as well as Board of Education.

## 2019-20 TABLE 1: Current and Projected Preschool Enrollment

**Directions -- Please read before completing the form.**  
 1. Select your county and district name from the drop-down list. The spreadsheet will automatically fill in your projected universe of eligible children based on 2017-18 1st Grade ABSA data and the district's targeted or universal preschool program status.  
 2. Fill in the remaining current and projected enrollment information below. Under "2018-19 Actual Enrollment," enter your actual enrollment on October 15, 2018. Under "2019-20 Projected Enrollment," enter the total number of three- and four-year-olds the district plans to serve full-day. The totals and percentages below each table will calculate automatically.  
 3. Each row represents a mutually exclusive category. Do not count any child on more than one line, or an overcount will result.  
 4. Only special education students who receive their entire instructional program in an inclusive environment should be listed under "Classified special education children in regular education classrooms (full-time only)."

County and District  
 Middlesex County, South Amboy City

2019-20 Early Childhood Universe	150
Total Projected Universe of At-Risk Eligible Preschoolers	76
Projected Universe of At-Risk Eligible Three-Year-Olds	76
Projected Universe of At-Risk Eligible Four-Year-Olds	

2018-19 ACTUAL ENROLLMENT (10/15/2018)		
	Full-Day Three-Year-Olds	Full-Day Four-Year-Olds
<b>In-District Programs</b>		
At-risk eligible general education children in general education classrooms		22
Classified special education children in general education classrooms (full-time only)		4
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
<b>Charter Schools</b>		
At-risk eligible general education children in general education classrooms		
Classified special education children in general education classrooms (full-time only)		
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
<b>Contracted Head Start Programs</b>		
General education children in general education classrooms		20
Classified special education children in general education classrooms (full-time only)	2	
General education children from other LEA's paying tuition		
<b>Other Contracted Private Provider Programs</b>		
General education children in general education classrooms		
Classified special education children in general education classrooms (full-time only)		
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
<b>Total Current At-Risk Eligible General Education Enrollment</b>	0	42
<b>Total Current General Education Enrollment</b>	0	42
<b>Total Current Enrollment</b>	2	46

2019-20 PROJECTED ENROLLMENT		
	Full-Day Three-Year-Olds	Full-Day Four-Year-Olds
<b>In-District Programs</b>		
At-risk eligible general education children in general education classrooms		71
Classified special education children in regular education classrooms (full-time only)		4
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
<b>Charter Schools</b>		
At-risk eligible general education children in general education classrooms		
Classified special education children in general education classrooms (full-time only)		
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
<b>Contracted Head Start Programs</b>		
At-risk eligible general education children in general education classrooms	70	
Classified special education children in general education classrooms (full-time only)	6	
General education children from other LEA's paying tuition		
<b>Other Contracted Private Provider Programs</b>		
At-risk eligible general education children in general education classrooms		
Classified special education children in general education classrooms (full-time only)		
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
<b>Total Projected Enrollment</b>	76	76
<b>Total At-Risk Eligible Projected Enrollment</b>	70	71
<b>Universe of At-Risk Eligible Children</b>	78	76
<b>Percent of Universe Projected to be Served, By Age</b>	93.3%	94.7%
<b>Percent of Total Universe Projected to be Served</b>		



**2019-2020 AVAILABLE COURSE AND PROJECTED CAPACITY**

County and District: Madison County, South Dakota School Year: 2019-2020

- INSTRUCTIONS:**
1. Enter the information requested below for each preschool and eligible preschool in the district, including child-care centers and centers, contracted Federal Head Start centers, and contracted child-care providers centers.
  2. Under "2018-19 Current Enrollment and Capacity," provide enrollment information based on the district's October 16, 2018 AUSA enrollment count. If applicable, count current half-day classrooms utilized for any sessions as one classroom. (i.e., a classroom used for a morning class and an afternoon class should be counted once under "Total Classrooms in Use.")
  3. Under "2019-20 Projected Enrollment and Capacity," enter the total number of One- and four-year-olds the district plans to serve in each class, (i.e., projected capacity and enrollment) for any current district classrooms that will not be used in 2019-20 or for any projects that will not be contracting with the district in 2019-20.
  4. A message to "Check Table 1" will appear if the enrollment numbers entered on Table 2 do not match those entered on Table 1. Totals will not appear on Table 1 and Table 2 match.

2018-19 Current Enrollment and Capacity	2019-20 Projected Enrollment and Capacity		2019-20 Projected Enrollment and Capacity	2019-20 Projected Enrollment and Capacity
	Enrollment	Capacity		
<b>Head Start/Child Care/Head Start/Child Care</b>				
1 Classroom #1	11	1	16	1
2 Classroom #2	12	1	16	1
3 Classroom #3			16	1
4 Classroom #4			16	1
5 Classroom #5			16	1
6 (Insert site name here)				
7 (Insert site name here)				
8 (Insert site name here)				
9 (Insert site name here)				
10 (Insert site name here)				
11 (Insert site name here)				
12 (Insert site name here)				
13 (Insert site name here)				
14 (Insert site name here)				
15 (Insert site name here)				
<b>Subtotal District Child Care/Head Start Sites</b>				
<b>Head Start/Child Care/Head Start/Child Care</b>				
1 (Insert site name here)				
2 (Insert site name here)				
3 (Insert site name here)				
4 (Insert site name here)				
5 (Insert site name here)				
6 (Insert site name here)				
<b>Subtotal District Child Care/Head Start Sites</b>				
<b>Head Start/Child Care/Head Start/Child Care</b>				
1 Classroom #1A	11	1	16	1
2 Classroom #1B			16	1
3 Classroom #1C			16	1
4 Classroom #1D			16	1
5 (Insert site name here)				
6 (Insert site name here)				
7 (Insert site name here)				
8 (Insert site name here)				
<b>Subtotal District Child Care/Head Start Sites</b>				
<b>Head Start/Child Care/Head Start/Child Care</b>				
1 (Insert site name here)				
2 (Insert site name here)				
3 (Insert site name here)				
4 (Insert site name here)				
5 (Insert site name here)				
6 (Insert site name here)				
7 (Insert site name here)				
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35 (Insert site name here)				
36 (Insert site name here)				
<b>Subtotal District Child Care/Head Start Sites</b>				
<b>TOTAL ALL DISTRICT HEAD START/CHILD CARE SITES</b>				
<b>TOTAL ALL DISTRICT HEAD START/CHILD CARE SITES</b>				

# 2019-20 TABLES: Director of Contracted Private Providers

District and County: Middlesex County, South Amboy City

Name		Address		City/Town		Phone/Fax		Email	
1	SAMPLE ABC Children's Center	1234 Main Street		South Amboy		(609) 722-4567	(609) 722-4567	john@sampleabc.com	
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## 2019-20 TABLE 4: Preschool Teacher Education, Credentials, and Experience

District and County:     Middlesex County, South Amboy City    

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher in a classroom serving eligible preschool children, whether teacher/teacher in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation.  
 Note: Pursuant to N.J.S.A. 18A:26-2 any person employed as a teaching staff member by a district board of education shall hold a valid and appropriate certificate.

**DIRECTIONS:**

1. Provide the following information for each teacher in a classroom room serving eligible preschool children (including those in provider settings) as of October 15, 2018. If necessary, indicate any positions for 2019-20 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher's name.
2. Include only teachers responsible for delivering the primary educational program in each classroom. Do not include teacher aides or assistants, substitute teachers, group teachers who do not teach in the classroom, special education teachers mandated by a child's IEP, relief teachers, or specialists (for art, music, physical education, etc.).
3. Except where noted, enter the number 1 if the check box applies to the teacher.
4. Select only one box under the "Highest Level of Education Attained" section for each teacher (i.e. select only High School Diploma or BA/BS or Master's Degree or Doctoral Degree).
5. Select all boxes applicable as of October 15, 2018 for each teacher under the "Credentials and Certification" section (i.e. do not select CE or CEAS if the teacher has a P-3).
6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Cantonese (Hakkan), 5=Arabic, 6=Urdu, 7=Chinese, 8=Other.
- \*Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.

ADD EXTRA LINES AS NEEDED TO INCLUDE ALL TEACHERS SERVING ELIGIBLE CHILDREN.

Name of School / Provider	Name of Teacher		Hiring/ Experience				Highest Level of Education Attained (select)			Early Childhood Education Certification (Select all that apply)						Language Abilities		
	Last Name	First Name	Date of Hire (mm/dd/yy)	Total Years of Experience as Lead Teacher in Preschool	Preschool Teaching Experience (in years) with Standard Qualifying Certification	Current Salary Step	BA/BS	Master's Degree	Doctoral Degree	P-3	Nursery (N-1)	Elementary (E-1) +2 Years Preschool Exp.	Special Education	CEAS for P-3	CE for P-3	Alternate Route	Bilingual/Bicultural/ESL Certified	Foreign Language Proficiency (See codes)
Sample School	Doe	Jane	09/01/01	3	2	3	1								1			
Sample School	Doe	John	09/01/95	8	7	6		1			1	1				1		5
In-District Regular/Inclusion Teachers	Bama	Kimberly	09/01/18			1	1											
SAES	Butler	Laura	09/27/11			6	1					1						
SAES	TBD																	
SAES	TBD																	
SAES	TBD																	
SAES	TBD																	

Last modified on 10/25/2018, 12:13 PM

## 2019-20 TABLE 4a: Teacher Assistant Education, Credentials, and Experience

District and County: Midwest County, Missouri, Amber City

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher assistant in a classroom serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation.

**DIRECTIONS:**

1. Provide the following information for each teacher assistant in a classroom serving eligible preschool children (including those in provider settings) as of October 15, 2018. If necessary, please indicate any positions that are new or unfulfilled at the time of budget submission by entering "To be hired" in place of the teacher assistant's name.
  2. Do not include substitute teachers, master teachers, group teachers, teacher assistants mandated by a child's IEP, or specialists (for art, music, physical education, etc.).
  3. Except where noted, enter the number 1 if the box applies to the teacher assistant.
  4. Select only one box under the "Highest Level of Education Attained" section for each teacher assistant (i.e. select only High School Diploma or Associate's Degree or BA/BS).
  5. Complete all areas applicable as of October 15, 2018 for each teacher assistant under the "Credentials and Certification" section.
  6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creeole (Haitian), 5=Arabic, 6=Gujarati, 7=Chinese, 8=Other.
- \*Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.

ADD EXTRA LINES AS NEEDED TO INCLUDE ALL TEACHER ASSISTANTS SERVING ELIGIBLE CHILDREN.

Name of School/Provider	Name of Teacher Assistant		Hiring/ Experience			Highest Level of Education Attained			Early Childhood Education Credentials and Certification (complete all that apply)			Foreign Language Proficiency (See notes)
	Last Name	First Name	Date of Hire (mm/dd/yy)	Total Years of Experience as Teacher or TA in Preschool	Current Salary Step	High School Diploma	Associate's Degree	BA/BS or Higher	CDA	Number of Hours Towards CDA	Other Certification	
Sample School	Doe #1	Jane	09/01/01	8	8			1	1			
Sample School	Doe #1	John	09/01/04	5	5		1				1	5
Sample Center	Doe #2	Jane	09/01/07	2	3		1			100		
Sample Center	Doe #2	John	09/01/06	4	4		1			50		
SAES	Crowley	Joan	11/16/98	1	14		1					
SAES	McNamara	Eileen	09/01/11		14		1					
TBD												
TBD												
TBD												

## 2019-20 TABLE 4a: Teacher Assistant Education, Credentials, and Experience

District and County:

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher assistant in a classroom serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation.

**DIRECTIONS:**

1. Provide the following information for each teacher assistant in a classroom serving eligible preschool children (including those in provider settings) as of October 15, 2018 if necessary, please indicate any positions that are new or unfilled at the time of budget submission by entering "To be hired" in place of the teacher assistant's name.
  2. Do not include substitute teachers, master teachers, group teachers, teacher assistants mandated by a child's IEP, or specialists (for art, music, physical education, etc.).
  3. Except where noted, enter the number 1 if the box applies to the teacher assistant.
  4. Select only one box under the "Highest Level of Education Attained" section for each teacher assistant (i.e. select only High School Diploma or Associate's Degree or BA/BS).
  5. Complete all areas applicable as of October 15, 2018 for each teacher assistant under the "Credentials and Certification" section.
  6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and iterate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creole (Haitian), 5=Arabic, 6=Sujirati, 7=Chinese, 8=Other.
- \*Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.

ADD EXTRA LINES AS NEEDED TO INCLUDE ALL TEACHER ASSISTANTS SERVING ELIGIBLE CHILDREN.

Name of School/Provider	Name of Teacher Assistant		Hiring/ Experience		Highest Level of Education Attained			Early Childhood Education Credentials and Certification (complete all that apply)			Foreign Language Proficiency (see notes)	
	First Name	Last Name	Date of Hire (mm/dd/yy)	Total Years of Experience as Teacher or TA in Preschool	Current Salary Step	High School Diploma	Associate's Degree	BA/BS or higher	CDA	Number of Hours Towards CDA		Other Certification

# 2019-20 SCHEDULE A: District Personnel Detail

District and County: Middlesex County, South Amboy City

**DIRECTIONS:**

1. Districts must use this form to itemize salaries, benefits, and salary step (if applicable) for all preschool education aid-funded positions (Educational Program positions and Administrative/Support positions) for which preschool education aid funding will be allocated in 2019-20.
2. Both full-time and part-time employees must be included.
3. Full-time salary and benefit equivalent should be reported for all part-time employees.
4. Do not include employees from 2018-19 who will not be employed in 2019-20.
5. If the district plans to use funding other than preschool education aid to entirely support any code-required preschool position(s), please list those employees' names and positions on Schedule A, but do not include salary or benefit information.
6. Select "yes" or "no" from the drop down box to indicate whether or not the district has a settled teachers' salary contract for 2019-20.
7. Please note, Schedule A is now broken into categories. Be sure to place staff under the appropriate category.

Employee Name		School/Site Name	Job Title	Full-time Equivalent	Salary Step (if applicable)	2017-18 Salary	2017-18 Benefits	2018-19 Salary	2018-19 Benefits	2019-20 Salary	2019-20 Benefits
SAMPLE John Doe			Teacher	1.00	M2	\$ 50,000	\$ 5,000	\$ 52,200	\$ 6,000		
SAMPLE Jane Doe			Classical Marker	1.00	M/G	\$ 45,000	\$ 5,250	\$ 50,250	\$ 6,000		
Teachers											
Kimberly Barna	SAES		Teacher	1.00	M1	\$ 46,192	\$ 14,457	\$ 60,649	\$ 14,457		
Laura Butler	SAES		Teacher	1.00	A	\$ 79,960	\$ 17,635	\$ 97,595	\$ 14,457		
Dawn DeHart	SAES		Teacher	1.00	1			\$ 58,697	\$ 14,457		
TBD	SAES		Teacher	1.00	1			\$ 58,697	\$ 14,457		
TBD	SAES		Teacher	1.00	1			\$ 58,967	\$ 14,457		
Relief Teachers											
Teacher Assistants											

# 2019-20 Private Provider Per Pupil Amounts and Withheld Costs

District and County: Middlesex County, South Amboy City

**DIRECTIONS:**

1. Enter the names of all providers the district is planning to contract with in 2019-20. Names should be listed under Enhanced Head Start, Expanded Head Start, or Other Private Provider, as appropriate.
2. Enter the district-determined 2019-20 per pupil amount for each provider.
3. If applicable, indicate any withheld funds in the designated column. Enter these amounts as negative dollar amounts.
4. The 2019-20 Budget Total calculated below for each provider should match the budget total on the 2019-20 Private Provider One-Year Planning Budget for that provider.

	Site	2019-20 Projected Contracted/Eligible Preschoolers	2019-20 Per Pupil Amount	District Withheld Funds (Enter negative amount)	2019-20 Budget Total
<b>Contracted, Enhanced Head Start Sites (Federal)</b>					
1	Acelero Learning	70	\$8,100		\$567,000
2					\$0
3					\$0
4					\$0
5					\$0
	<b>Subtotal Contracted Enhanced Head Start Sites</b>	<b>70</b>	<b>\$8,100</b>	<b>\$0</b>	<b>\$567,000</b>
<b>Contracted, Expanded Head Start Sites (State)</b>					
1					\$0
2					\$0
3					\$0
4					\$0
6					\$0
	<b>Subtotal Contracted Expanded Head Start Sites</b>	<b>0</b>	<b>#DIV/0!</b>	<b>\$0</b>	<b>\$0</b>
<b>Contracted, Other Private Provider Sites</b>					
1					\$0
2					\$0
3					\$0
4					\$0
5					\$0
6					\$0
7					\$0
8					\$0
9					\$0
10					\$0
11					\$0
12					\$0
13					\$0
14					\$0
15					\$0
16					\$0
17					\$0
18					\$0
	<b>Subtotal Contracted Other Provider Sites</b>	<b>0</b>	<b>#DIV/0!</b>	<b>\$0</b>	<b>\$0</b>
	<b>Total Total Contracted Providers</b>	<b>70</b>	<b>\$8,100</b>	<b>\$0</b>	<b>\$567,000</b>

New Jersey Department of Education  
Division of Early Childhood Education

Preschool Education Aid  
2019-20 DISTRICT BUDGET PLANNING WORKSHEET

District:  
South Amboy

County:  
Middlesex

	Projected Enrollment	Estimated Preschool Education Aid (PEA)
Resident General Education Students	71	\$926,911
Projected GENERAL EDUCATION Enrollment in District	70	\$667,000
Projected GENERAL EDUCATION Enrollment in Head Start	0	\$0
Projected GENERAL EDUCATION Enrollment in Providers	0	\$0
Projected GENERAL EDUCATION Enrollment in Charter Schools	441	\$1,492,911

Tuition from Individuals	\$0
Tuition from Other LEAs	\$0
Prior Year PEA Carryover	\$0
Amount for Students w/Disabilities in General Ed Classrooms	

Total Estimated Preschool Education Aid, Tuition, Carryover, and Special Education Funding	\$1,492,911
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Description	Account Number	Amount Budgeted
<b>INSTRUCTION</b>		
Salaries of Teachers	20-218-100-101	\$293,356
Teacher Salaries		\$293,356
Relief Teacher Salaries		
Teacher stipends for professional development		
Substitute teacher stipends		
Other Salaries for Instruction	20-218-100-108	\$171,480
Teacher Assistant Salaries		\$171,480
Teacher Assistant stipends for professional development		
Substitute teacher assistant stipends		
Unused Vacation Payment to Terminated/Retired Staff	20-218-100-199	
Purchased Professional and Educational Services	20-218-100-321	\$30,462
Other Pur. Serv. (400-500)	20-218-100-500	
Tuition to Other LEA's within the State - Regular	20-218-100-561	
Supplies and Materials	20-218-100-600	\$80,000
Other Objects	20-218-100-600	\$576,267
<b>SUBTOTAL -- INSTRUCTION</b>		
<b>SUPPORT SERVICES</b>		
Sal. of Supervisors of Instruction	20-218-200-102	\$13,097
Sal. of Principals/Asst. Principals/Program Directors	20-218-200-103	\$29,706
Sal. of other Professional Staff	20-218-200-104	\$12,903
Sal. of Secretarial & Clerical Assistants	20-218-200-105	\$7,776
Other Salaries	20-218-200-110	\$8,162
Fiscal Specialist		\$8,162
Custodian		
Security guard	20-218-200-173	
Family/Parent Liaison	20-218-200-176	
Facilitator/Coach	20-218-200-199	
Unused Vacation Payment to Terminated/Retired Staff	20-218-200-200	\$110,000
Personnel Services - Employee Benefits	20-218-200-321	\$0
Purchased Educational Services - Contracted Pre-K	20-218-200-326	\$587,000
Purchased Educational Services - Head Start	20-218-200-328	
Other Purchased Professional - Education Services	20-218-200-330	
Other Purchased Professional Services	20-218-200-420	
Cleaning, Repair and Maintenance Services	20-218-200-440	
Rentals	20-218-200-511	
Contracted Services - Transp (Btw Home & Sch.)	20-218-200-516	\$16,000
Contracted Services (Field Trips)	20-218-200-560	\$20,000
Travel	20-218-200-590	
Miscellaneous Purchased Services	20-218-200-600	\$30,000
Supplies and Materials	20-218-200-600	\$110,000
Other Objects	20-218-200-600	\$917,644
<b>SUBTOTAL -- SUPPORT SERVICES</b>		
<b>FACILITIES ACQ. CONSTYR. SERVICES</b>		
Instructional Equipment	20-218-400-731	
Noninstructional Equipment	20-218-400-732	\$0
<b>SUBTOTAL -- FAC. ACQ. &amp; CONSTRUCTION</b>		
<b>TOTAL</b>		<b>\$1,492,911</b>



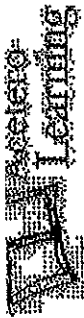


<p>3. Employment</p>	<p><input type="checkbox"/> I am unemployed and do not have public benefits or help from others to support my family.</p>	<p><input type="checkbox"/> I need help finding employment. OR I have been out of work for a long time and have been supporting my family with public benefits and/or help from others.</p>	<p><input type="checkbox"/> I have a job, but would like a better one. OR I have not been working but would like to find a job now.</p>	<p><input type="checkbox"/> My current job provides sufficient income to meet my family's needs and wants.</p>
<p>4. Education</p>	<p><input type="checkbox"/> I cannot read or write in English or native language. OR I cannot find a job because of my education level.</p>	<p><input type="checkbox"/> I need more education to get a better job or to help my children succeed in school.</p>	<p><input type="checkbox"/> I have completed high school or GED, and I would like to further my education. OR I have some college/technical training and I am interested in pursuing more.</p>	<p><input type="checkbox"/> I'm fully satisfied with my current level of education. My education allows me to meet employment goals and dreams.</p>
<p>5. Acculturation</p>	<p><input type="checkbox"/> My family members are being held for deportation, are in the middle of deportation hearings or currently working with a deportation lawyer to avoid being deported.</p>	<p><input type="checkbox"/> I am having difficulty finding work because of my current immigration status and/or inability to speak English.</p>	<p><input type="checkbox"/> I am doing all right but would like to speak English better and get to know more people.</p>	<p><input type="checkbox"/> I have lots of family and community support and feel comfortable and safe in the US.</p>
<p>6. Child Care</p>	<p><input type="checkbox"/> I currently have children not enrolled in the Accelerero EHS or HS program who do not have child care or the quality of care is very poor. I need child care for them to attend school or go to work.</p>	<p><input type="checkbox"/> My current child care for my children not in the Accelerero EHS or HS program is not reliable and often falls through.</p>	<p><input type="checkbox"/> My child(ren) who are not in the Accelerero EHS or HS program have high quality and stable child care from a center, school program, or relatives.</p>	<p><input type="checkbox"/> My child(ren) who are not in the Accelerero EHS or HS program have high quality and stable child care from a center, school program, or relatives.</p>
<p>7. Family Finances</p>	<p><input type="checkbox"/> We cannot meet basic needs: there is little to no money.</p>	<p><input type="checkbox"/> Sometimes it is difficult to meet basic needs, we have significant debt and no savings. Sometimes we rely on others to make ends meet.</p>	<p><input type="checkbox"/> My family relies on a combination of income and/or housing, SNAP, WIC subsidies to meet basic needs.</p>	<p><input type="checkbox"/> My family lives within a well-managed budget. We have savings to address emergencies, good credit and minimal debt.</p>

<p>8. Advocacy and Leadership</p>	<p><input type="checkbox"/> I do not feel safe to advocate or am afraid to advocate for me or my child.</p>	<p><input type="checkbox"/> I am worried for my child, because I do not feel able to effectively advocate for him/her when I need to.</p>	<p><input type="checkbox"/> I hold or have held leadership positions within my community (church, neighborhood group, etc.) or child's school (previous Head Start, other preschool, etc.).</p> <p><input type="checkbox"/> I believe I have what it takes to be a leader; I would like to improve certain leadership skills that interest me (communication, working with others, public speaking, etc.).</p>	<p><input type="checkbox"/> I am able to effectively advocate for my child on almost all occasions.</p> <p><input type="checkbox"/> I have participated in state-level advocacy or organizing efforts.</p> <p><input type="checkbox"/> I believe I am a leader in my child's life and in my community and have valuable contributions to make.</p>
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**SECTION 01 FAMILY HEALTH & WELLBEING**

CRITERIA				
<p>1. Family Health and Wellness</p>	<p><input type="checkbox"/> Our family cannot afford medication for adult family members who are sick.</p> <p><input type="checkbox"/> We have an adult family member(s) who currently has untreated medical/dental problem that impairs their functioning or ability to care for their children.</p>	<p><input type="checkbox"/> Some of the adults in my family have chronic health conditions and are not receiving the medical care they need.</p>	<p><input type="checkbox"/> We use a local clinic when adults get sick, but do not have insurance or a regular doctor.</p> <p><input type="checkbox"/> Some adults in my family have chronic health conditions but are getting the medical care they need.</p>	<p><input type="checkbox"/> All adults in our family are healthy, are insured and have access to high quality medical care.</p>
<p>2. Social Networks</p>	<p><input type="checkbox"/> I do not have any friends or family who I could ask for support, who could help me find a job or place to stay or who I would be willing to help if they needed support.</p>	<p><input type="checkbox"/> My friends and family are not reliable sources of support, rarely would be able to help me find a place to stay or get a job and I am reluctant to support them.</p>	<p><input type="checkbox"/> I have friends and family I can count on when I have an emergency, who have helped me find a place to stay and/or get a job, and who I support in the same ways when they need help.</p>	<p><input type="checkbox"/> I have friends and family who I can count on for support all the time, and in all areas of my life, and I'm always there to support them.</p>



<p>3. Access to Resources</p>	<p><input type="checkbox"/> My family needs help with basic needs and we don't know what to do or where to go for assistance.</p>	<p><input type="checkbox"/> My family doesn't know the community very well and we have limited friends, family or religious community members to support us.</p>	<p><input type="checkbox"/> My family has strong social connections, but we would like to learn more about the resources and services available within the community.</p>	<p><input type="checkbox"/> My family has strong social connections through friends, neighbors, place of worship and community providers.  We know where to get help from community agencies when needed.</p>
<p>4. Emotional Support</p>	<p><input type="checkbox"/> I feel sad and lonely all of the time and I have often thought about hurting myself.  I have no one to talk to when I'm feeling this way.</p>	<p><input type="checkbox"/> I often feel sad and lonely. I find it hard to shake off the blues and get going.  I am reluctant to talk with others when I'm feeling this way.  I am currently or in the last year being treated for depression.</p>	<p><input type="checkbox"/> I feel sad and lonely occasionally. It is sometimes difficult to shake off the blues and get going.  I have a family member, friend, or clergy who I seek out when I'm sad/upset.  I have previously been treated for depression.</p>	<p><input type="checkbox"/> I feel happy most of the time and I feel fully engaged in life.  I have a support network to turn to when I'm sad or upset.  I have no history and have not been treated for depression.</p>
<p>5. Family Relationships</p>	<p><input type="checkbox"/> I am currently in an abusive relationship.  I am fearful of leaving my current relationship.</p>	<p><input type="checkbox"/> My spouse or partner and I have regular episodes of explosive anger that are not resolved quickly.  I am often fearful of my partner's behavior and we are having increasing numbers of angry episodes.  I currently have or have recently had an order of protection in place for my spouse or partner.</p>	<p><input type="checkbox"/> My spouse or partner and I sometimes fight and I am interested in gaining skills to communicate better.  I am not afraid of my spouse or partner.  I have experienced and received help for domestic violence in previous relationships.</p>	<p><input type="checkbox"/> I am in a stable, supportive relationship with my spouse or partner. We are able to resolve disagreements through problem-solving and open communication.  I have not experienced domestic violence in previous relationships.  I am currently not in a relationship.</p>
<p>6. Alcohol and Drug Use</p>	<p><input type="checkbox"/> Recently a concerned friend or relative has talked to me about my alcohol and/or drug use.  I sometimes cannot remember things that happened when I was drinking or getting high.</p>	<p><input type="checkbox"/> I use drugs or alcohol weekly and it sometimes impacts my judgment or my ability to care for my child.  I have had previous treatment for alcohol or drug abuse, or am currently receiving treatment for alcohol or drug abuse.</p>	<p><input type="checkbox"/> I use drugs and/or alcohol on occasion and it does not impact my judgment or my ability to care for my child.  There is some family history of drug or alcohol abuse.</p>	<p><input type="checkbox"/> No one in my family uses drugs or alcohol.  There is no history of alcohol or drug abuse in my family.</p>



## Family Success Road Map

Family Member's Name: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Child's Center/Classroom: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Welcome to Acelero Learning! We are delighted that your child is a part of our Head Start program.

We look forward to a wonderful partnership to support your child's school readiness together. As outlined in the Family Engagement Contract that you signed when your child enrolled in our program, we support this partnership by:

- Honoring your contributions and working individually with you to meet your child's school readiness goals
- Helping you identify your strengths and skills and work with you to reach your own goals.

In order to accomplish this, we'd like to learn a little more about your family. We're interested in what you consider your family's greatest strengths as well as areas where you think your family might benefit from some support.

To help us get to know you, we'd appreciate if you would take a few minutes at the Center to complete this Family Success Road Map. This questionnaire allows us to gather information about your family in many different areas that are critical to your child's healthy development.

All of the information that you provide is strictly confidential and will not be shared with any other families or influence your child's placement in our program. Some of the questions may seem personal. Please understand that the assessment is not intended to pry. Your responses will help us support you in areas where your family might be experiencing stress that can be harmful to your child's development.

If you need assistance filling out the Family Success Road Map or have any questions, our family services staff are here to help. Once you have completed the survey, our staff will review and follow-up with you to talk about your aspirations and the hopes and dreams you have for your child.

Thank you for your time! We are privileged to partner with your family!



Family Member's Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Guidelines for Completing the Family Activities Readiness Map**

**Section II: FAMILY PRACTICES**

CRITERIA					
1. Family Routines	<input type="checkbox"/> My family does not have a regular bedtime or wake-up routine. We rarely eat together as a family. My child often misses school or is late.	<input type="checkbox"/> My family follows regular routines less than half of the time. My child sometimes misses school or is late.	<input type="checkbox"/> My family follows regular routines most of the time. He/She wakes up tired sometimes. He/She gets less than 10 hours of sleep per night.	<input type="checkbox"/> My child has a consistent wake-up and bedtime routine. My child eats with at least one adult member of the family 5-6 times/week.	
2. Experience-Rich Environment	<input type="checkbox"/> My child is involved in more than four hours of screen time each day (TV, video games, phone or tablet); TV is on most of the day. I rarely play games or interact with my child after school or on weekends. My child stays indoors most of the time.	<input type="checkbox"/> My child and I sometimes visit the local library, museums or attend community events - at least once in the last two weeks. My child is involved in three-four hours of screen time (TV, video games, phone or tablet) each day. My child sometimes watches shows that are intended for an adult audience.	<input type="checkbox"/> My child and I often attend large family gatherings or go on outings in the community on a regular basis - at least twice in the past two weeks. My child and I play educational games or activities at least once a week. My child is involved in 2-3 hours of screen time (TV, video games, phone or tablet) each day.	<input type="checkbox"/> My child is exposed to lots of activities and experiences to expand his/her language and learn new skills. I limit the amount of time my child spends watching TV and using other electronic devices (video games, phone or tablet) each day. For families already in our program: My family enjoys completing the Home Learning Activities and consistently submits the logs to the teacher.	

<p>3. Promoting Language and Literacy</p>	<p><input type="checkbox"/> I don't feel able to read to my child or promote his/her language development.</p> <p><input type="checkbox"/> I currently don't have any in books at home for my child.</p>	<p><input type="checkbox"/> I sometimes read with my child and engage in other literacy activities in the home about once a week.</p> <p><input type="checkbox"/> I do not have a library card and I don't know where the library is located in my neighborhood.</p>	<p><input type="checkbox"/> I often read with my child and engage in other literacy activities more than twice a week.</p> <p><input type="checkbox"/> I am interested in getting a library card or have a card but don't frequently take my child to the library.</p>	<p><input type="checkbox"/> I read with my child almost every day for at least 20 minutes.</p> <p><input type="checkbox"/> I regularly practice counting, rhyming and singing with my child.</p> <p><input type="checkbox"/> I have a library card and visit often with my child.</p>
<p>4. Positive Guidance</p>	<p><input type="checkbox"/> I often yell and use physical punishment to manage my child's behavior.</p> <p><input type="checkbox"/> I feel that using physical punishment is the only way that my child will learn to behave.</p>	<p><input type="checkbox"/> I sometimes use physical punishment to control my child. I am frustrated that my child "won't listen" at times.</p> <p><input type="checkbox"/> My child is frequently on time out. I would like to learn other strategies to manage my child's behavior.</p>	<p><input type="checkbox"/> I rarely use physical punishment to discipline my child. Most interactions with my child are positive.</p> <p><input type="checkbox"/> I recognize that managing my child's behavior is not always easy, and I want to learn additional strategies to guide his/her behavior.</p>	<p><input type="checkbox"/> I never use physical punishment to manage my child's behavior. I help my child understand the rationale for rules and family expectations.</p>

**Section 2 SUPPORT FOR CHILDREN**

CRITERIA	
<p>1. Children with Special Needs</p>	<p><input type="checkbox"/> My child has special needs and is not receiving any support or services.</p> <p><input type="checkbox"/> My child has special needs and I'm not satisfied with the support he/she receives. I'm concerned that his/her needs aren't being met.</p> <p><input type="checkbox"/> My child receives support for special needs and I would like to know more about my rights and types of services available to him/her.</p> <p><input type="checkbox"/> My child has special needs and I receive strong support from family, friends, and LEA or Part C service providers.</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> My child does not have special needs at this time.</p>
<p>2. Child Health and Wellness</p>	<p><input type="checkbox"/> My child has a serious medical condition and is not receiving care that he/she needs for their illness.</p> <p><input type="checkbox"/> My child has medical and dental care and insurance, but I would like to find different doctors or dentists.</p> <p><input type="checkbox"/> My child has medical and dental care and insurance, but I would like to find different doctors or dentists.</p> <p><input type="checkbox"/> My child has a regular doctor and dentist and high quality medical and dental insurance.</p>



<p>3. Transitions</p>	<p><input type="checkbox"/> I do not know how to support my child when he/she transitions, including from one school or program to another (or one classroom to another).</p> <p><input type="checkbox"/> I do not know how to register my child in kindergarten or what choices I have in my community.</p>	<p><input type="checkbox"/> I have some knowledge of the school registration process in my community, including my school choices (if applicable) but I would like to understand this better.</p> <p><input type="checkbox"/> I do not feel comfortable asking for a meeting with my child's teachers or sharing information about my child with his/her teacher.</p>	<p><input type="checkbox"/> I feel knowledgeable about the school registration process, including my school choices (if applicable).</p> <p><input type="checkbox"/> I feel comfortable asking for a meeting with my child's teachers and sharing with staff what I know about my child.</p> <p><input type="checkbox"/> When my child is going through a transition, I am more patient with him/her and understanding about what he/she is going through.</p>	<p><input type="checkbox"/> I have successfully navigated the school registration process before and/or have the support of family or friends to help me through the process.</p> <p><input type="checkbox"/> I make observations about my child as she/he goes through a transition and am responsive to those observations.</p> <p><input type="checkbox"/> I use transition times to help my child learn. We talk together about issues that may come up, such as making new friends or getting used to a new routine.</p>
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**SECTION B) SELF-SUFFICIENCY**

<p>CRITERIA</p>	<p><input type="checkbox"/> I am about to be evicted or in danger of being homeless.</p> <p>OR</p> <p><input type="checkbox"/> I am currently homeless.</p>	<p><input type="checkbox"/> I am living with friends or family or in an unsafe or poorly maintained house or apartment.</p> <p>OR</p> <p><input type="checkbox"/> I am having trouble keeping up with our current rent.</p>	<p><input type="checkbox"/> I have stable subsidized housing that meets my basic needs.</p> <p>OR</p> <p><input type="checkbox"/> I would like to find a nicer house or neighborhood.</p>	<p><input type="checkbox"/> I own a home or maintain a stable rental without housing subsidy assistance.</p> <p><input type="checkbox"/> I have a car or easy access to public transportation.</p>
<p>2. Transportation</p>	<p><input type="checkbox"/> I do not have any way to get around by car or public transportation, which makes it impossible to get to school or work.</p>	<p><input type="checkbox"/> I have trouble getting to work, school and keeping appointments. I frequently rely on others for rides.</p>	<p><input type="checkbox"/> I have a car or access to public transportation, but sometimes I need help getting to appointments or getting my child to school.</p>	<p><input type="checkbox"/> I have a car or easy access to public transportation.</p>







South Amboy School District  
 Comprehensive Maintenance Plan  
 Actual FY18 / Current FY19 / Planned FY20

County: 23

District: 4830

	Actual 2017-2018 \$70,607	Current 2018-2019 \$72,019	Planned 2019-2020 \$73,460
Middle/High School School Code: 060	<p>Repair walls, replace floor &amp; ceiling tiles. Replace doors and hardware. Repair broken fountains, sinks, toilets, student desks, teacher furniture and student lockers. Repair windows, replace balances, hinges and glazing. Repair bathroom fixtures accessories, plumbing and HVAC parts and controls. Inspect and repair service valves. Repair piping and insulation. Prepare and paint walls, ceiling and floors. Inspect repair exhaust fans and HVAC motors, light fixtures &amp; ballasts. Inspect, repair fire alarm devices, equipment. Repair PA and telephone. Replace wall receptacles. Perform annual service and inspection of all systems. Maintain water heater system. Replace two sections of roof and maintain balance. Repair auditorium seating as required. Maintain security cameras.</p>	<p>Repair walls, replace floor &amp; ceiling tiles. Replace doors and hardware. Repair broken fountains, sinks, toilets, student desks, teacher furniture and student lockers. Repair windows, replace balances, hinges and glazing. Repair bathroom fixtures accessories, plumbing and HVAC parts and controls. Inspect and repair service valves. Repair piping and insulation. Prepare and paint walls, ceiling and floors. Inspect repair exhaust fans and HVAC motors, light fixtures &amp; ballasts. Inspect, repair fire alarm devices, equipment. Repair PA and telephone. Replace wall receptacles. Perform annual service and inspection of all systems. Maintain water heater system. Replace two sections of roof and maintain balance. Repair auditorium seating and curtain as required. Maintain security cameras. Repair rug in the library</p>	<p>Repair walls, replace floor &amp; ceiling tiles. Replace doors and hardware. Repair broken fountains, sinks, toilets, student desks, teacher furniture and student lockers. Repair windows, replace balances, hinges and glazing. Repair bathroom fixtures accessories, plumbing and HVAC parts and controls. Inspect and repair service valves. Repair piping and insulation. Prepare and paint walls, ceiling and floors. Inspect repair exhaust fans and HVAC motors, light fixtures &amp; ballasts. Inspect, repair fire alarm devices, equipment. Repair PA and telephone. Replace wall receptacles. Perform annual service and inspection of all systems. Maintain water heater system. Replace two sections of roof and maintain balance. Repair auditorium seating and curtain as required. Maintain security cameras. Repair rug in the library</p>
Elementary School School Code: 060	<p>Paint classrooms per rotating schedule. Repair broken fountains, sinks, toilets, student desks, teacher furniture and student lockers. Service HVAC system. Repair/replace outside railings. Conduct all annual inspections. Maintain boiler building and grounds equipment. Replace doors, locks and hardware. Repair security system. Repair windows, replace balances, hinges and glazing. Repair PA and telephone system. Replace wall receptacles. Perform annual service and inspection of all items. Elevator maintenance and repair.</p>	<p>Paint classrooms per rotating schedule. Repair broken fountains, sinks, toilets, student desks, teacher furniture and student lockers. Service HVAC system. Repair/replace outside railings. Conduct all annual inspections. Maintain boiler building and grounds equipment. Replace doors, locks and hardware. Repair security system. Repair windows, replace balances, hinges and glazing. Repair PA and telephone system. Replace wall receptacles. Perform annual service and inspection of all items. Elevator maintenance and repair.</p>	<p>Paint classrooms per rotating schedule. Repair broken fountains, sinks, toilets, student desks, teacher furniture and student lockers. Service HVAC system. Repair/replace outside railings. Conduct all annual inspections. Maintain boiler building and grounds equipment. Replace doors, locks and hardware. Repair security system. Repair windows, replace balances, hinges and glazing. Repair PA and telephone system. Replace wall receptacles. Perform annual service and inspection of all items. Elevator maintenance and repair.</p>

Prepared By:  
 School Business Administrator

BOE Approval Date:  
 29-Oct-18