

SOUTH AMBOY PUBLIC SCHOOLS

South Amboy, NJ

2017-2018

SCHOOL CALENDAR (DRAFT)

ATTACHMENT A

July 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<u>1</u>	2
3	<u>4</u>	<u>5</u>	<u>6</u>	(7)	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	<u>9</u>	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	<u>9</u>	<u>10</u>	11
12	<u>13</u>	(14)	15	16	17	18
19	20	21	22*	<u>23</u>	<u>24</u>	25
26	(27)	28	29	30		

December 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22*	23
24	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	30
31						

January 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<u>1</u>	(2)	3	4	5	6
7	8	9	10	11	12	13
14	<u>15</u>	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	<u>16</u>	17
18	<u>19</u>	(20)	21	22	23	24
25	26	27	28			

March 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	<u>30</u>	31

April 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	7
8	(9)	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	<u>28</u>	29	30	31		

June 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SEPTEMBER Pupil Days / 17

- 4 Labor Day
- 5 - 6 Staff only - District In-Service (No students)
- 7 School Opens for Students

OCTOBER Pupil Days / 21

- 9 Columbus Day

NOVEMBER Pupil Days / 17

- 9 - 10 NJEA Convention - School Closed
- 13 Veteran's Day (Observed)
- 14 School Reopens
- 22 Single Session Day
- 23 - 24 Thanksgiving Recess
- 27 School Reopens

DECEMBER Pupil Days / 16

- 22 Single Session Day
- 25 - 29 Holiday Recess

JANUARY Pupil Days / 21

- 1 Holiday Recess
- 2 School Reopens
- 15 Martin Luther King Day

FEBRUARY Pupil Days / 18

- 16 - 19 Presidents' Weekend
- 20 School Reopens

MARCH Pupil Days / 21

- 30 Spring Recess

APRIL Pupil Days / 16

- 2 - 6 Spring Recess
- 9 School Reopens

MAY Pupil Days / 22

- 28 Memorial Day

JUNE Pupil Days / 14

- 20 Tentative Last Day of School

TOTAL PUPIL DAYS: 183
TOTAL TEACHER DAYS: 185

NOTE: THIS CALENDAR ALLOWS FOR THREE (3) EMERGENCY CLOSING DAYS. IF SCHOOLS ARE CLOSED FOR MORE THAN THREE (3) DAYS FOR ANY REASON ADDITIONAL INSTRUCTIONAL DAYS WILL BE SCHEDULED.

* = SINGLE SESSION DAY

/_/_ = SCHOOL CLOSED

() = SCHOOL RE-OPENS

Board Approved :

SchoolCalendar1718b

**2016 ESEA Accountability Action Plan
Participation Rate/Graduation Rate/Attendance Rate**

County Code: 23	LEA Code: 4830
County Name: MIDDLESEX	LEA Name: SOUTH AMBOY SCHOOL DISTRICT

The 2016 *Elementary and Secondary Education Act (ESEA)* Accountability Profiles provide data on districts' and schools' progress toward statewide standards on graduation rate, attendance rate and assessment participation rate. Specifically, all students and student subgroups, at both the school-level and district-level, must meet the following standards:

- The assessment participation rate goal of 95%, and
- The attendance rate goal of 90 percent (elementary and middle schools) or
- The five-year cohort graduation rate of 85 percent.

Any district and any school that did not meet the accountability indicators for the metrics above must develop a board-approved corrective action plan to articulate the actions the school and/or district will implement to address the factors impacting participation rate, graduation rate and/or attendance rate. **Districts/schools are required to:**

- 1) **complete this action plan;**
- 2) **submit Page 1, with the required signatures below, to the county office of education.**

Instructions for completing page 2 of this action plan and resources are in the document entitled, *ESEA Accountability Action Plan Development Guide*, available on the ESEA Accountability web page at <http://www.nj.gov/education/title1/accountability/progress/16>.

ESEA Accountability Action Plan Assurances-Participation Rate/Graduation Rate/Attendance Rate

The district must review and sign the assurances below and fax a signed copy of this page to its local County Office of Education.

The signature of the district's Chief School Administrator and President of the Board of Education below assures that for all school's not attaining the participation rate, district and school officials have:

- Reviewed each school's *Preliminary 2016 ESEA Accountability Profiles* located on the New Jersey Department of Education's web page at <http://www.nj.gov/education/title1/accountability/progress/16> with the appropriate stakeholders; and
- Documented the district's and each school's efforts to implement strategies to increase the assessment participation rate, graduation rate and/or attendance rate for all affected student subgroups.

Chief School Administrator's Name	JORGE E. DIAZ
Chief School Administrator's Signature	
Date: :	FEBRUARY 27, 2017

Board President's Name	JANET KERN
Board President's Signature	
Date: :	FEBRUARY 27, 2017

2016 ESEA Accountability Action Plan

Participation Rate/Graduation Rate/Attendance Rate

DISTRICT CODE: 4830 DISTRICT NAME: SOUTH AMBOY SCHOOL DISTRICT

Subgroup(s) Not Meeting

Participation Rate of 95%

Attendance Rate of 90%

Five-Year Cohort Graduation Rate of 85%

Strategy(ies) to be implemented:

See Below and Attached

Total Population Black Hispanic White American Indian Asian Two or More Races Students with Disabilities Limited English Proficient Students Economically Disadvantaged

Action Steps		Person(s) Responsible	Resources Needed*	Completion Date
1	Superintendent delivers a letter to all parents and the community explaining the importance of taking the PARCC. This letter will be posted on our website. (see attached)	Principals, Superintendent, Director (Admin Team), Parents, Teachers	Letter, copies of letter	By 2/17/17
2	Distribute Parent Refusal meeting form in conjunction with the above letter that all parents must sign if they determine their child is opting-out. This form will list consequences of excessive students refusing participation (i.e. affects possible graduation/rate, possible NJDOE sanctions, NJQSAC participation rate in testing, etc.) (see attached)	Admin Team, staff, parents, etc.	Signed parent forms	By 2/17/17
3	Conduct parent meetings at the board and school levels explaining the PARCC test and participation rate. These meetings will be informational sessions for the parents and community members that center on student subgroup targets and other essential data associated with the PARCC.	PTO, Board meetings, parent meetings, faculty meetings...	NA	On-going
4	Utilize social media -- Twitter, Facebook, Website -- to consistently contact parents and students explaining the importance of students taking the PARCC and doing their best on the test.	Admin Team, Tech person, etc.	Social media, updating the sites...	On-going
5	Conduct All-calls made on a regular basis by the administrative team to parents regarding the importance of PARCC participation and performance.	Admin Team	Phone calls	On-going
6	Counselors consistently contacting students and their parents regarding the importance of taking the PARCC and moving our participation rate to 95%...	Counselors, Admin Team, staff, parents	Meetings, calls, etc.	On-going
7	Administration consistently and continually explains to their staff the importance of their students taking the test and doing well so that the staff and students have better buy-in to the test and it results. The higher student participation the better results...	Admin Team, staff, etc.	Meetings, memos, etc.	On-going
8	Teachers support student participation in the PARCC by them consistently explaining the importance to their students taking the test and performing well... A more positive approach.	Staff, students, parents, Admin Team	Meetings, social media, etc.	On-going

2016 ESEA Accountability Action Plan
Participation Rate/Graduation Rate/Attendance Rate

9	Provide incentives for the highest class participation & attendance during regular PARCC testing (MHS)	PTO, parents, Admin Team	PTO donation/Student Activities Fund, time, etc.	May 2017
10	Provide incentives for the highest class participation & attendance during regular PARCC testing. (Elementary)	PTO, parents, Admin Team	PTO donation or Student Activities Fund, time, etc.	May 2017
11	List notice of support on the district website explaining the importance of student high participation rates and performance.	Tech coordinator, Admin Team, Teachers, etc.	Websites, etc.	On-going

Notes:

- Title I funds used to support the plan must be used to supplement, and not supplant state and local funds.
- Use a separate sheet for each indicator (participation rate, attendance rate or graduation rate) not met.

2016 ESEA Accountability Action Plan

Participation Rate/Graduation Rate/Attendance Rate

DISTRICT/SCHOOL CODE: 4830/060

SCHOOL NAME: SOUTH AMBOY ELEMENTARY SCHOOL

Subgroup(s) Not Meeting

Participation Rate of 95%

Attendance Rate of 90%

Five-Year Cohort Graduation Rate of 85%

Total Population Black Hispanic White American Indian Asian Two or More Races Students with Disabilities Limited English Proficient Students Economically Disadvantaged

Strategy(ies) to be implemented:

See Below and Attached

Action Steps				
	Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1	Superintendent delivers a letter to all parents and the community explaining the importance of taking the PARCC. This letter will be posted on our website. (see attached)	Principals, Superintendent, Director (Admin team), Parents, Teachers	Letter, copies of letter	By 2/17/17
2	Distribute Parent Refusal meeting form in conjunction with the above letter that all parents must sign if they determine their child is opting-out. This form will list consequences of excessive students refusing participation (i.e. affects possible graduation/rate, possible NJDOE sanctions, NJQSAC participation rate in testing, etc.) (see attached)	Admin Team, staff, parents, etc.	Signed parent forms	By 2/17/17
3	Conduct parent meetings at the board and school levels explaining the PARCC test and participation rate. These meetings will be informational sessions for the parents and community members that center on student subgroup targets and other essential data associated with the PARCC.	PTO, Board meetings, parent meetings, faculty meetings...	NA	On-going
4	Utilize social media – Twitter, Facebook, Website -- to consistently contact parents and students explaining the importance of students taking the PARCC and doing their best on the test.	Admin Team, Tech person, etc.	Social media, updating the sites...	On-going
5	Conduct All-calls made on a regular basis by the administrative team to parents regarding the importance of PARCC participation and performance.	Admin Team	Phone calls	On-going
6	Counselors consistently contacting students and their parents regarding the importance of taking the PARCC and moving our participation rate to 95%...	Counselors, Admin Team, staff, parents	Meetings, calls, etc.	On-going
7	Administration consistently and continually explains to their staff the importance of their students taking the test and doing well so that the staff and students have better buy-in to the test and it results. The higher student participation the better results...	Admin Team, staff, etc.	Meetings, memos, etc.	On-going
8	Teachers support student participation in the PARCC by them consistently explaining the importance to their students taking the test and performing well... A more positive approach.	Staff, students, parents, Admin Team	Meetings, social media, etc.	On-going
9	Provide incentives for the highest class participation & attendance during regular PARCC testing.	PTO, parents, Admin Team	PTO donation or Student Activities	May 2017

2016 ESEA Accountability Action Plan
Participation Rate/Graduation Rate/Attendance Rate

10	List notice of support on the district website explaining the importance of student high participation rates and performance.	Tech coordinator, Admin Team, Teachers, etc.	Fund, time, etc. Websites, etc.	On-going
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Notes:

- Title I funds used to support the plan must be used to supplement, and not supplant state and local funds.
- Use a separate sheet for each indicator (participation rate, attendance rate or graduation rate) not met.

2016 ESEA Accountability Action Plan
Participation Rate/Graduation Rate/Attendance Rate

DISTRICT/SCHOOL CODE: 4830/030 **SCHOOL NAME: SOUTH AMBOY MIDDLE HIGH SCHOOL**

Subgroup(s) Not Meeting

Participation Rate of 95%

Attendance Rate of 90%

Five-Year Cohort Graduation Rate of 85%

Strategy(ies) to be implemented:

See Below and Attached

Total Population Black Hispanic White American Indian Asian Two or More Races Students with Disabilities Limited English Proficient Students Economically Disadvantaged

Action Steps		Person(s) Responsible	Resources Needed	Completion Date
1	Superintendent delivers a letter to all parents and the community explaining the importance of taking the PARCC. This letter will be posted on our website. (see attached)	Principals, Superintendent, Director (Admin Team), Parents, Teachers	Letter, copies of letter	By 2/17/17
2	Distribute Parent Refusal meeting form in conjunction with the above letter that all parents must sign if they determine their child is opting-out. This form will list consequences of excessive students refusing participation (i.e. affects possible graduation/rate, possible NJDOE sanctions, NJQSAC participation rate in testing, etc.) (see attached)	Admin team, staff, parents, etc.	Signed parent forms	By 2/17/17
3	Conduct parent meetings at the board and school levels explaining the PARCC test and participation rate. These meetings will be informational sessions for the parents and community members that center on student subgroup targets and other essential data associated with the PARCC.	PTO, Board meetings, parent meetings, faculty meetings...	NA	On-going
4	Utilize social media – Twitter, Facebook, Website – to consistently contact parents and students explaining the importance of students taking the PARCC and doing their best on the test.	Admin Team, Tech person, etc.	Social media, updating the sites...	On-going
5	Conduct All-calls made on a regular basis by the administrative team to parents regarding the importance of PARCC participation and performance.	Admin Team	Phone calls	On-going
6	Counselors consistently contacting students and their parents regarding the importance of taking the PARCC and moving our participation rate to 95%...	Counselors, Admin Team, staff, parents	Meetings, calls, etc.	On-going
7	Administration consistently and continually explains to their staff the importance of their students taking the test and doing well so that the staff and students have better buy-in to the test and it results. The higher student participation the better results...	Admin Team, staff, etc.	Meetings, memos, etc.	On-going
8	Teachers support student participation in the PARCC by them consistently explaining the importance to their students taking the test and performing well... A more positive approach.	Staff, students, parents, Admin Team	Meetings, social media, etc.	On-going
9	Provide incentives for the highest class participation & attendance during regular PARCC	PTO, parents, Admin Team	PTO donation or	May 2017

**2016 ESEA Accountability Action Plan
Participation Rate/Graduation Rate/Attendance Rate**

10	testing: (MHS) List notice of support on the district website explaining the importance of student high participation rates and performance.	Tech coordinator, Admin Team, Teachers, etc.	Student Activities Fund, time, etc. Websites, etc.	On-going
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Notes:

- Title I funds used to support the plan must be used to supplement, and not supplant state and local funds.
- Use a separate sheet for each indicator (participation rate, attendance rate or graduation rate) not met.

FOSTER CARE AND EDUCATIONAL STABILITY

The South Amboy Board of Education recognizes that children placed in foster care, including resource family homes or other out-of-home placements, have special needs. The board is committed to ensuring cooperation and collaboration with the New Jersey Department of Children and Families (DCF) to minimize further disruptions in the lives of these children and promote their educational stability. The chief school administrator is directed to oversee the development of effective partnerships between the schools of this district and child welfare officials to support the educational needs of children in out-of-home placements within the community, and also provide a framework to support a broader range of children in need of prevention, intervention and referral services.

The Federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) requires educational stability for children placed in foster care including resource family homes or other out-of-home placement. When the Division of Child Protection and Permanency (DCP&P) or other State authorized agency places a child in foster care including resource family homes or other out-of-home placement there shall be a presumption that the child shall remain in the school currently attended by the child, unless DCP&P or other State authorized agency determines that this is not in the best interest of the child. In the event that it is determined that the present school district placement is not in the child's best interest, the child shall be immediately enrolled in the new school district, and the mandated student records shall be provided to the new school district in accordance with law (N.J.A.C. 6A:32-7.5 et seq.) and board policy (5125 Student Records). Even if the child is unable to produce records typically required for enrollment, the child shall be immediately enrolled.

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. Out-of-home placement is a temporary placement for a child, made by a State agency (Child Protection and Permanency) or State authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management), in a group home category placement or resource family home, where care of the child is deemed necessary to protect the child's safety and well-being.

Roles and Responsibilities

- A. The chief school administrator shall ensure that ongoing communication and collaboration with the Department of Children and Families (DCF) is maintained to support the following goals:
1. Children remain in their current school when it is determined that it is in their best interest, and to the extent feasible and appropriate, the children remain in their current school while this determination is being made by DCF;
 2. Children enter school ready to learn;
 3. Children receive supports and services to participate in all aspects of school and to prevent school dropout, truancy, and disciplinary actions;
 4. Children are engaged in their education, are empowered to advocate for their educational needs and pursuits, and receive supports and services to ensure a successful transition into adulthood;
 5. Children with disabilities are located, identified and evaluated for eligibility for special education and section 504 services and, if eligible, shall receive services in accordance with their IEP or section 504 plan;
 6. DCF and the district collaborate to support and improve the well-being of children.

FOSTER CARE AND EDUCATIONAL STABILITY (continued)

- B. DCP&P employees shall have access to student records, including those that are relevant to current and ongoing child welfare investigations. It is not required to have the written consent of the parent or adult student, or a court order, to release student records to DCP&P or other representatives of a State or local child welfare agency pursuant to P.L. 112-278, S.2, the Uninterrupted Scholars Act;
- C. The chief school administrator shall designate at least one school district liaison to act as the primary contact person between the schools in the district and child welfare authorities with regard to general information sharing, the development of mutual training and other cooperative efforts (N.J.A.C. 6A:16-11.1(a)6). The responsibilities of the district liaison may include:
1. Facilitating school registration, placement, educational planning, support services, collaboration and problem resolution that may include but are not limited to:
 - a. Healthcare planning (see policies 5141 Student Health and 5141.21 Administration of Medication);
 - b. Child study team referral and assessment;
 - c. Intervention and referral services as necessary and appropriate;
 - d. Ensuring continuity of individualized education program (IEP) as appropriate;
 2. Serving as the point person for communication, collaboration, information sharing and resource identification;
 3. Acquiring knowledge about outside systems and resources, which may require attendance at cross-trainings offered at state and local levels;
 4. Overseeing district staff's implementation of the Interagency Guidance Manual with DCF staff and the local memorandum of agreement (MOA) if developed;
 5. Participating in turnkey county-offered trainings and activities that foster collaboration, communication and problem resolution between the education and child welfare communities; and
 6. Coordinating with DCP&P to provide the required training of school district employees, volunteers and interns (N.J.A.C. 6A:16-11.1(a)8).

District of Residence and Tuition

The district of residence is responsible for continuing to educate a child within its own district or paying tuition for a child attending school in another district, and for providing for any needed transportation. Five school days after the best interest determination has been made, the district of residence must make transportation arrangements for the child. The district of residence shall bear the cost of providing the transportation.

- A. Placement in a resource family home:
1. If a child was placed in a resource family home prior to September 9, 2010, the district of residence shall be the district in which the resource family parents reside. If such a child in a resource family home is subsequently placed in a State facility or by a State agency, the district of residence of the child shall then be determined as if no such resource family placement had occurred;
 2. If a child was or is placed in a resource family home on or after September 9, 2010, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to the most recent placement in a resource family home.
- B. Placement in residential State facilities
- When a child is placed in a residential State facility, or has been placed by State agencies in a group home, skill development home, private school or out-of-State facility, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to his most recent admission to a State facility or most recent placement by a State agency.
- C. If the district of residence cannot be determined, or if the criteria identify a district of residence outside of the State, or if the child has resided in a domestic violence shelter or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child (N.J.S.A. 18A:7B-12).

SOUTH AMBOY BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 5118.2

 Monitored Mandated Other Reasons**Regulation**FOSTER CARE AND EDUCATIONAL STABILITY**GENERAL STATEMENT**

The New Jersey Department of Children and Families (DCF) maintains oversight of the processes involved in identifying and placing children in out-of-home placements. The school district plays a critical role in maintaining the educational stability of children placed in foster care including resource family homes or other out-of-home placements. The follow procedures structure the collaboration between the school district and DCF to optimize educational stability for students placed in foster care and ensure the prompt arrangement of transportation and payment of tuition.

STAFF RESPONSIBLE

The following chart lists the staff members responsible for the implementation of the regulation and summarizes their responsibilities:

Position	Summary of Main Responsibilities
Chief school administrator	<ul style="list-style-type: none"> • Implementation and administrative oversight within the district • Transfer of records, written notifications • Appointment of the liaison
Building principal	<ul style="list-style-type: none"> • Implementation and oversight within the school building • Assessment of this regulation
District liaison	<ul style="list-style-type: none"> • Primary contact with the DCP&P case manager and DCF • Facilitates all aspects of the student's enrollment and adjustment to school to ensure educational stability • Coordinates school services with BA, transportation director, CST, I&RS, school nurse • Facilitates the caregivers involvement in school
Business administrator	<ul style="list-style-type: none"> • Tuition calculation, payment • Transportation arrangements, payment
Transportation director	<ul style="list-style-type: none"> • Transportation arrangements
Intervention and Referral Services	<ul style="list-style-type: none"> • Provide assessments for students experiencing health, behavioral, educational or emotional difficulties • Provide appropriate services and/or referral resources
Child Study Team	<ul style="list-style-type: none"> • Implementation of the IEP, when applicable • Evaluation and assessment as necessary and requested
Nurse	<ul style="list-style-type: none"> • Implementation of health care arrangements and plans

DEFINITIONS

"New Jersey State Department of Children and Families (DCF)" was created in July 2006 as New Jersey's first Cabinet agency devoted exclusively to serving and safeguarding the most vulnerable children and families in the state. DCF includes:

1. Child Protection and Permanency (DCP&P);
2. Children's System of Care;
3. Family and Community Partnerships;
4. Office of Adolescent Services;
5. Office of Education;
6. Child Welfare Training Academy;

7. Centralized Child Abuse/Neglect Hotline;

"Best interests determination" as used for the purposes of educational stability, is generally made by the DCP&P case manager and if contested by court on whether or not the child should remain in his/her current school. In making a best interest determination the case manager considers a number of factors including but not limited to safety, proximity, age and grade level, the child's preference, and special education programming needs (see N.J.S.A. 30:4C-26b for the complete list).

"Case Manager" is the child's assigned case manager from DCP&P or other state authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management/UCM) who facilitates the child's placement in any out-of-home setting and has supervision of said child.

"Caregiver" is a person who is licensed by DCF to provide resource family care or is employed by an agency to provide direct care and supervision for a child in a group home, treatment home, teaching family home or supervised transitional living home.

"District of residence" for children placed in resource family homes prior to September 9, 2010, is the school district where the resource family parents reside. On or after September 9, 2010, children placed in resource home care or moved from one resource home to another, the "district of residence" is the school district of the parent or guardian with whom the child lived prior to the most recent placement in resource home care per N.J.S.A. 18A:7B-12. For children placed in a non-resource family home, the "district of residence" is the school district where the parent resides.

"Educational Stability" is the continuation in the present school for a child placed in a resource family home or other out-of-home placement unless it is determined that this is not in the best interest of the child.

"Foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

"Resource family home" means and includes private residences wherein any child in the care, custody, or guardianship of the Department of Children and Families may be placed by the department, or with its approval, for care, and shall include any private residence maintained by persons with whom any child is placed by the Division of Child Protection and Permanency for the purpose of adoption until the adoption is finalized.

"Group home category placement" is any public or private establishment other than a resource home that provides board, lodging, care and treatment services on a 24-hour basis to 12 or fewer children in a homelike, community-based setting. Included in this category are group homes, treatment homes, teaching family homes and supervised transitional living programs.

"Out-of-home placement" is a temporary placement for a child, made by a State agency (DCP&P) or State authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management), in a group home category placement or resource family home, where care of the child is deemed necessary to protect the child's safety and well-being.

"Parent" is the natural parent, adoptive parent, or an appointed surrogate parent. Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pertaining to N.J.A.C. 6A:14.

"Parental consent" is an agreement in writing from the parent having legal responsibility for educational decision making under N.J.A.C. 6A:14-2.2. The district must ensure that consent is informed and voluntary.

"Resource family home" is a private residence, other than a children's group home, treatment home, teaching family home or supervised transitional living program, in which board, lodging, care and temporary out-of-home placement services are provided by a resource family parent on a 24-hour basis under the auspices of DCP&P.

PROCEDURES

Collaboration and Communication

The chief school administrator shall appoint one or more district liaisons between the district and DCP&P to ensure that students in this district or students transferring to this district affected by placement in foster care including resource family homes or other out-of-home placement receive continuity and stability in their educational program.

The liaison shall have the authority to confer and coordinate the provision of services with DCP&P and school office/admission personnel, transportation staff, the child study team, intervention and referral services, guidance staff, district medical personnel, teachers, the director of special education and the director of curriculum in facilitating the transfer and adjustment of newly enrolled students and students remaining in the district after placement.

Best Interest Determination

- A. When a child is placed in foster care including a resource family home or other out-of-home placement, DCP&P has five business days to make an assessment to determine if remaining in the district is in the child's best interest, and during this assessment the child shall remain in the school that he/she is currently attending;
- B. The liaison shall remain in contact with DCP&P to an extent that is practical and follow-up with DCP&P no later than the five business day time period to ascertain the determination;
- C. The liaison shall notify the counseling staff, who may arrange supportive services such as counseling, resource information and other assistance the student may need;
- D. If DCP&P indicates that the student may be transferred to another district, the liaison shall begin overseeing the preparations for the transfer of the student's records. No records shall however, be transferred until DCP&P gives the district the official determination.

Remaining in the District

Once notified by DCP&P that a student has been placed in foster care, including a resource family home or other out-of-home placement, and DCP&P has determined the student shall remain in the district, the liaison shall:

- A. Notify the business administrator and/or the transportation director to coordinate transportation services when the placement is remote from the school;
- B. Contact the student's caregiver and/or DCP&P case manager to update the student record with new contact information and emergency contact information;
- C. Work with the DCP&P case manager regarding any custody and/or notification restrictions related to the court order to place the child;
- D. Notify the counseling staff, district intervention and referral services and/or the student's teacher as appropriate, to arrange supportive services such as counseling, resource information and other assistance the student may need.

Transferring into the District

Once notified by DCP&P that a student who has been placed in foster care, including a resource family home or other out-of-home placement, and DCP&P has determined that a transfer is in the best interest of the child, the student shall be transferred into one of the district schools:

- A. The liaison, in collaboration with the DCP&P case worker, shall facilitate the child's registration into the school district. Required documents for registration are limited to:

1. Foster/Resource Family Parent Identification letter or other agency letter pursuant to N.J.A.C. 6A:22-4.1;
 2. Caregiver proof of residency. The district must accept, as proof of a child's address, any combination of documents that establish residency, including deeds, leases, mortgages, utility bills or other documents (N.J.A.C. 6A:22-3.4).
- B. A child has the right to attend school. The district shall not delay or deny attendance based on its non-receipt of:
1. A certified copy of the child's birth certificate or other proof of identity. This is required within 30 days of initial enrollment (N.J.A.C. 6A:22-4.1(g); N.J.S.A. 18A:36-25.1);
 2. Medical information, although attendance at school may be deferred while awaiting immunization records (N.J.A.C. 6A:22-4.1(h); N.J.A.C. 8:57-4);
 3. The child's prior educational record pursuant to N.J.A.C. 6A:22-4.1(i).
- C. The liaison, in collaboration with the DCP&P case worker, shall follow-up by contacting the district of previous attendance to ensure that the transfer of records from the school of previous attendance is being processed and to verify when the records will be sent;
- D. The liaison, in conjunction with the DCP&P case manager, shall collect the necessary signed consent to release documentation so that staff members from the school of previous attendance and other relevant service providers may be consulted regarding continuity of the student's educational program. This may include the student's health, special education, social and emotional needs and other information necessary to assist with a smooth transition to the district;
- E. The liaison, in collaboration with the DCP&P case worker, shall ensure that the child is referred for intervention and referral services (I&RS) to assist when the child is experiencing learning, behavior or health difficulties (see board policy 6164.1 Intervention and Referral Services). The I&RS team shall collaborate with district liaison and the DCP&P case worker to identify out-of-school interventions when appropriate;
- F. The liaison, in collaboration with the DCP&P case worker, and the school nurse shall make provisions for the health care needs of the student including, but not limited to, disseminating the appropriate notices and information to pertinent staff members regarding allergies, provisions of the individualized health care plan and the administration of medication and emergency medication as appropriate;
- G. If I&RS is provided for children receiving special education, the services shall be coordinated with the child's IEP team, as appropriate (N.J.A.C. 6A:16-8.1) and according to board policy 6171.4 Special Education;
- H. Appropriate instruction shall be provided to children performing below established standards of proficiency to improve their performance (N.J.A.C. 6A:8-4.3(c) and board policy 6171.1 Remedial Instruction);
- I. The liaison shall work with the DCP&P case worker and the appropriate district staff to locate and identify children with disabilities to ensure that children with suspected educational disabilities are evaluated, and to ensure that there are no interruptions in special education and related services. Within 30 days, the district shall either adopt the current IEP or conduct all necessary assessments and develop and implement a new IEP for the student (board policy 6171.4 Special Education and N.J.A.C. 6A:14-4.1(g));
- J. Schools identified as priority and focus schools will work with the Regional Achievement Centers to determine which interventions will be used pursuant to the approved Elementary and Secondary Education Act (ESEA) flexibility waiver;
- K. The liaison, or his or her designee, shall contact the caregiver with district website information and written materials clearly identifying any and all available student support services such as tutoring, summer school, homework help and after school programs;

- L. The liaison, or his or her designee, may offer training to parents and caregivers/caregiver agencies on how to participate in and support the education of children in their care.
- M. Upon enrollment, the liaison or his or her designee shall make a reasonable effort to ascertain the child's past involvement in extracurricular activities and current interests to match the child with available programs, activities, etc.;
- N. Within the first two weeks of enrollment, a list of programs, services, planned events, and extracurricular activities shall be distributed to the child and their parents/caregivers.

Transfer of Records

Records shall be transferred according to the following guidelines:

- A. Original mandated student records that schools have been directed to compile by New Jersey statute, regulation, or authorized administrative directive shall be forwarded to the receiving school district with written notification to the parent or adult student;
- B. Original mandated student records that the board of education has required shall be forwarded to the receiving school district only with the written consent of the parent or adult student, except where a formal sending-receiving relationship exists between the school districts;
- C. All records to be forwarded, including disciplinary records, shall be sent to the chief school administrator or his or her designee of the school district to which the student has transferred within 10 school days after the transfer has been verified by the requesting school district;
- D. The chief school administrator or his or her designee shall request in writing all student records from the school district of last attendance within two weeks from the date that the student enrolls in the new school district;
- E. Upon request, the chief school administrator or his or her designee of the school district of last attendance shall provide a parent(s) or an adult student with a copy of the records disclosed to other educational agencies or institutions; and
- F. Proper identification, such as a certified copy of the student's birth certificate or other proof of the child's identity shall be requested at the time of enrollment in a new school district;

District of Residence

The district of residence is responsible for continuing to educate a child within its own district or paying tuition for a child attending school in another district, and for providing for any needed transportation. Five school days after the best interest determination has been made, the district of residence must make arrangements for, and pay the cost of the transportation, wherever the child attends school. The district of residence is determined according to the following:

- A. Placement in a resource family home:
 1. When a child was placed in a resource family home prior to September 9, 2010, the district of residence shall be the district in which the resource family parents reside. If such a child in a resource family home is subsequently placed in a State facility or by a State agency, the district of residence of the child shall then be determined as if no such resource family placement had occurred;
 2. When a child was or is placed in a resource family home on or after September 9, 2010, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to the most recent placement in a resource family home.
- B. Placement in residential State facilities

When a child is placed in a residential State facility, or has been placed by State agencies in a group home, skill development home, private school or out-of-State facility, the district of residence shall be the

present district of residence of the parent or guardian with whom the child lived prior to his most recent admission to a State facility or most recent placement by a State agency.

Tuition

- A. When a student is transferred into this district and his or her district of residence is other than this district tuition shall be assessed and the business administrator shall be responsible for the following, including but not limited to:
1. The calculation of the tuition rate according to all the provisions of N.J.A.C. 6A:23A-17.1 describing the method of determining the tuition rate including the calculation of the actual cost per student, the estimated cost per student, and the estimated daily average enrollment;
 2. Obtaining certification of the actual cost per student for each tuition category for a given year from the Commissioner;
 3. Establishing by written contractual agreement with the district of residence, a tentative tuition charge for budgetary purposes;
 4. Using the forms prepared by the Commissioner of Education for certification of the actual cost per student for each tuition category for contracts, and for establishing the estimated cost per student for each tuition category for the ensuing school year;
 5. When necessary and appropriate preparing proof that the charge for the use of the school facilities is not adequate and submitting it to the Commissioner for approval of an additional charge for the use of school facilities school facilities.
- B. When this district is the district of residence responsible for paying the student's tuition, the business administrator shall be responsible for the following, including but not limited to:
1. Verifying all the receiving district's documentation related to the calculation of tuition;
 2. Taking the appropriate actions to ensure that the payment of tuition is expedited promptly;
 3. Making the necessary budgetary adjustments to account for district expenses related to tuition.

If the district of residence cannot be determined by DCF, or if a district of residence is outside of the State, or if the child has resided in a domestic violence shelter or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child. The tuition shall equal the approved per student cost established by law (N.J.S.A. 18A:7F-24). This amount shall be appropriated in the same manner as other State aid. The Department of Education shall pay the amount to the Department of Human Services, the Department of Children and Families, the Department of Corrections or the Juvenile Justice Commission.

In the case of a homeless child or a child in a family resource home, the Department of Education shall pay to the school district in which the child is enrolled the weighted base per student amount calculated according to law (N.J.S.A. 18A:7F-49) and the appropriate security categorical aid per student and special education categorical aid per student.

If the State has assumed fiscal responsibility for the tuition of a child in a private educational facility approved by the Department of Education to serve children who are classified as needing special education services, the Department shall pay the tuition to the Department of Human Services, the Department of Children and Families or the Juvenile Justice Commission, as appropriate. In addition, the Department of Education shall pay such aid as required to make the total amount of aid equal to the actual cost of the tuition.

Transportation

The child's district of residence is required to provide for transportation of the child to and from school. When this district is the district of residence as defined by law and board policy (5118.2) the following procedures shall apply:

- A. The liaison shall notify the business administrator and/or transportation director of any changes affecting the student's transportation arrangements;

- B. The business administrator and/or transportation director shall determine if the child is eligible for transportation services and arrange for those services;
- C. To ensure a smooth transition, DCP&P shall be responsible for the provision of, and payment for, transportation for the first five days after the placement decision is made;
- D. The district liaison shall cooperate with the DCP&P caseworker in arranging transportation to and from the school district that the child attends based on the best interest determination at the same time that DCP&P provides its notification. If the child is eligible for transportation and the district agrees to arrange and provide the transportation, the district shall bill DCP&P for the transportation costs for the first five days after the placement decision;
- E. Beginning on the sixth school day after a child's educational placement is determined, the child's district of residence shall be responsible for the provision of any mandated transportation services. Should the district be unable to provide the transportation service at that time, DCP&P will continue to provide transportation and shall bill the district for the additional service;
- F. Problems regarding the arrangements for required transportation shall be referred to the County Office of Education. If the matter cannot be resolved with the assistance of the county office, DCP&P educational liaisons should contact the DCP&P Statewide Educational Stability Administrator.

REGULATION HISTORY

Effective Date: February 27, 2017
 Date of Review/Revision: January 30, 2017, February 27, 2017

CROSS REFERENCES

- 3541.1 Transportation Routes and Services
- 5111 Admission
- 5125 Student Records
- 5141 Health
- 5141.3 Health Examinations and Immunizations
- 5141.21 Administrating Medication
- 6164.1 Intervention and Referral Services
- 6164.2 Guidance Counseling
- 6164.4 Child Study Team
- 6171.1 Remedial Instruction
- 6171.4 Special Education

PRIMARY RESOURCES

Resource 1 *Improving the Educational Outcomes of Children in Out-of-Home Placements: an Interagency Guidance Manual*, published by the New Jersey Department of Children and Families, 2014. (find at: <http://www.nj.gov/education/students/safety/edservices/stability/>)



Jorge E. Diaz
 Superintendent

www.sapublicschools.com
 jdiaz@sapublicschools.com

TO: Board Members
FROM: Jorge E. Diaz, Superintendent
DATE: February 17, 2017
SUBJECT: HIB Incident Report – February 27, 2017 Board Meeting

Attached please find HIB Investigation Report Form(s) for discussion/acceptance at the February 27, 2017 Board of Education Meeting. A 2016-2017 Investigation Summary Report is included below for your information.

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

February 2017			
School	# of Investigations	# of Bullying Incidents Occurring	# Bullying Incidents Did Not Occur
ES	1	0	1
MS	0	0	0
HS	0	0	0
Total	1	0	1

2016 -2017 Year to Date Investigation Summary			
School	# of Investigations	# of Bullying Incidents Occurring	# Bullying Incidents Did Not Occur
ES	1	0	1
MS	3	0	3
HS	6	4	2
Total	10	4	6

JED:tm
 HIBReportCoverMemo217
 Attachment(s)

South Amboy School District Expense Account Adjustment Analysis By Adjustment#

va_exaa2.082406
01/31/2017

Current Cycle : January

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
000066	MH HVAC	11-000-261-420-02-70-	MAINT CONTRACTS MHS	01/01/2017	PFRASCELLA	\$16,900.00	\$3,420.00	\$20,320.00
	MH HVAC	11-000-262-110-11-10-	SAL - STUDENT SUMMER	01/01/2017	PFRASCELLA	\$5,000.00	(\$3,420.00)	\$1,580.00
					Total for Adjustment # 000066		\$0.00	
000067	SED Contract	11-000-213-100-11-11-	SAL - NURSE ELEM	01/01/2017	PFRASCELLA	\$77,442.00	(\$2,950.00)	\$74,492.00
	SED Contract	11-000-213-300-02-55-	PROF/TECH-CALIBRATION HS	01/01/2017	PFRASCELLA	\$150.00	\$2,950.00	\$3,100.00
					Total for Adjustment # 000067		\$0.00	
000068	Title 1 - Amend #1	20-231-100-300-01-00-	NCLB TITLE I -PURCH PROF	01/01/2017	PFRASCELLA	\$28,281.00	\$4,781.87	\$33,062.87
	Title 1 - Amend #1	20-231-100-300-01-00-CO	NCLB TITLE I PURCH /516	01/01/2017	PFRASCELLA	\$900.00	(\$900.00)	\$0.00
	Title 1 - Amend #1	20-231-200-200-01-05-CO	NCLB TITLE I -EE BENEFIT	01/01/2017	PFRASCELLA	\$2,348.00	(\$1,605.87)	\$742.13
	Title 1 - Amend #1	20-231-200-300-01-00-CO	NCLB TITLE I -PURCH SVCS	01/01/2017	PFRASCELLA	\$2,276.00	(\$2,276.00)	\$0.00
					Total for Adjustment # 000068		\$0.00	
000069	Title 2 - Amend #1	20-270-100-600-01-00-CO	GENERAL SUPPLIES CO	01/01/2017	PFRASCELLA	\$1,398.00	(\$1,398.00)	\$0.00
	Title 2 - Amend #1	20-270-200-200-01-00-CO	NCLB TITLE II -BENEFITS	01/01/2017	PFRASCELLA	\$449.00	(\$307.40)	\$141.60
	Title 2 - Amend #1	20-270-200-300-01-00-	NCLB TITLE II -SO AMBOY	01/01/2017	PFRASCELLA	\$32,994.00	\$3,037.40	\$36,031.40
	Title 2 - Amend #1	20-270-200-500-01-05-CO	OTHER PURCHASED SERVICES	01/01/2017	PFRASCELLA	\$1,332.00	(\$1,332.00)	\$0.00
					Total for Adjustment # 000069		\$0.00	
000070	Title 3Imm - Amend #1	20-243-100-610-01-05-	NCLB III IMMIGRANT SUPPL	01/01/2017	PFRASCELLA	\$0.00	\$997.00	\$997.00
	Title 3Imm - Amend #1	20-243-200-800-01-05-CO	NCLBIII IMMIGRANT C/O	01/01/2017	PFRASCELLA	\$997.00	(\$997.00)	\$0.00
					Total for Adjustment # 000070		\$0.00	
000071	ASSA Testing	11-000-230-105-11-10-	SAL - SUPT SEC'Y	01/01/2017	PFRASCELLA	\$80,989.40	(\$1,815.00)	\$79,174.40
	ASSA Testing	11-000-230-332-01-00-	AUDITOR	01/01/2017	PFRASCELLA	\$29,300.00	\$1,815.00	\$31,115.00
					Total for Adjustment # 000071		\$0.00	
000072	Food Service Equipment	60-910-310-150-01-00-	CAFE MANAGEMENT FEES	01/01/2017	KVANNESS	\$0.00	\$10,000.00	\$10,000.00
000073	Cafe Adjustment	60-910-310-150-01-00-	CAFE MANAGEMENT FEES	01/01/2017	KVANNESS	\$10,000.00	(\$10,000.00)	\$0.00
	Cafe Adjustment	60-910-310-740-00-00-	FOOD SERVICE EQUIPMENT	01/01/2017	KVANNESS	\$5,000.00	\$10,000.00	\$15,000.00
					Total for Adjustment # 000073		\$0.00	
000074	Health Benefits	11-000-100-565-10-65-	TUITION -ESC SP ED	01/01/2017	PFRASCELLA	\$1,225,100.00	(\$110,000.00)	\$1,115,100.00
	Health Benefits	11-000-291-270-01-80-	EE HEALTH BENEFITS	01/01/2017	PFRASCELLA	\$1,781,466.05	\$110,000.00	\$1,891,466.05
					Total for Adjustment # 000074		\$0.00	
000075	Establish Lowes Media Grant	20-001-200-890-01-02-	LOWES MEDIA CENTER GRANT	01/01/2017	KVANNESS	\$0.00	\$4,330.00	\$4,330.00
000076	BOARD/SUPER ADJUSTMENT	11-000-230-590-01-00-	INS - GENERAL LIABILITY	01/31/2017	PFRASCELLA	\$95,475.00	\$36,000.00	\$131,475.00
	BOARD/SUPER ADJUSTMENT	11-000-291-290-01-01-	OTHER BENEFITS	01/31/2017	PFRASCELLA	\$74,000.00	(\$36,000.00)	\$38,000.00
					Total for Adjustment # 000076		\$0.00	

South Amboy School District Expense Account Adjustment Analysis By Adjustment#

va_exaa2.082406
01/31/2017

Current Cycle : January

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
000077	SCHOOL ADJUSTMENTS	11-000-240-103-11-10-	SAL - PRINCV.PRINC	01/31/2017	PFRASCELLA	\$452,356.73	\$64,000.00	\$516,356.73
	SCHOOL ADJUSTMENTS	11-000-251-100-11-11-	SAL - BUSINESS OFFICE	01/31/2017	PFRASCELLA	\$142,390.68	\$12,200.00	\$154,590.68
	SCHOOL ADJUSTMENTS	11-000-252-440-01-00-	LEASE/TECH EQUIP	01/31/2017	PFRASCELLA	\$33,776.00	(\$22,000.00)	\$11,776.00
	SCHOOL ADJUSTMENTS	11-000-291-241-01-00-	PERS PENSION CONT	01/31/2017	PFRASCELLA	\$193,580.00	(\$12,000.00)	\$181,580.00
	SCHOOL ADJUSTMENTS	11-000-291-270-01-82-	MG MEDICARE REIMBURSE	01/31/2017	PFRASCELLA	\$16,400.00	(\$12,200.00)	\$4,200.00
	SCHOOL ADJUSTMENTS	11-204-100-101-11-20-	SAL - TCHR SUBS LLD	01/31/2017	PFRASCELLA	\$1,255.00	\$430.00	\$1,685.00
	SCHOOL ADJUSTMENTS	11-204-100-106-11-12-	SAL - PARAS LLD	01/31/2017	PFRASCELLA	\$57,178.94	(\$430.00)	\$56,748.94
	SCHOOL ADJUSTMENTS	11-213-100-101-11-10-	SAL-TEACHER RR	01/31/2017	PFRASCELLA	\$511,789.05	(\$30,000.00)	\$481,789.05
			Total for Adjustment #		000077		\$0.00	
000078	SCHOOL ADJUSTMENTS	11-000-230-590-01-00-	INS - GENERAL LIABILITY	01/31/2017	PFRASCELLA	\$131,475.00	\$25,000.00	\$156,475.00
	SCHOOL ADJUSTMENTS	11-000-251-330-01-00-	PURCH PROF SERVICES	01/31/2017	PFRASCELLA	\$9,050.00	\$20,000.00	\$29,050.00
	SCHOOL ADJUSTMENTS	11-000-270-350-10-65-	MANAGEMENT FEE - ESC & C	01/31/2017	PFRASCELLA	\$20,000.00	(\$20,000.00)	\$0.00
	SCHOOL ADJUSTMENTS	11-190-100-610-04-18-	INSTR SUPPLIES - ELEM	01/31/2017	PFRASCELLA	\$40,220.00	(\$5,000.00)	\$35,220.00
	SCHOOL ADJUSTMENTS	11-190-100-640-02-00-	TEXTBOOKS - MHS	01/31/2017	PFRASCELLA	\$27,825.00	(\$5,000.00)	\$22,825.00
	SCHOOL ADJUSTMENTS	11-204-100-106-11-12-	SAL - PARAS LLD	01/31/2017	PFRASCELLA	\$56,748.94	(\$9,000.00)	\$47,748.94
	SCHOOL ADJUSTMENTS	11-213-100-106-11-10-	SAL - PARAS RR	01/31/2017	PFRASCELLA	\$42,750.37	(\$6,000.00)	\$36,750.37
			Total for Adjustment #		000078		\$0.00	
000079	legal services	11-000-230-331-01-00-	LEGAL SERVICES	01/31/2017	PFRASCELLA	\$25,000.00	\$5,500.00	\$30,500.00
	legal services	11-000-230-590-01-00-	INS - GENERAL LIABILITY	01/31/2017	PFRASCELLA	\$156,475.00	(\$5,500.00)	\$150,975.00
			Total for Adjustment #		000079		\$0.00	
000080		11-000-270-515-10-65-	JNT AGR LEA - SPEC EDUC	01/31/2017	PFRASCELLA	\$2,400.00	\$5,200.00	\$7,600.00
		11-000-291-260-01-00-	WORKERS COMP	01/31/2017	PFRASCELLA	\$112,592.50	(\$5,200.00)	\$107,392.50
			Total for Adjustment #		000080		\$0.00	
000081	Tuition Adjustment	11-000-100-561-10-65-	TUITION -OTHR LEA GN ED	01/31/2017	PFRASCELLA	\$12,016.00	(\$9,012.00)	\$3,004.00
	Tuition Adjustment	11-000-100-562-10-65-	TUITION -OTHR LEA SP ED	01/31/2017	PFRASCELLA	\$504,705.00	\$14,012.00	\$518,717.00
	Tuition Adjustment	11-000-230-590-01-00-	INS - GENERAL LIABILITY	01/31/2017	PFRASCELLA	\$150,975.00	(\$5,000.00)	\$145,975.00
			Total for Adjustment #		000081		\$0.00	
000082	Tuition Adj	11-000-100-565-10-65-	TUITION -ESC SP ED	01/31/2017	PFRASCELLA	\$1,115,100.00	\$35,000.00	\$1,150,100.00
	Tuition Adj	11-000-100-566-10-65-	TUITION - PRIV SP ED	01/31/2017	PFRASCELLA	\$902,000.00	(\$35,000.00)	\$867,000.00
			Total for Adjustment #		000082		\$0.00	
000083	Lead testing	11-000-240-103-11-10-	SAL - PRINCV.PRINC	01/31/2017	PFRASCELLA	\$516,356.73	(\$10,000.00)	\$506,356.73
	Lead testing	11-000-261-420-04-70-	MAINT CONTRACTS ELEM	01/31/2017	PFRASCELLA	\$36,270.00	\$10,000.00	\$46,270.00
			Total for Adjustment #		000083		\$0.00	
000084	E-Rate	11-000-230-339-01-01-	OTHER PURCHASED SVC	01/31/2017	PFRASCELLA	\$8,430.00	\$3,327.00	\$11,757.00
	E-Rate	11-000-230-590-01-00-	INS - GENERAL LIABILITY	01/31/2017	PFRASCELLA	\$145,975.00	(\$3,327.00)	\$142,648.00

South Amboy School District

Expense Account Adjustment Analysis By Adjustment#

va_exaa2.082406
01/31/2017

Current Cycle : January

Adj #	Description	Account#	Account Description	Date	User	Adjustment #	Old Amount	Adjustment	New Balance
000085	LEAD TESTING	11-000-230-339-01-01-	OTHER PURCHASED SVC	01/31/2017	PFRASCELLA	000085	\$11,757.00	\$9,800.00	\$21,557.00
	LEAD TESTING	11-000-230-590-01-00-	INS - GENERAL LIABILITY	01/31/2017	PFRASCELLA	000085	\$142,648.00	(\$9,800.00)	\$132,848.00
						Total for Adjustment # 000085		\$0.00	
						Total for Adjustment # 000084		\$0.00	
							\$10,000.00	(\$15.00)	\$9,985.00
							\$4,500.00	\$15.00	\$4,515.00

Total Current Appropriation Adjustments

\$14,330.00

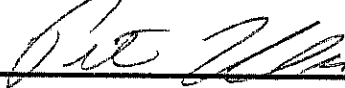
**South Amboy Board of Education
Expenditures 1/31/2017 - 2/27/2017**

Bills For	Amount
Regular Bills	673,216.18
12/23/16 Payroll	480,366.22
1/13/17 Payroll	496,402.72
TOTAL	\$ 1,649,985.12
January Agency	601,389.11
GRAND TOTAL	<u>\$ 2,251,374.23</u>

Certified Correct

The above claims were certified correct by the Board Secretary.

Signature/Board Secretary



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POSTED CHECKS								
BANCROFT NEUROHEALTH/ 4327	52 11-000-100-566-10-65-	170201	JAN 2017	6,368.20	16896	02/27/2017	TUITION - PRIV SP ED	C
BEMBRY, LEONARD/ 5024	52 11-402-100-800-08-21-	170757	B V BB 2/1/17	79.00	16898	02/27/2017	OFFICIALS FEES	C
BONNIE BRAE/ 4893	52 11-000-100-566-10-65-	170653	2016-12 J.W.	3,145.00	16899	02/27/2017	TUITION - PRIV SP ED	C
BONNIE BRAE/ 4893	52 11-000-100-566-10-65-	170653	2016-12 M.M.	6,290.00	16899	02/27/2017	TUITION - PRIV SP ED	C
	Total For BONNIE BRAE/ 4893			\$9,435.00				
BOTTONE, CLEW/ 3156	52 11-402-100-800-08-21-	170746	G V BB 1/20/17	79.00	16900	02/27/2017	OFFICIALS FEES	C
BUSCH LAW GROUP, LLC/ 4734	52 11-000-230-331-01-00-	170101	13116	5,494.50	16901	02/27/2017	LEGAL SERVICES	C
BUSCH LAW GROUP, LLC/ 4734	52 11-000-230-331-01-00-	170101	13171	9,911.24	16967	02/27/2017	LEGAL SERVICES	C
	Total For BUSCH LAW GROUP, LLC/ 4734			\$15,405.74				
CABLEVISION LIGHTPATH, INC./ 4358	50 11-190-100-340-06-04-	170106	20873074	2,645.23	16886	02/27/2017	INTERNET SERVICES	C
CABLEVISION LIGHTPATH, INC./ 4358	50 11-190-100-340-06-04-	170106	20872997	6,594.00	16886	02/27/2017	INTERNET SERVICES	C
	Total For CABLEVISION LIGHTPATH, INC./ 4358			\$9,239.23				
CENTRAL JERSEY STARTER & ALTERNATOR/ 3609	52 11-000-261-420-01-71-	170682	5759	377.33	16902	02/27/2017	MAINT REPAIRS BD	C
CHARLES J. BECKER & BRO., INC./ 3313	52 11-000-219-600-00-65-	170520	1434295	38.12	16897	02/27/2017	SUPPLIES	C
CHARLES J. BECKER & BRO., INC./ 3313	52 20-218-100-600-04-00-	170520	1434295	163.14	16897	02/27/2017	ECA SUPPLIES-4 YR OLD	C
CHARLES J. BECKER & BRO., INC./ 3313	52 20-218-100-600-04-00-	170520	14379447	157.47	16897	02/27/2017	ECA SUPPLIES-4 YR OLD	C
	Total For CHARLES J. BECKER & BRO., INC./ 3313			\$358.73				
CHILDREN'S CENTER OF MONMOUTH COUNTY/ 1401	52 11-000-100-566-10-65-	170205	17-125-1	9,079.20	16903	02/27/2017	TUITION - PRIV SP ED	C
COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL/ 4884	52 10-000-100-560-00-00-	170507	FEB 2017	1,508.00	16904	02/27/2017	TRANSFER TO CHARTER SCH	C
COLLEGE BOARD-MSRO/ 3787	52 11-000-218-500-02-60-	170663	381752725A	1,146.00	16905	02/27/2017	TESTING - MHS	C

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POSTED CHECKS								
CORTLAND COMPUTER SERVICES, INC./ 2837	52 11-190-100-610-06-05-	170724	22800	475.00	16906	02/27/2017	SUPPLIES-COMP WARR	C
DCRP/ 4740	50 11-000-291-249-01-00-	170230	JAN 2017	68.18	16888	02/27/2017	DCRP CONTRIBUTION	C
DE LAGE LANDEN PUBLIC FINANCE/553211/ 3966	50 11-000-218-390-02-62-	170168	53366624	500.00	16889	02/27/2017	COPIER LEASE MHS	C
DE LAGE LANDEN PUBLIC FINANCE/553211/ 3966	50 11-000-221-600-01-65-	170168	53366624	400.00	16889	02/27/2017	CURRICULUM SUPPLIES	C
DE LAGE LANDEN PUBLIC FINANCE/553211/ 3966	50 11-000-230-339-01-02-	170168	53366624	300.00	16889	02/27/2017	SUPT COPIER LEASE	C
DE LAGE LANDEN PUBLIC FINANCE/553211/ 3966	50 11-000-240-390-04-01-	170168	53366624	400.00	16889	02/27/2017	ELEM 2NDFL COPIER LEASE	C
DE LAGE LANDEN PUBLIC FINANCE/553211/ 3966	50 11-000-251-340-01-00-	170168	53366624	400.00	16889	02/27/2017	COPIER LEASE	C
DE LAGE LANDEN PUBLIC FINANCE/553211/ 3966	50 11-190-100-500-02-01-	170168	53366624	1,449.77	16889	02/27/2017	MHS COPIER LEASE	C
DE LAGE LANDEN PUBLIC FINANCE/553211/ 3966	50 11-190-100-500-04-01-	170168	53366624	800.00	16889	02/27/2017	ELEM 1STFL COPIER LEASE	C
Total For DE LAGE LANDEN PUBLIC FINANCE/553211/ 3966				\$4,249.77				
DELTA DENTAL OF NJ/ 3930	50 11-000-291-270-01-80-	170172	209048	8,119.87	16890	02/27/2017	EE HEALTH BENEFITS	C
DELTA-T GROUP NORTH JERSEY, INC./ 5010	52 11-000-219-600-01-65-	170722	200748080	400.00	16907	02/27/2017	SUPPLIES - DIST. TEST	C
DIRECT ENERGY BUSINESS MARKETING, LLC/ 3979	50 11-000-262-621-01-70-	170102	S17180595	6,406.03	16891	02/27/2017	UTILITIES-NATURAL GAS	C
DONNELLAN, MICHAEL/ 5019	52 11-402-100-800-08-21-	170740	JV BB 2/1/17	58.00	16908	02/27/2017	OFFICIALS FEES	C
DONNELLAN, MICHAEL/ 5019	52 11-402-100-800-08-21-	170740	MS BB 2/1/17	58.00	16908	02/27/2017	OFFICIALS FEES	C
Total For DONNELLAN, MICHAEL/ 5019				\$116.00				
E & G EXTERMINATORS/ 3211	52 11-000-261-420-02-70-	170292	403961	75.00	16909	02/27/2017	MAINT CONTRACTS MHS	C
E & G EXTERMINATORS/ 3211	52 11-000-261-420-04-70-	170292	403952	75.00	16909	02/27/2017	MAINT CONTRACTS ELEM	C
Total For E & G EXTERMINATORS/ 3211				\$150.00				

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Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check # Date	Check Description	Check Type
POSTED CHECKS							
E-RATE CONSULTING, INC./ 3571	52 11-000-230-339-01-01-	170761	SAB201516	3,326.10	16910 02/27/2017	OTHER PURCHASED SVC	C
ESCNJ / ACADEMY LEARNING CENTER/ 4126	52 11-000-100-565-10-65-	170420	ALCOT_12	404.00	16911 02/27/2017	TUITION -ESC SP ED	C
ESCNJ / ACADEMY LEARNING CENTER/ 4126	52 11-000-100-565-10-65-	170420	JAN 2017	16,000.00	16911 02/27/2017	TUITION -ESC SP ED	C
Total For ESCNJ / ACADEMY LEARNING CENTER/ 4126				<u>\$16,404.00</u>			
ESCNJ / CENTER FOR LIFELONG LEARNING/ 4125	52 11-000-100-565-10-65-	170721	CLL04	1,930.50	16912 02/27/2017	TUITION -ESC SP ED	C
ESCNJ / CENTER FOR LIFELONG LEARNING/ 4125	52 20-250-100-500-01-65-	170421	JAN 2017	73,080.00	16912 02/27/2017	OTHER PURCHASED SVC	C
ESCNJ / CENTER FOR LIFELONG LEARNING/ 4125	52 20-250-100-500-01-65-	170421	FY17 CLL	1,464.50	16912 02/27/2017	OTHER PURCHASED SVC	C
Total For ESCNJ / CENTER FOR LIFELONG LEARNING/ 4125				<u>\$76,475.00</u>			
ESCNJ / NuVIEW ACADEMY/ 4128	52 11-000-100-565-10-65-	170306	JAN 2017	3,528.00	16913 02/27/2017	TUITION -ESC SP ED	C
ESCNJ / PISCATAWAY REGIONAL DAY SCHOOL/ 4130	52 11-000-100-565-10-65-	170419	JAN 2017	21,840.00	16914 02/27/2017	TUITION -ESC SP ED	C
ESCNJ TRANSPORTATION/ 1250	52 11-000-270-517-10-65-	170105	SOAM FY17 JAN	7,250.26	16915 02/27/2017	ESC & CTSA - REG ED	C
ESCNJ TRANSPORTATION/ 1250	52 11-000-270-518-10-65-	170105	SOAM FY17 JAN	73,799.93	16915 02/27/2017	ESC & CTSA - SPEC ED	C
Total For ESCNJ TRANSPORTATION/ 1250				<u>\$81,050.19</u>			
FASTENAL COMPANY/ 4968	52 11-000-261-610-01-70-	170710	NJEAS40495	110.87	16916 02/27/2017	SUPPLIES - MAINT	C
FERTIG'S, INC./ 3765	52 11-000-262-610-01-71-	170727	1951825	370.00	16917 02/27/2017	SUPPLIES - UNIFORMS	C
FERTIG'S, INC./ 3765	52 11-000-262-610-01-71-	170727	1951819	141.00	16917 02/27/2017	SUPPLIES - UNIFORMS	C
FERTIG'S, INC./ 3765	52 11-000-262-610-01-71-	170727	1951824	141.00	16917 02/27/2017	SUPPLIES - UNIFORMS	C
FERTIG'S, INC./ 3765	52 11-000-262-610-01-71-	170732	1951827	272.00	16917 02/27/2017	SUPPLIES - UNIFORMS	C
Total For FERTIG'S, INC./ 3765				<u>\$924.00</u>			
GARDEN STATE DUST CONTROL, INC./ 4721	52 11-000-261-420-04-70-	170130	926004	201.28	16918 02/27/2017	MAINT CONTRACTS ELEM	C

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POSTED CHECKS							
GENERAL AUDIT TOOL, LTD/ 4958	52 11-000-252-330-06-02-	170670	1013	800.00	16919 02/27/2017	PROF SVC - WEB FILTER	C
GIACKETTE, GARY/ 3535	52 11-402-100-800-08-21-	170753	MS BB 1/25/17	58.00	16920 02/27/2017	OFFICIALS FEES	C
GIACKETTE, GARY/ 3535	52 11-402-100-800-08-21-	170753	JV BB 1/30/17	58.00	16920 02/27/2017	OFFICIALS FEES	C
	Total For GIACKETTE, GARY/ 3535			\$116.00			
GOVER, JIM/ 4674	52 11-402-100-800-08-21-	170745	B V BB 2/4/17	79.00	16921 02/27/2017	OFFICIALS FEES	C
HEFFERNAN, BRIAN/ 5020	52 11-402-100-800-08-21-	170738	MS BB 2/3/17	58.00	16922 02/27/2017	OFFICIALS FEES	C
HEINEMANN/ 4093	52 11-190-100-610-04-18-	170571	6716933	1,300.75	16923 02/27/2017	INSTR SUPPLIES - ELEM	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70-	170720	1574626	5.48	16892 02/27/2017	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70-	170720	9125759	25.97	16892 02/27/2017	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70-	170720	4126280	53.11	16892 02/27/2017	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70-	170720	3560274	21.94	16892 02/27/2017	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70-	170720	1560413	54.24	16892 02/27/2017	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70-	170720	6126913	3.98	16892 02/27/2017	SUPPLIES - MAINT	C
	Total For HOME DEPOT/ 3656			\$164.72			
JAY-HILL REPAIRS/ 4276	0 60-910-310-740-00-00-	170716	349375	971.42	734 02/27/2017	FOOD SERVICE EQUIPMENT	H
JCP&L/ 2806	50 11-000-262-622-01-70-	170234	10000974168 5 1/17	7,727.04	16893 02/27/2017	UTILITIES-ELECTRICITY	C
JCP&L/ 2806	50 11-000-262-622-01-70-	170234	10001014706 2 1/17	10,324.75	16893 02/27/2017	UTILITIES-ELECTRICITY	C
JCP&L/ 2806	50 11-000-262-622-01-70-	170234	10000974312 9 1/17	302.08	16893 02/27/2017	UTILITIES-ELECTRICITY	C
	Total For JCP&L/ 2806			\$18,353.87			
KAELBER, MICHAEL/ 3213	52 11-402-100-800-08-21-	170742	G V BB 2/1/17	79.00	16924 02/27/2017	OFFICIALS FEES	C
KEMPROWSKI, SHERI/ 4978	52 11-000-230-890-01-71-	170715	MILEAGE 1/20/17	20.64	16925 02/27/2017	DUES, FEES, OTHER	C
KEYPORT BOE/ 4995	52 11-000-100-561-10-65-	170611	NOV 2016	1,502.00	16926 02/27/2017	TUITION -OTHR LEA GN ED	C
KEYPORT BOE/ 4995	52 11-000-100-561-10-65-	170611	DEC 2016	1,502.00	16926 02/27/2017	TUITION -OTHR LEA GN ED	C
	Total For KEYPORT BOE/ 4995			\$3,004.00			

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POSTED CHECKS								
KEYSTONE SCHOOL/ 4833	52 11-150-100-320-11-10-	170585	SAM03	1,321.00	16927	02/27/2017	PURCH PROF-HOME INST	C
KITCHELL, MARSHALL/ 5018	52 11-402-100-800-08-21-	170741	G V BB 1/27/17	79.00	16928	02/27/2017	OFFICIALS FEES	C
KLEBAUR, VINCENT/ 5022	52 11-402-100-800-08-21-	170737	G V BB 2/3/17	79.00	16929	02/27/2017	OFFICIALS FEES	C
KUMAR GAS CO / DELTA/ 2830	52 11-000-261-610-01-74-	170103	JAN 2017	144.00	16930	02/27/2017	SUPPLIES/REPAIR - TRUCK	C
KUMAR GAS CO / DELTA/ 2830	52 11-000-270-615-01-75-	170103	JAN 2017	321.00	16930	02/27/2017	BUS FUEL & REPAIRS	C
				\$465.00				
LANGE, GARY/ 2990	52 11-402-100-800-08-21-	170752	MS BB 1/20/17	58.00	16931	02/27/2017	OFFICIALS FEES	C
LANGE, GARY/ 2990	52 11-402-100-800-08-21-	170752	2 MS BB 2/4/17	116.00	16931	02/27/2017	OFFICIALS FEES	C
LANGE, GARY/ 2990	52 11-402-100-800-08-21-	170752	MS BB 2/6/17	58.00	16931	02/27/2017	OFFICIALS FEES	C
LANGE, GARY/ 2990	52 11-402-100-800-08-21-	170752	V BB 2/4/17	79.00	16931	02/27/2017	OFFICIALS FEES	C
				\$311.00				
MCKENNA, HAROLD DR./ 2923	52 11-000-213-300-10-55-	170004	BOE2017-1	1,300.00	16932	02/27/2017	PROF SERV - DOCTOR	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71-	170104	10427	170.90	16894	02/27/2017	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71-	170104	12/29-1/30/17 00427	279.53	16894	02/27/2017	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71-	170104	12/29-1/30/17 37817	120.80	16894	02/27/2017	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71-	170104	12/29-1/30/17 05217	120.80	16894	02/27/2017	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71-	170104	12/29-1/30/17 54327	419.14	16894	02/27/2017	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71-	170104	12/29-1/30/17 74327	426.94	16894	02/27/2017	UTILITIES - WATER/SEWER	C
				\$1,538.11				
Total For MIDDLESEX WATER COMPANY/ 1210								
MILLER MECHANICAL CORPORATION/ 4645	55 30-000-400-390-04-00-	170729	2589	200.00	1066	02/27/2017	CONSTRUCTION -PROF/TECH	C
MILLER MECHANICAL CORPORATION/ 4645	55 30-000-400-390-04-00-	170730	2581	100.00	1066	02/27/2017	CONSTRUCTION -PROF/TECH	C

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POSTED CHECKS								
MILLER MECHANICAL CORPORATION/ 4645	55 30-000-400-390-04-00-	170730	2599	2,372.60	1066	02/27/2017	CONSTRUCTION -PROF/TECH	C
MILLER MECHANICAL CORPORATION/ 4645	55 30-000-400-390-04-00-	170730	2653	1,594.70	1066	02/27/2017	CONSTRUCTION -PROF/TECH	C
	Total For MILLER MECHANICAL CORPORATION/ 4645			\$4,267.30				
MOSKAL, DENNIS/ 4024	52 11-402-100-800-08-21-	170749	B V BB 1/21/17	79.00	16933	02/27/2017	OFFICIALS FEES	C
NEW ROAD SCHOOLS OF NJ, INC./ 1368	52 11-000-100-566-10-65-	170218	0035416	30,267.30	16934	02/27/2017	TUITION - PRIV SP ED	C
NJ ADVANCE MEDIA/ 4778	52 11-000-230-590-01-73-	170719	104282702-01 07/2017	161.00	16935	02/27/2017	LEGAL ADS/NOTICES	C
NJASA/ 1676	52 11-000-230-500-01-00-	170566	170566	425.00	16936	02/27/2017	TRAVEL - BOE/NJSBA	C
NJASA/ 1676	52 20-270-200-300-01-00-	170565	170565	425.00	16936	02/27/2017	NCLB TITLE II -SO AMBOY	C
NJASA/ 1676	52 20-270-200-300-01-00-	170564	170564	425.00	16936	02/27/2017	NCLB TITLE II -SO AMBOY	C
	Total For NJASA/ 1676			\$1,275.00				
NJPSA/ 2112	52 20-270-200-300-01-00-	170604	36092	149.00	16937	02/27/2017	FEA	C
NJPSA/ 2112	52 20-270-200-300-01-00-	170604	36093	149.00	16938	02/27/2017	FEA	C
NJPSA/ 2112	52 20-270-200-300-01-00-	170604	36094	149.00	16939	02/27/2017	FEA	C
NJPSA/ 2112	52 20-270-200-300-01-00-	170273	170273	145.00	16940	02/27/2017	NJASCD	C
	Total For NJPSA/ 2112			\$592.00				
NOWDOCS INTERNATIONAL INC/ 2940	52 11-000-251-600-01-00-	170662	61187	325.00	16941	02/27/2017	SUPPLIES	C
PAGANO, MATTHEW/ 4665	52 11-402-100-800-08-21-	170743	G V BB 2/3/17	79.00	16942	02/27/2017	OFFICIALS FEES	C
PERULLO, MIKE/ 4767	52 11-402-100-800-08-21-	170751	V B 1/25/17	79.00	16943	02/27/2017	OFFICIALS FEES	C
PERULLO, MIKE/ 4767	52 11-402-100-800-08-21-	170751	V BB 1/27/17	79.00	16943	02/27/2017	OFFICIALS FEES	C
	Total For PERULLO, MIKE/ 4767			\$158.00				
PHOENIX ADVISORS, LLC/ 4749	52 11-000-230-339-01-01-	170022	170022	850.00	16944	02/27/2017	OTHER PURCHASED SVC	C
PREVENTION SPECIALISTS, INC/ 3458	52 11-000-291-290-01-01-	170728	24615	430.00	16945	02/27/2017	OTHER BENEFITS	C

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POSTED CHECKS								
PROFESSIONAL EDUCATION SERVICES, INC./ 3677	52 11-150-100-320-11-10-	170648	CF-1285	1,404.00	16946	02/27/2017	PURCH PROF-HOME INST	C
R & R PRINTING COMPANY/ 2878	52 11-190-100-610-02-18-	170681	17015	285.00	16947	02/27/2017	INSTR SUPPLIES - MHS	C
READY REFRESH BY NESTLE/ 4834	52 11-000-251-600-01-00-	170098	07B04441889 57	38.98	16948	02/27/2017	SUPPLIES	C
RED BANK BOE/ 4991	52 11-000-100-562-10-65-	170583	JAN-31	1,420.00	16949	02/27/2017	TUITION -OTHR LEA SP ED	C
REVOLINSKY, KEN/ 4498	52 11-402-100-800-08-21-	170748	JV BB 1/21/17	58.00	16950	02/27/2017	OFFICIALS FEES	C
RICOH/ 2509	52 11-000-221-600-01-65-	170669	1067486519	171.95	16951	02/27/2017	CURRICULUM SUPPLIES	C
RUTGERS UBHC/ 4622	52 11-150-100-320-11-10-	170666	170666	270.00	16952	02/27/2017	UNIV. BEHAVIORAL HEALTHCARE	C
SAMSON ELECTRICAL SUPPLY/ 2985	52 11-000-261-610-01-70-	170677	1117759-01	175.00	16953	02/27/2017	SUPPLIES - MAINT	C
SANDAAL, DAVE/ 4899	52 11-402-100-800-08-21-	170750	MS BB 2/1/17	58.00	16954	02/27/2017	OFFICIALS FEES	C
SANDAAL, DAVE/ 4899	52 11-402-100-800-08-21-	170750	JV BB 2/1/17	58.00	16954	02/27/2017	OFFICIALS FEES	C
SANDAAL, DAVE/ 4899	52 11-402-100-800-08-21-	170750	MS BB 1/20/17	58.00	16954	02/27/2017	OFFICIALS FEES	C
Total For SANDAAL, DAVE/ 4899				\$174.00				
SANITARY FUELS/ 2848	52 11-000-270-615-01-75-	170099	JAN 2017	114.13	16955	02/27/2017	BUS FUEL & REPAIRS	C
SAYREVILLE BD OF ED/ 4299	52 11-000-100-562-10-65-	170578	FEB 2017 BN	2,602.30	16956	02/27/2017	TUITION -OTHR LEA SP ED	C
SAYREVILLE BD OF ED/ 4299	52 11-000-100-562-10-65-	170578	FEB 2017 A MO	2,752.10	16956	02/27/2017	TUITION -OTHR LEA SP ED	C
SAYREVILLE BD OF ED/ 4299	52 11-000-100-562-10-65-	170318	FEB 2017 LN	2,959.80	16956	02/27/2017	TUITION -OTHR LEA SP ED	C
SAYREVILLE BD OF ED/ 4299	52 11-000-100-562-10-65-	170318	FEB 2017 TG	2,602.30	16956	02/27/2017	TUITION -OTHR LEA SP ED	C
Total For SAYREVILLE BD OF ED/ 4299				\$10,916.50				
SD GAMEDAY SOUTH, LLC/ 4875	52 11-402-100-300-11-11-	170409	JAN 2017	1,585.00	16957	02/27/2017	PURCHASED SERVICES (300-	C
SHEREYKA, GARY/ 3141	52 11-402-100-800-08-21-	170755	V BB 1/27/17	79.00	16958	02/27/2017	OFFICIALS FEES	C
SHEREYKA, GARY/ 3141	52 11-402-100-800-08-21-	170755	MS BB 2/6/17	58.00	16958	02/27/2017	OFFICIALS FEES	C
Total For SHEREYKA, GARY/ 3141				\$137.00				

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : February

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
SIMO, TODD/ 5021	52 11-402-100-800-08-21-	170739	B V BB 1/21/17	79.00	16959	02/27/2017	OFFICIALS FEES	C
SMITH, BRANDON/ 5023	52 11-402-100-800-08-21-	170756	V BB 1/30/17	79.00	16960	02/27/2017	OFFICIALS FEES	C
SODEXO INC. & AFFILIATES/ 2819	51 60-910-310-870-01-95-	170331	1030514	39,475.25	733	02/13/2017	CAFE SODEXO	H
SODEXO INC. & AFFILIATES/ 2819	0 60-910-310-870-01-95-	170331	1046598	47,421.83	736	02/27/2017	CAFE SODEXO	H
	Total For SODEXO INC. & AFFILIATES/ 2819			\$86,897.08				
STAPLES CONTRACT & COMMERCIAL, INC./ 2282	52 11-000-251-600-01-00-	170683	3327836370	104.95	16961	02/27/2017	SUPPLIES	C
STATE OF NJ HEALTH BENEFITS/ 2095	54 11-000-291-270-01-80-	170079	FEB 2017 RETIREE	476.38	3110596	02/13/2017	EE HEALTH BENEFITS	H
STATE OF NJ HEALTH BENEFITS/ 2095	54 11-000-291-270-01-80-	170110	FEB 2017 HEALTH	216,812.53	3430668	02/15/2017	EE HEALTH BENEFITS	H
	Total For STATE OF NJ HEALTH BENEFITS/ 2095			\$217,288.91				
SUCCESS FOR ALL FOUNDATION, INC./ 3797	52 20-218-200-329-01-00-	170140	215678	2,400.00	16962	02/27/2017	PURCHASE SERVICES	C
SWITZER, ROBERT/ 3164	52 11-402-100-800-08-21-	170747	G V BB 1/20/17	79.00	16963	02/27/2017	OFFICIALS FEES	C
TEE, JAMES/ 4901	52 11-402-100-800-08-21-	170754	JV BB 1/21/17	58.00	16964	02/27/2017	OFFICIALS FEES	C
TEE, JAMES/ 4901	52 11-402-100-800-08-21-	170754	JV BB 1/25/17	58.00	16964	02/27/2017	OFFICIALS FEES	C
TEE, JAMES/ 4901	52 11-402-100-800-08-21-	170754	MS BB 1/25/17	58.00	16964	02/27/2017	OFFICIALS FEES	C
TEE, JAMES/ 4901	52 11-402-100-800-08-21-	170754	MS BB 1/27/17	58.00	16964	02/27/2017	OFFICIALS FEES	C
TEE, JAMES/ 4901	52 11-402-100-800-08-21-	170754	JV BB 1/27/17	58.00	16964	02/27/2017	OFFICIALS FEES	C
TEE, JAMES/ 4901	52 11-402-100-800-08-21-	170754	2 MS BB 2/4/17	116.00	16964	02/27/2017	OFFICIALS FEES	C
	Total For TEE, JAMES/ 4901			\$406.00				
TRANE U.S., INC./ 4239	52 11-000-261-420-02-70-	170667	37620079	3,420.00	16965	02/27/2017	MAINT CONTRACTS MHS	C
VERIZON/ 1461	50 11-000-230-530-01-00-	170097	7219594 1/28-2/27/17	71.32	16995	02/27/2017	TELEPHONE/COMMUNICATIONS	C

South Amboy School District

Check Register By Vendor Name

va_chkr6.072104
02/14/2017

Posted Checks : Current Cycle : February

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check # Date	Check Description	Check Type
VERIZON WIRELESS/ 4546	50 11-000-230-530-01-00-	170108	9779550188	139.53	16887 02/27/2017	TELEPHONE/COMMUNICATIONS	C
VITO, RICHARD/ 4661	52 11-402-100-800-08-21-	170744	MS BB 2/3/17	58.00	16966 02/27/2017	OFFICIALS FEES	C
Total Posted Checks				\$673,216.18			

POSTED CHECKS

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : February

va_chkr6.072104
02/14/2017

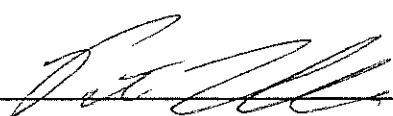
Fund Summary		Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	10			\$1,508.00				\$1,508.00
10	11			\$283,576.36		\$217,288.91		\$500,865.27
Fund 10	TOTAL			\$285,084.36		\$217,288.91		\$502,373.27
20	20			\$78,707.11				\$78,707.11
30	30			\$4,267.30				\$4,267.30
60	60					\$87,868.50		\$87,868.50
GRAND	TOTAL			\$368,058.77	\$0.00	\$305,157.41	\$0.00	\$673,216.18

* 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	\$ 79,848.36
01/13/2017	8117	January	AIG RETIREMENT	400.00		
01/13/2017	8118	January	AXA EQUITABLE	37,905.08		
01/13/2017	8119	January	CENTRAL JERSEY CREDIT UNION	1,325.00		
01/13/2017	8120	January	LINCOLN INVESTMENT PLANNING, INC	1,300.00		
01/13/2017	8121	January	MG TRUST COMPANY	550.00		
01/13/2017	8122	January	OFI TRUST COMPANY, TRUSTEE	1,000.00		
01/13/2017	8123	January	PRUDENTIAL RETIREMENT	551.77		
01/13/2017	8124	January	VOYA RETIREMENT & ANNUITY CO.	250.00		
01/30/2017	8125		AFLAC	1,950.72		
01/30/2017	8126		AIG RETIREMENT	400.00		
01/30/2017	8127		AXA EQUITABLE	13,941.00		
01/30/2017	8128		CENTRAL JERSEY CREDIT UNION	1,325.00		
01/30/2017	8129		Jamie Kelly, Trustee Superior Court	65.50		
01/30/2017	8130		LINCOLN INVESTMENT PLANNING, INC	1,300.00		
01/30/2017	8131		MG TRUST COMPANY	550.00		
01/30/2017	8132		NJEA	13,264.67		
01/30/2017	8133		OFI TRUST COMPANY, TRUSTEE	1,000.00		
01/30/2017	8134		PRUDENTIAL	3,945.86		
01/30/2017	8135		PRUDENTIAL RETIREMENT	703.17		
01/30/2017	8136	January	SOUTH AMBOY BOE SUMMER SAVINGS	33,341.01		
01/30/2017	8137	January	SOUTH AMBOY BOE FLEXIBLE SPENDING	1,490.00		
01/30/2017	8138	January	SOUTH AMBOY BOE-PR	54,502.52		
01/30/2017	8139		VOYA RETIREMENT & ANNUITY CO.	250.00		
01/09/2017		January	PAYROLL		138,192.47	
01/09/2017		January	PAYROLL		138,748.37	
01/24/2017		January	PAYROLL		112,252.08	
01/24/2017		January	PAYROLL		134,918.72	
01/06/2017		January	DECEMBER PERS	11,706.37		
01/06/2017		January	DECEMBER TPAF	69,163.20		
01/09/2017		January	SUI	1,364.74		
01/13/2017		January	4th QTR NJ927W	561.49		
01/13/2017		January	STATE TAXES	16,980.75		
01/13/2017		January	FEDERAL TAXES	118,627.87		
01/24/2017		January	SUI	1,341.18		
01/30/2017		January	JANUARY PERS	11,785.47		
01/30/2017		January	JANUARY TPAF	66,224.06		
01/30/2017		January	STATE TAXES	15,280.08		
01/30/2017		January	FEDERAL TAXES	117,042.60		
				601,389.11	524,111.64	\$ 2,570.89
STATEMENT				41,266.81		
December Outstanding Checks				38,695.92		
				2,570.89		

SOUTH AMBOY BOARD OF EDUCATION SUMMARY BOARD SECRETARY REPORT

January 31, 2017

	Beginning Cash	Cash Receipts	Disbursed	Ending Bal
General Fund 10	885,511.02	1,566,009.12	1,797,542.88	653,977.26
Special Revenue Fund 20	(20,179.67)	310,142.00	98,864.13	191,098.20
Capital Fund 30	1,567,384.22	274.83	-	1,567,659.05
Debt Service Fund 40	9,348.24	-	-	9,348.24
Total Governmental Funds	2,442,063.81	1,876,425.95	1,896,407.01	2,422,082.75
TRUST & AGENCY				
Payroll	-	470,586.65	470,586.65	-
Payroll Agency	79,848.27	524,111.73	601,389.11	2,570.89
Employee Summer Savings Plan	145,395.15	33,341.01	-	178,736.16
Flexible Spending/Dependent Care	2,962.70	1,490.00	-	4,452.70
SUI	106,988.61	2,705.92	-	109,694.53
Total Trust & Agency	335,194.73	1,032,235.31	1,071,975.76	295,454.28
ENTERPRISE FUNDS 60	136,057.99	44,408.10	39,803.52	140,662.57
TOTAL ALL FUNDS	\$ 2,578,121.80	\$ 1,920,834.05	1,936,210.53	\$ 2,562,745.32
 Peter Frascella, Business Administrator/Board Secretary			<i>February 9, 2017</i> Date	

Form A - 149
REPORT OF THE TREASURER
TO THE BOARD OF EDUCATION
 South Amboy Board of Education
 All Funds
 For The Month Ending: December 2016

FUNDS	(1) Beginning Cash Balance	(2) Cash Receipts JANUARY	(3) Cash Disbursements JANUARY	(4) Ending Cash Balances (1) + (2) - (3)
Fund 10 - General Fund	885,511.02	1,566,009.12	1,797,542.88	653,977.26
Fund 20 - Special Revenue Fund	(20,179.67)	310,142.00	98,864.13	191,098.20
Fund 30 - Capital Project Fund	1,567,384.22	274.83	-	1,567,659.05
Fund 40 - Debt Service Fund	9,348.24	-	-	9,348.24
Total Governmental Funds:	<u>2,442,063.81</u>	<u>1,876,425.95</u>	<u>1,896,407.01</u>	<u>2,422,082.75</u>
Payroll	-	470,586.65	470,586.65	-
Payroll Agency	79,848.27	524,111.73	601,389.11	2,570.89
Employee Summer Savings Plan	145,395.15	33,341.01	-	178,736.16
Flexible Spending/Dependent Care	2,962.70	1,490.00	-	4,452.70
Unemployment Trust	106,988.61	2,705.92	-	109,694.53
Total Trust and Agency Funds:	<u>335,194.73</u>	<u>1,032,235.31</u>	<u>1,071,975.76</u>	<u>295,454.28</u>
Enterprise Food Service Fund	136,057.99	44,408.10	39,803.52	140,662.57
TOTAL ALL FUNDS:	<u>2,578,121.80</u> #	<u>1,920,834.05</u>	<u>1,936,210.53</u>	<u>2,562,745.32</u>

Prepared and Submitted By:

Kathleen Van Ness

Kathleen Van Ness, Amin Asst to BA

February 9, 2017

Date

JANUARY 2017 BALANCES-GENERAL ORGANIZATION ACCOUNT

Accounts	Prior Month Balance	Monthly Changes	Current Balance	NOTES
COURTYARD COMM.	-	-	-	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2020	3,528.60	54.00	3,582.60	<i>Deposits:</i> Spirit week shirts(\$54.00) <i>Payments:</i> N/A
CLASS OF 2021	1,775.57	188.19	1,963.76	<i>Deposits:</i> Change Wars(\$54.19); Fun Pasta fundraiser profits-transfer from Class of 2019 Acct.(\$134.00) <i>Payments:</i> N/A
CLASS OF 2022	1,708.24	40.00	1,748.24	<i>Deposits:</i> Spirit week shirts(\$40.00) <i>Payments:</i> N/A
CLASS OF 2023	252.20	-	252.20	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2015	1,484.53	-	1,484.53	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2016	990.08	-	990.08	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2017	12,419.56	3,331.10	15,750.66	<i>Deposits:</i> FL Trip deposits(\$4,100.00); Spirit week shirts(\$75.00); Yankee Candle-online sales(\$118.60) <i>Payments:</i> Monogram Center-spirit week shirts(\$962.50)
CLASS OF 2018	3,000.88	349.71	3,350.59	<i>Deposits:</i> Change Wars(\$149.91);TGI Friday % night(\$199.80) <i>Payments:</i> N/A
CLASS OF 2019	6,619.72	(2.96)	6,616.76	<i>Deposits:</i> Change Wars(\$41.04); Candy sale(\$90.00) <i>Payments:</i> Fun Pasta fundraiser profit sharing-transfer to Class of 2021(\$134.00)
PLAY	22,404.64	(11,400.91)	11,003.73	<i>Deposits:</i> N/A <i>Payments:</i> Guitar Center-lights & audio equipment(\$8,100.00); Home Depot Credit Services-play & set material(\$357.34); Oriental Trading-play costumes, supplies, misc.(\$423.85); ULINE-play supplies & equipment(\$416.44); Phyllis Stratton-costumes,supplies, etc.(\$2,000.00); South Amboy Board of Education-reimbursement for Home Depot invoices paid by SABOE erroneously(\$103.28)
YEARBOOK	3,936.50	355.00	4,291.50	<i>Deposits:</i> Sales(\$355.00) <i>Payments:</i> N/A

STUDENT COUNCIL	1,755.77	88.88	1,844.65	Deposits: TGI Friday % night(\$39.43); Five Below % night(\$49.45) Payments: N/A
MISCELLANEOUS	7,571.84	-	7,571.84	Deposits: N/A Payments: N/A
LIBRARY	749.88	(100.00)	649.88	Deposits: N/A Payments: Lawrence Ghezzi-Book Fair start up and supplies(\$100.00)
NAT'L ART HONOR SOCIETY	1,461.88	-	1,461.88	Deposits: N/A Payments: N/A
PRINCIPAL'S ACCOUNT	14,517.36	186.00	14,703.36	Deposits: AP Exam Acct.-registrations(\$186.00) Payments: N/A
PEER LEADERSHIP	-	-	-	Deposits: N/A Payments: N/A
ELEM. BAND	3,017.01	-	3,017.01	Deposits: N/A Payments: N/A
JUNIOR HONOR SOCIETY	3,030.62	-	3,030.62	Deposits: N/A Payments: N/A
SCHOLARSHIPS	-	-	-	Deposits: N/A Payments: N/A
M/HS BAND	5,456.96	840.00	6,296.96	Deposits: Apparel sale(\$840.00) Payments: N/A
ELEMENTARY SCHOOL YEARBOOK	4,966.63	-	4,966.63	Deposits: N/A Payments: N/A
NATIONAL HONOR SOCIETY	56.46	21.50	77.96	Deposits: Bake sale(\$21.50) Payments: N/A
ELEM. PRINCIPAL'S ACCT	417.04	-	417.04	Deposits: N/A Payments: N/A
TOTAL	101,121.97	(6,049.49)	95,072.48	

JANUARY 2017 BALANCES-ATHLETIC FUND ACCOUNT

Accounts	Prior Month Balance	Monthly Changes	Current Balance	NOTES
MISCELLANEOUS ATHLETIC	1,379.96	-	1,379.96	Deposits: N/A Payments: N/A
BASKETBALL GAME ADMISSIONS	9,625.14	(1,482.00)	8,143.14	Deposits: game admission receipts(\$710.00) Payments: Leisure Sporting Goods-MS boys & girls basketball uniforms(\$2,192.00)
JIMMY V. FOUNDATION	-	-	-	Deposits: N/A Payments: N/A
MSG VARSITY CHALLENGE TRANSPORTATION	60.00	-	60.00	Deposits: N/A Payments: N/A
BOYS BASKETBALL	127.40	-	127.40	Deposits: N/A Payments: N/A
BOYS BASEBALL	2,016.22	1,200.00	3,216.22	Deposits: Riley Rone Scholarship Fund-shirt sale(\$1,200.00) Payments: N/A
BOYS SOCCER	936.40	-	936.40	Deposits: N/A Payments: N/A
GIRLS BASKETBALL	3,146.73	(292.00)	2,854.73	Deposits: N/A Payments: C&C Embroidery Creations-apparel(\$292.00)
GIRLS CHEERLEADING	676.65	(371.66)	304.99	Deposits: N/A Payments: Athletica-Cheerleading uniform items(\$371.66)
SOFTBALL	1,599.50	-	1,599.50	Deposits: N/A Payments: N/A
PURPLE AND GOLD	3,656.39	692.00	4,348.39	Deposits: concession sales(\$692.00) Payments: N/A
X-Country	170.00	-	170.00	Deposits: N/A Payments: N/A
Girls Tennis	97.90	-	97.90	Deposits: N/A Payments: N/A
Brayden Car Foundation	-	-	-	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
TOTAL	23,832.10	(253.66)	23,578.44	

SOUTH AMBOY BOARD OF EDUCATION

Christine M Robbins, Ed. D.

DEPARTMENT OF PUPIL PERSONNEL SERVICES/
CURRICULUM AND INSTRUCTION

240 JOHN STREET

SOUTH AMBOY, NEW JERSEY 08879-1742

732-525-2100 x1230

crobbins@sapublicschools.com

Ms. Erika Kelley
New Jersey Department of Education
Division of Early Childhood Education
P. O. Box 500
100 River Plaza
Trenton, NJ 08625-0500

February 28, 2017

Dear Ms. Kelley:

Attached are the following items related to the ECPA/ELLI Grant for 2017/2018 for our district:

- The narrative document update
- Budget Planning Workbook
- Copy of the school district executive Board resolutions will be forwarded separately
- Additional items noted in the grant

Thank you.

Sincerely,

Christine M. Robbins Ed, D.

CMR/amoc
Enclosure

c. P. Frascella, Business Administrator
N. Viet, NJDOE County Education Specialist

New Jersey Department of Education
Division of Early Childhood Education
Three-Year Preschool Program Plan for 2017-2020
Former ECPA/ELLI School Districts

Purpose

The purpose of the Three-Year Preschool 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 over the next three years, as detailed in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*. Be advised that ECPA and ELLI districts have to serve four-year-old children whereas ECPA district's can also serve three-year-old children.

This plan, once approved, will replace your school district's last approved one-year operational plan from the 2016-2017 school year. Please note districts are required to answer the questions at the end of each section.

Submission Instructions:

The completed Three-Year Preschool Program Plan must be submitted in an **electronic file (i.e., USB flash drive)** to the New Jersey State Department of Education, Division of Early Childhood Education, 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625-0500 on March 1, 2017 along with a **paper copy of the school district's board resolution**. An additional copy and file must be submitted to the Executive County Superintendent. The following must be submitted:

- The narrative section (this document) of the Three-Year Preschool Program Plan;
- The District Budget Planning Workbook section of the Three-Year Preschool Program Plan that describes how many, and where children will be served, as well as how Preschool Education Aid will be expended in 2017-2018;
- The signed cover sheet and the district statement of assurances; and
- A paper copy of the school district executed board resolution. If not included with submission, provide the date of expected approval. After board approval, submit the resolution to the New Jersey State Department of Education at the address given, above.

Approval

- Approval letters will be mailed from the Division of Early Childhood Education (DECE) on or before April 1, 2017 to school districts that submit timely and complete plans.
- Late plan submissions by school districts are not guaranteed approval letters on or before April 1, 2017.

- Incomplete plan submissions will be returned for resubmission prior to DECE review and approval with no guarantee of DECE approval on or before April 1, 2017.

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 DECE.
- Submit a board resolution approving the preschool program plan and budget. *Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval.* After board approval, submit the resolution to the New Jersey State Department of Education, Division of Early Childhood Education, 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625-0500.
- Contact the DECE with any questions regarding completion of the Three-Year Preschool Program Plan.

Program Plan Components

Enter the information requested for each component of a high quality preschool program for the following areas listed below.

- **DISTRICT INFORMATION**
- **DISTRICT STATEMENT OF ASSURANCES**
- **OUTREACH/PROGRAM DELIVERY**
- **ADMINISTRATIVE OVERSIGHT**
- **MASTER TEACHERS/COACHING**
- **INTERVENTION AND SUPPORT SERVICES: Special Education and Inclusion**
- **INTERVENTION AND SUPPORT SERVICES: Preschool Intervention and Referral Team (PIRT) / Intervention and Referral Services (I&RS)**
- **HEALTH AND NUTRITION**
- **FAMILY AND COMMUNITY INVOLVEMENT**
- **CURRICULUM AND ASSESSMENT**
- **PROFESSIONAL DEVELOPMENT**
- **SUPPORTING ENGLISH LANGUAGE LEARNERS**
- **TRANSITION**
- **PROGRAM EVALUATION**
- **BUDGET PLANNING WORKBOOK**

District Information

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

Chief School Administrator: Mr. Jorge E. Diaz
Address: 240 John Street, South Amboy, NJ 08879
Telephone Number: 732-525-2100 x1226 Fax Number: 732-727-0730
E-Mail Address: jdiaz@sapublicschools.com

School Business Administrator: Peter Frascella
Address: 240 John Street, South Amboy, NJ 08879
Telephone Number: 732-525-2100 x1225 Fax Number: 732-727-0730
E-Mail Address: pfrascella@sapublicschools.com

Preschool Program Contact: Christine M. Robbins, Ed.D. Title: Director
Address: 240 John Street, South Amboy, NJ 08879
Telephone Number: 732-525-2100 x1230 Fax Number: 732-727-0730
E-Mail Address: crobbs@sapublicschools.com

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

Board Resolution Included If not, Expected Date of the Board Resolution: March 20, 2017

Chief School Administrator's Signature **Date**

School Business Administrator's Signature **Date**

DISTRICT STATEMENT OF ASSURANCES

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 are correct and complete.

Chief School Administrator's Signature

Date

OUTREACH/PROGRAM DELIVERY

Recruitment and Outreach: Multiple recruitment strategies are being used.

1. Please describe your district's outreach/program delivery plan for the next three years. The district will continue to incorporate the following strategies related to recruitment for the eligible preschool children within the South Amboy Public Schools:

- The principal will make an all call notifying parents about the preschool registration date as well as inviting parents to the program.
- An announcement related to the preschool program as well as news article about the program will be submitted and published in the South Amboy Times.
- Notices will be placed in local public bulletin boards regarding registration for the preschool program as well as on our web page.
- An open house will be held to invite prospective parents to see the program.
- The principal will do a presentation at a PTO meeting regarding the preschool program.
- The program description will note what research has been conducted to determine which recruitment method(s) have been most effective in reaching at-risk populations and/or underserved groups.

2. What are the current recruitment method(s) and strategies being implemented?

The elementary school has successfully utilized the internet for advertising. This advertisement is annually placed on our web page electronically and disseminated to our parents in order to determine our universe of eligible students. In addition, schools within the area that provide services such as Head Start or child care are also contacted via mail and in person for distribution of flyers. These flyers are also distributed at the elementary school, placed on the public message boards at the public library, middle/high school, and the building of the elementary school. The principal also utilizes the call out system to remind parents that registration for both preschool and kindergarten is in process for the initiation of the next school year. In addition, the Parent/Teacher Organization is included as well as the advisory council members in this information dissemination.

ADMINISTRATIVE OVERSIGHT

Administration: Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the DOE approved program plan that is shared and supported by the school community.

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 should hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education. Fill in the table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in oversight of the preschool program.

Title	Name	Certification	Preschool experience	Other responsibilities	Contact Information
Principal	Sean Dunphy	Principal	Not applicable	Oversight of the elementary school	sdunphy@sapublicschools.com

1. Describe how the appointed early childhood supervisor/administrator facilitates consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors (if applicable), and families. The principal meets with the staff as well as teachers to discuss the program in relation to events and activities. We have a collaborative planning period in our district which is often used to include staff in this discussion as well as planning meetings with

parents and committee members.

2. Who will monitor and track preschool expenditures and provider expenditures (if applicable)?

Title	Name	Phone	Email	Other responsibilities
Director of Curriculum and Instruction	Christine Robbins, Ed.D.	732-525-2100 ext. 1230	crobbins@sapublicschools.com	District

MASTER TEACHERS/COACHING (If relevant)

Master Teachers: Master teachers (coaches) fulfill the roles and responsibilities outlined in the *New Jersey Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>).

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

The district may combine the preschool master teacher position with another in-district position. Alternatively, districts may collaborate with one or more school district(s) to share the services of a master teacher, or contract with a county or regional educational services commission for master teacher services where the county or regional educational services commission is approved by the State Board to do so.

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 and follow-up discussions with teachers regarding children's learning and instructional practices.

1. How will the function of the master teacher position(s) be fulfilled in the school district? Check all that apply.

- Master teacher(s) employed solely by the district with no other district responsibilities.
- Master teacher(s) employed solely by the district who also have other district responsibilities.
- Master teachers(s) shared with other collaborating districts.
- Master teacher(s) provided via contract with a county or regional educational services commission as approved by the State Board.
- Master teacher(s) will be provided by agreement with a private provider or local Head Start agency.
- Other (please explain)

Due to the size of the district as well as staffing, there is no designated master teacher/coach at this time. As a result, we contract with the Success for All program for consultants to be the program coach and provide feedback to our staff.

2. If the district does not have master teachers please explain how coaching is being addressed. We contract with the Success for All Foundation to provide training to our teachers and paraprofessionals.

3. Each master teacher or designee will be responsible for supporting ___ classrooms (number of classrooms).
4. Based on the needs of the student population, what specialized training will the master teacher(s) have? Check all that apply.
 - ___ Special education
 - ___ English as a Second Language/Bilingual
 - ___ Other (please describe)
5. Who will serve in the position(s) of the master teacher? Provide the contact information below.

Title	Name	Phone	Email	Other responsibilities (if applicable)
NA	NA	NA	NA	NA

INTERVENTION AND SUPPORT SERVICES: Special Education and Inclusion

To the maximum extent appropriate, preschool children eligible for special education will 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 IEP goals are provided within classroom activities and routines.
- Special education staff, master teachers and PIRT and/or I&RS 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.
- Collaboration among teachers, special education staff and intervention teams is built into the schedule.

1. Referring to Table 1 and the district's Special Education Annual Data Report, how many preschool children with disabilities does the district currently serve in 2016-2017 and project to be included full-time in general education settings in 2017-2018?

Full-time, preschool disabled children in general education	
2016-2017	2017-2018
0	0

2. What is the average number of preschool children with disabilities expected to be enrolled in general education classrooms?
3. In the table below, list the estimated number of children with disabilities to be included in general education settings each year.

	estimated # preschool disabled	# in general education classrooms	# in self-contained classrooms
Year 1 2017-2018	11	6	5
Year 2 2018-2019	15	7	5

5. Of the children with disabilities (IEPs) in preschool disabled classrooms (self-contained) noted in the table above, how many children on the autistic spectrum are projected to be enrolled in specialized, self-contained classrooms for autism only?
We currently do not have a self-contained classroom only for autism due to the size of our district and the specialized needs of the students at this time.
6. 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 2017-2018? We currently project the need to serve 3 students in such placements at this time for the next school year.

INTERVENTION AND SUPPORT SERVICES: Preschool Intervention and Referral Team (PIRT)/Intervention & Referral Services (I&RS)

Refer to the *Preschool Program Implementation Guidelines* for information about the PIRT. This team is in place to support preschool children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services.

1. List the names and specialties of each person assigned to the PIRT/I&RS.

Name	Title	Phone	Email	Other responsibilities
Sean Dunphy	Principal	732-525-2118	sdunphy@sapublicschools.com	Principal
Karen Laino	Nurse	732-525-2118	klaino@sapublicschools.com	Nursing k-5
Lauren Strumwasser	Case Manager	732-525-2118	lstrumwasser@sapublicschools.com	other cases in district
Michelle Masella	Counselor	732-525-2118	mmassella@sapublicschhools.com	counseling in es
Eve Freeman	Speech	732-525-2118	efreeman@sapublicschhools.com	other cases

2. If no PIRT, how will the I&RS team work with preschool?
3. PIRT functions are to be provided via consultation with the classroom teacher as needed. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following:
 - PIRT/I&RS and classroom teachers;
 - PIRT/I&RS and families of children with challenging behaviors;
 - Other special services staff; and
 - Child Study Teams.

4. If you have a Team;
 - a. On average, how many total general education case files are opened each year for children who need PIRT services? 3
 - b. Of those, how many are for children with challenging behaviors? 2
 - c. Of those, how many are for children with other issues? 1
5. How many children who were provided with an intervention were given IEPs? None

HEALTH AND NUTRITION

Refer to the section on Health and Nutrition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.
 (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

- a. Does your district preschool program participate in the National School Breakfast Program and the National School Lunch Program? Yes
- b. Do your district's contracted providers (if relevant) participate in the Child and Adult Care Food Program (CACFP)? No
- c. Are the preschool children served family style meals in their classrooms to optimize independence, language and social skills? No

Nurses who work with preschool children and their families provide the following services:

- Conduct health screenings (vision, hearing, dental, height, and weight screenings).
- 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.
- Provide health-related training to staff and/or children, as needed.

1. How will nurses be provided for the preschool program? 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.
 - Nurse(s) shared with collaborating districts. (List collaborating districts below.)

2. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms (provider and Head Start if relevant), submit the 2017-2018 proposed schedule of health screenings for preschool children?
 Nurses conduct all health screening of students including vision, hearing, and weight. In addition, all individual health records related to immunization and special needs such as allergies are reviewed and documented by the nurses within our health screen in Genesis, our student data system. Written policies are developed and school nurses have input in order to provide for the health, safety and nutrition of our preschool students.

Parents receive medical and health resource information during the orientation programs as well as throughout the school year. The school nurse is a standing member of the building emergency protocol. Our school nurses also provides health training to staff as well as children throughout the school day.

3. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2017-2018 (submit the 2017-2018 proposed parent education schedule)? A dental program sponsored by a local dentist is incorporated within the health education program. Teachers also include nutritional programs within daily lessons.

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*.

1. What district staff will be responsible for coordinating providing social services and programs to families?

Title	Name	Phone	Email	Other responsibilities
Principal	Sean Dunphy	732-525-2118	sdunphy@sapublicschools.com	school
Director	Christine M. Robbins	732-525-2100	crobbins@sapublicschools.com	district

2. List the activities and supports that will be available for parents in the preschool program (attach a schedule, if available).

Preschool develop summer packets for children and hold an orientation session at the beginning of the school year. In addition, throughout the school year parents attend workshops in class with their children related to special program themes that also include parent support ideas for engaging their children. Teachers send home packets as well as newsletters with their children each day.

3. Submit a copy of the survey that will be used to plan for meeting the particular needs of the community and families. (see attached)

4. List the names and titles of the members of the school district's Early Childhood Advisory Council). *New Jersey Administrative Code 6A:13A* requires the membership of the council be stakeholders in the community, contracting private providers, Head Start agencies, and parents.

Name	Title
Sean Dunphy	Principal
Dawn De Hart	Teacher
Beverly Connors	Paraprofessional
Lindsey Ruppert	Teacher
Lauren Strumwasser	Case Manager
Kimberly Gundrum	Parent

5. Please list the projected primary activities of the Early Childhood Advisory Council below. Meeting regarding parent involvement, programs, and informational sessions.

6. How often do they meet (i.e. monthly, bi-annually, quarterly etc.)? Biannually

7. -What method is in place for the council to assess and evaluate their role and work?
We will use a survey to determine if the council is meeting the needs of the school community.

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*.

1. Which of the following preschool curriculum will the school district adopt or are currently using?

- Creative Curriculum
- Curiosity Corner
- High/Scope
- Tools of the Mind
- Other (Describe)

If the district is proposing another preschool curriculum, submit the program to the NJ Division of Early Childhood Education for review, along with its alignment with the Preschool Teaching and Learning Expectations. No district-developed curricula will be accepted.

2. What is the district's stage in implementing the preschool curriculum?

- 1st year – direct training from curriculum trainer/developer
- 2nd year – direct training with a coaching focus
- 3rd year – direct training with a coaching focus or coach with updates from curriculum trainer
- 4th year - coach with updates from curriculum trainer
- 5th year - coach with updates from curriculum trainer
- Other (please describe)

We have had the program in our district over 10 years.

2. What were the last date curriculum training updates were provided by the curriculum developer(s)? We have had Success for All trainer in our district in October 2016.

4. 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:

- Fidelity Tool (Creative Curriculum)
- Implementation Self Assessment Guide (Curiosity Corner)
- Preschool Quality Assessment (High/Scope)
- Preschool Teacher Self-Reflection (Tools of the Mind)
- Other (please describe)

Cross Curricula:

- Early Childhood Environmental Rating Scale – Third Edition
- Other (please describe)

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

- Teaching Strategies GOLD
- Child Assessment Tool (Curiosity Corner)
- Child Observation Record (High/Scope)
- Work Sampling System (Tools of the Mind)

Screening: A system of screening is in place. Screening instruments are carefully selected and used appropriately.

1. The NJ Division of Early Childhood Education recommends use of the Early Screening Inventory–Revised. If the district is planning to use another instrument, please describe below.

2. The NJ Division of Early Childhood Education recommends the following protocol for screening preschool children:
 - Screening instruments are administered 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).
 - 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 any deviation from this protocol below.

PROFESSIONAL DEVELOPMENT: Instructions for Creating a Preschool Professional Development Plan

Professional development for preschool programs should be planned and implemented as a comprehensive, multi-year 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, multi-year approach to further strengthen, sustain, and/or address a newly identified need. 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. Professional development needs to be evaluated periodically to help plan for positive learning opportunities.

Role of Children's Learning

Children's learning must be examined when planning for professional development. Administration and educational staff need to examine aggregated data generated from the performance-based assessment used. Based on trends reflected in the data (e.g., missing or low performance areas), professional development should be provided to strengthen teaching practices in those particular areas. Small group sessions for the educational staff to meet to reflect on collected evidence for the performance-based assessment should be built into the school calendar. Time should be set aside for the educational staff to share portfolios and check for reliability in scoring. Differentiated professional development should also be provided for individual classrooms with specific low performance or missing areas in children's learning.

Role of the Results of Structured Classroom Observations

Summarized and individual results of the administration of structured observation instruments should determine professional development focus areas. Using systematic program observation data as well as curriculum implementation reports to plan for professional development is essential for improving quality. Goals are established for educational staff as a whole as well as individually. Guidance on the use of structured classroom observation instruments can be found in the professional development section

Description of Training

Differentiated training should be provided based on the experience and needs of the educational staff (i.e., new teachers and assistants are provided with an initial training of district's curriculum). Curriculum training for districts in late stages of implementation should be designed for the delivery of updated research and sustaining quality (i.e., classroom visits) with a minor role for curriculum developers.

The professional development offered should include a variety of delivery methods to reach multiple learning styles and maximize adult learning. Techniques to disseminate information include coaching, peer coaching, self-assessment, learning communities, observation and feedback, classroom walk-throughs, small and whole group workshops, and modeling. Conference attendance should be limited due to the lack of retention and follow-through support that is associated with this delivery system.

PROFESSIONAL DEVELOPMENT

Refer to the section on Professional Development in the *Preschool Program Implementation Guidelines*.

(<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

1. How will the school district assess the professional development needs of preschool teaching staff?
 - a. Attach a copy of the staff survey that will be used to assess professional development needs. See attached Google survey. We currently have only one preschool teacher.
 - b. Check the classroom evaluation tools (below) that will be administered and summarized to help guide professional development focus areas.

Curriculum Specific:

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

Cross Curricula:

- Early Childhood Environmental Rating Scale – Third Edition
- CLASS
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Classroom Assessment Scoring System
- Other (please describe)

2. Is your district enrolled in Grow NJ Kids, New Jersey's Quality Rating and Improvement System? If not, please explain. Enrollment forms can be found at www.GrowNJKids.com or you can contact your district liaison for additional information.

3. For the 2017-2018 school year, list professional development topics, expected attendees, possible dates for training sessions, trainers' names, and estimated costs associated with each training session. Professional development should focus on curriculum and assessment, and address identified district's needs (i.e., diversity, inclusion/special education, challenging behavior and supports for specialized populations -e.g. English language learners, migrant, homeless and military families). Describe professional development activities for both teaching (teachers and teacher assistants) and non teaching staff (master teachers, principals, nurses, supervisors, preschool intervention and referral team).

2017-2018 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost
School Climate	Dawn DeHart	9/2/16	Sharon McCarthy	100
Effective SGO's	Dawn DeHart	9/2/16/	Tom Hayden	No cost
Success for All	Dawn DeHart	10/12/2016	Karen Mills	2400

4. Using the topics listed above, project a year by year development outline for 2017-2018 through 2019-2020. Your year by year outline should reflect a step by step approach to training and implementation, as necessary, for each topic area.
 2017/2018: We will work with a neighboring district to provide ABA training to the preschool teachers as well as strategies for a more effective preschool through observations and attendance at Sayreville University. In addition, the Success for All program professional development will be continued in the district.
 2019/2020: We will continue with transitional programs with strategies related to intervention and more engaging parent involvement for students. The teacher will be trained to continue the use of ABA strategies for preschool children..

SUPPORTING ENGLISH LANGUAGE LEARNERS

Refer to the section on Supporting English Language Learners in the *Preschool Program Implementation Guidelines* (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>). 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.

1. How many children based on the Home Language Survey speak a language other than English at home? 4
2. Of this amount how many students' based on teacher observation seem to have difficulty communicating in English? 0
3. How many bilingual preschool teachers will be employed in 2017-2018? 0
4. What language(s) do they support? English
5. How many bilingual preschool assistants will be employed in 2017-2018? 0
6. What language(s) do they support? English
7. How many preschool classrooms do not have a bilingual teacher or assistant? 0
8. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district? Eleni Tsoukas, ELL teacher
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. Teacher will observe and make recommendations. In addition, a screening test is conducted to determine if a student needs services.
10. Indicate professional development to support teachers of English language learners in the Professional Development portion of this plan. Teacher attends conferences in her field as well as works with the preschool teachers to assist with strategies.
11. What types of services are provided by the preschool master teacher or coach (IF RELEVANT)? Not applicable
12. If your district does not have a master teacher specializing in ELL, how are services provided to support preschool ELL children? ELL teacher will provide needed services.
13. How are families of ELL preschool children supported? Resources within the community as well as agencies are contacted for support.

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 is encouraged to use an annual self-assessment to assess the status of its preschool program, using a protocol developed by the department. This detailed self-assessment of the district's preschool program is 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 Instruments:

- Creative Curriculum's Implementation Checklist
- Curiosity Corner's Implementation Self Assessment Guide
- High/Scope's Preschool Quality Assessment
- Tools of the Mind's Fidelity Checklist
- Early Childhood Environmental Rating Scale -- Third Edition
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Other (please describe)

Program Evaluation Tools:

- Parent surveys
- Staff surveys
- Administrator surveys
- Center director surveys
- Other (please describe)

How will the results be summarized and used: We will use a Google survey and use this survey to discuss with our advisory council related to how to improve the program.

TRANSITION

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

1. What methods will be used to communicate to receiving teachers about children with disabilities transitioning from early intervention programs to preschool and all children transitioning from preschool to kindergarten? A case manager is assigned to the preschool program to 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.

2. All school districts should have a transition team. Which positions will make up the district's team?

Name	Title
Dawn D Hart	Preschool teacher
Sean Dunphy	Principal
Karen Laino	Nurse
Lauren Strumwasser	CST case manager/social worker
Michelle Masella	Elementary school counselor
Christine Robbins	Director of C&I, Pupil Personnel Services
Eve Freeman	Speech therapist
Joy LaVigne	BSI teacher

3. How often do they meet? Monthly
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 delivered by the Success for All Foundation.
5. List projected transition activities for teaching staff, children and families for each of the categories below.

From early intervention to preschool: Our district social worker will attend the preschool and observe the child as well as meet the child in the home

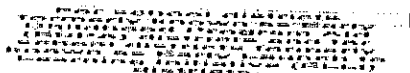
From home to preschool: Teachers meet to discuss students and inform about the program and specific student needs. Meetings are conducted throughout the school year.

From preschool to kindergarten: Teachers meet to discuss students and inform about the program and specific student needs. Meetings are conducted throughout the school year.

From kindergarten to third grade: The protocol of meeting by grade as well as blended grades is followed during the collaborative planning period. In addition, specific student meetings are conducted to determine appropriate class placement and lists for the following year.

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DISTRICT BUDGET PLANNING WORKBOOK INSTRUCTIONS
SCHOOL YEAR 2017-2018



Submission Instructions:

An electronic copy (i.e., USB flash drive) of the completed 2017-2018 District Budget Planning Workbook and Three-Year Preschool Program Plan must be submitted on or before March 1, 2017 along with two paper copies and mailed to the New Jersey State Department of Education, Division of Early Childhood Education, 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625-0500. An additional paper copy must also be sent to the executive county superintendent. The Budget Planning Workbook must be submitted in Excel format. Districts will be asked to resubmit Workbooks submitted in PDF format.

Using the instructions below, please complete the Microsoft Excel file entitled, "2017-18 District Budget Planning Workbook." Use the District Budget Planning Workbook tables and schedule to inform the program components of the preschool plan.

2017-18 Table 1: Current and Projected Preschool Enrollment

Select your county and district name from the drop-down list. The spreadsheet will automatically fill in your projected universe of at-risk eligible children.

Enter enrollment information according to the directions printed on the table. Current enrollment numbers must match the district's October 15, 2016 ASSA enrollment count. Classrooms cannot be budgeted for greater than 18 enrolled students for former ECPA districts and not greater than 20 enrolled students for former ELLI districts. Enrollment projections must be based upon reachable targets.

All students with Individualized Education Plans (IEPs) must be carefully accounted for and reported where indicated on Table 1. This includes classified students in district-operated programs, Head Start, and other private provider settings regardless of whether the students are in self-contained or regular education classroom settings. This also includes classified students being served in out-of-district placements. Children with IEPs, whether served in self-contained preschool disabled classrooms, regular education classrooms, or in out-of-district placements are not funded by Preschool Education Aid (PEA).

PEA should first be used to fund general education children who are eligible for free or reduced price lunch. If funds are available, they can then be used for children who are not eligible for free or reduced lunch. Districts should determine the total number of children it can serve using PEA, and identify children to receive free, state-funded preschool slots. The district may then charge tuition to any additional children served. PEA-funded children and tuition-funded children should be recorded separately in the district's enrollment projections for 2017-18.

For district's contracting with private providers, please note that it is not necessary to capture all tuition-funded children in a private providers' setting. It is only necessary to reflect the number of tuition-funded children who are registered with the district and therefore included in the district-operated preschool program.

2017-18 Table 2: Current and Projected Capacity

For both current (2016-17) and projected (2017-18) classrooms, list each preschool classroom in each school or provider serving preschool students. Next, list the corresponding number of half- or full-day students in each classroom. The numbers entered must match the totals listed on Table 1. Check the messages at the bottom of the form to confirm that the current and projected enrollments entered on Table 2 match those entered on Table 1. If a "check table" message appears at the bottom of Table 2, please reexamine the numbers on both Table 1 and Table 2 for accuracy and consistency.

2017-18 Table 4: Teacher Education, Credentials, and Experience

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher in classrooms serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. Documentation must be on file with the district verifying the education and credentials of each teacher. This information must also be used to determine accurate salary levels based on district policy. Salary steps listed on Table 4 must match the steps listed on Schedule A.

Enter information on current education, certification, and salary step for each teacher in a classroom serving eligible preschool children (including those in provider settings) as of October 15, 2016. Include only teachers responsible for delivering the primary educational program in each classroom. The number of teachers listed on Table 4 must match the number of projected classrooms listed on Table 2. Additional lines may be added. If applicable, include any positions for 2016-17 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher's name. **Do not** include teacher aides or assistants, substitute teachers, master 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.). Except where noted, enter the number "1" if the box applies to the teacher.

Select only one box under the "Highest Level of Education Attained" section for each

teacher (i.e. select only BA/BS or Master's Degree or Doctoral Degree).

Select all boxes applicable as of October 15, 2016 for each teacher under the "Credentials and Certification" section (i.e. do not select CE or CEAS if the teacher already has a P-3).

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=Creole (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.

2017-18 Table 4a: Teacher Assistant Education, Credentials, and Experience

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher assistant employed in district-operated or contracted private provider classrooms. Documentation must be on file with the district verifying the education and credentials of each teacher assistant. This information must be used to determine accurate salary levels based on district policy. Salary steps (when used by districts for teacher assistants) listed on Table 4a must match those listed on Schedule A.

Enter information on the current education, certification, and salary step for each teacher assistant in a classroom serving eligible preschool children (including those in provider settings) as of October 15, 2016. The number of teacher assistants listed on Table 4 must match the number of projected classrooms listed on Table 2. Additional lines may be added.

If applicable, please include any positions for 2017-18 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher assistant's name. 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.). Except where noted, enter the number "1" if the box applies to the teacher assistant.

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).

Complete all areas applicable as of October 15, 2016 for each teacher assistant under the "Credentials and Certification" section.

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=Creole (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.

2017-18 Schedule A: District Personnel Detail

Districts must use this form to itemize salaries, benefits, and salary steps (where applicable) for all educational program and administrative/support positions working with the preschool program in 2017-18. Enter the employee name, job title, salary, and benefits for 2016-17 and 2017-18 for each position. Use the Full Time Equivalent (FTE) column to indicate the portion of each person's time dedicated to the preschool program. Do not include employees from 2016-17 who will not be employed in 2017-18. If applicable, include any positions for 2017-18 that are unfilled at the time of budget submission by entering "To be hired" in place of the employee's name.

Select "yes" or "no" from the drop down box to indicate whether or not the district has a settled teachers' salary contract for 2017-18.

2017-18 District Budget Planning Worksheet

The district's name and county will enter automatically based on the information provided on Table 1. Based on projected enrollment entered on Table 1, the district's 2017-18 projected enrollment for general education students will appear at the top of the budget worksheet along with any projected tuition-pay preschoolers the district expects to serve.

In the section marked "2017-18 Projected Funding", first enter the district's 2017-18 PEA amount and any carryover funds the district plans to use in the 2017-18 school year. Next, enter any estimated General Funds the district plans to use for preschool in the 2017-18 school year and any estimated Other Funds the district plans to use. If the district is planning to enroll any children on a tuition basis, an estimate of that tuition must be included in the Other Funds section.

*At this time, we are recommending that districts budget using their 2016-17 PEA amount as a placeholder until official PEA amounts for the 2017-18 school year are made available.

BUDGET LINE ITEMS

In the line items described below, indicate the amount of PEA, general, and other funds that will be used to operate the district's preschool program for general education preschoolers in the 2017-18 school year. Separate budget worksheets are not necessary for different age groups or lengths of day – the entire general education program should be captured on one budget worksheet.

The totals in each column must match the dollar amounts entered at the top of the worksheet. If column totals do not match the dollar amounts entered, an error message will appear.

INSTRUCTION

Salaries of Teachers (20-218-100-101)

Allocate funds for teacher salaries, relief teacher salaries, teacher stipends for professional development, and stipends for substitute teachers on the line, "Salaries of Teachers."

Teacher Salaries

The district must provide one certified/provisional teacher for each district classroom. Salaries and benefits must be determined by the district's established policies and unique circumstances. Projected class sizes may not be greater than 18 children for former ECPA districts and not greater than 20 for former ELLI districts.

Teacher Stipends for Professional Development

Funds for teacher stipends for participation in professional development activities must include all teachers in district, Head Start, and other private provider programs, where applicable.

Substitute Teachers

Funds allocated for substitute teachers must reflect the district's established policies.

Other Salaries for Instruction (20-218-100-106)

Allocate funds for teacher assistant salaries and stipends for substitute teacher assistants on the line, "Other Salaries for Instruction."

Teacher Assistant Salaries

The district must provide one teacher assistant for each district classroom. Salaries must be determined by the district's established policies and unique circumstances.

Teacher Assistant Stipends for Professional Development

Funds for teacher assistant stipends for participation in professional development activities must include all assistants in district, Head Start, and other private provider programs, where applicable. However, stipends for provider/Head Start teacher assistants may alternatively be included on the line "Other Purchased Professional - Education Services."

Substitute Teacher Assistants

Funds allocated for substitute teacher assistants must reflect the district's established policies.

Unused Vacation Payment to Terminated/Retired Staff (20-218-100-199)

Prior to 2016-17, payments made to terminated or retired employees for unused vacation time made pursuant to contractual terms were budgeted and recorded in existing salary lines. Normal severance costs are payments (but not accruals) to separating employees for termination benefits and/or unused leave associated with normal turnover. Payments for unused vacation time under normal severance will now be budgeted and recorded in new salary lines using new object code 199. To facilitate the new coding, new lines have been added for the appropriation of these payments when the amount to actually be

paid during the fiscal year is known, or reasonably estimable, at budget time. Actual payments made during the year are to be posted to the new object code, 199. The addition of the new lines facilitates greater transparency in budgeting and reporting. The new lines are also necessary for the department to comply with directives issued by the USDOE regarding the computation of Indirect Cost rates.

Note that if the unused vacation time payments are made as part of a mass severance package offered to a group of employees under certain programs approved by the State, those payments are budgeted and recorded on new line number 71226, account 11-000-291-298; not on the individual program lines. Abnormal or mass severance costs are payments associated with "mass or abnormal severance" e.g. ERIP (Early Retirement Incentive Programs) and are posted (in accordance with the NJ Minimum Chart of Accounts) as ERIP payments - an employee benefit cost - ERIP contribution.

Purchased Professional and Educational Services (20-218-100-321)

Allocate funds for purchased professional services supporting the instructional program on the line, "Purchased Professional and Educational Services." Funding for contracted (outsourced) teacher assistants should be included in this line.

Other Purchased Services (20-218-100-500)

Allocate funds for field trips (excluding transportation) on the line, "Other Purchased Services." Field trips should be educationally based and consistent with the district's approved preschool curriculum. Districts should keep in mind that many appropriate field trips do not require fees or transportation. Funding for transportation needed for field trips should be allocated on the line "Contracted Services (Field Trips)."

Tuition to Other LEA's within the State - Regular (20-218-100-561)

Allocate any funds for tuition paid to other LEA's on the line, "Tuition to Other LEA's within the State - Regular." Funds should only be allocated on this line if the district will send resident eligible preschool students to another LEA through a Department-approved written agreement.

Supplies and Materials (20-218-100-600)

Allocate funds for classroom materials and supplies on the line, "Supplies and Materials". This allocation may include all instructional materials and supplies to be used for the preschool program as well as any consumable materials and supplies for other staff who work directly with children in the classroom. If the district plans to withhold funding from contracting providers to purchase certain items, those withheld funds must be included in this line.

Other Objects (20-218-100-800)

Allocate any funds for goods and services not classified above on the line, "Other Objects."

SUPPORT SERVICES

Salaries of Supervisors of Instruction (20-218-200-102)

Allocate salaries for in-district preschool administrative positions on the line, "Salaries

of Supervisors of Instruction.” The district board of education must designate an in-district administrative position or positions to oversee the preschool program. Early childhood administrator salaries must reflect the district’s established policies.

Salaries of Principals/Assistant Principals/Program Directors (20-218-200-103)

Allocate salaries for principals and assistant principals in stand-alone early childhood education centers and schools on the line, “Salaries of Principals/Assistant Principals/Program Directors.” Principal/assistant principal salaries must reflect the district’s established policies.

Salaries of other Professional Staff (20-218-200-104)

Allocate salaries for nurses, any preschool intervention and referral team (PIRT) members and social workers on the line, “Salaries of other Professional Staff.” These salaries must reflect the district’s established policies.

Salaries of Secretarial & Clerical Assistants (20-218-200-105)

Allocate salaries for all secretarial/clerical assistants on the line, “Salaries of Secretarial & Clerical Assistants.” Salaries must reflect the district’s established policies.

Other Salaries (20-218-200-110)

Allocate salaries for any custodians and security guards on the line, “Other Salaries.”

Custodian

Custodians are recommended at a ratio of one for every six preschool classrooms in a stand-alone early childhood education center or school. Custodians’ salaries must reflect the district’s established policies.

Security Guard

Security guards are recommended at a ratio of one for each stand-alone early childhood education center or school. Security guards’ salaries must reflect the district’s established policies.

Family/Parent Liaison (20-218-200-173)

Allocate salaries for a community and parent involvement specialists (CPIS) on the line, “Family/Parent Liaison.” Salaries must reflect the district’s established policies. The district may combine this position with another position.

Facilitator/Coach (20-218-200-176)

Allocate salaries for any preschool master teachers on the line, “Facilitator/Coach.” Salaries must reflect the district’s established policies.

The district may combine the preschool master teacher position with another in-district position. Alternatively, districts may collaborate with one or more school district(s) to share the services of a master teacher, or contract with a county or regional educational services commission for master teacher services where the county or regional educational services commission is approved by the State Board to do so.

Unused Vacation Payment to Terminated/Retired Staff (20-218-200-199)

Prior to 2016-17, payments made to terminated or retired employees for unused vacation time made pursuant to contractual terms were budgeted and recorded in existing salary lines. Normal severance costs are payments (but not accruals) to separating employees for termination benefits and/or unused leave associated with normal turnover. Payments for unused vacation time under normal severance will now be budgeted and recorded in new salary lines using new object code 199. To facilitate the new coding, new lines have been added for the appropriation of these payments when the amount to actually be paid during the fiscal year is known, or reasonably estimable, at budget time. Actual payments made during the year are to be posted to the new object code, 199. The addition of the new lines facilitates greater transparency in budgeting and reporting. The new lines are also necessary for the department to comply with directives issued by the USDOE regarding the computation of Indirect Cost rates.

Note that if the unused vacation time payments are made as part of a mass severance package offered to a group of employees under certain programs approved by the State, those payments are budgeted and recorded on new line number 71226, account 11-000-291-298; not on the individual program lines. Abnormal or mass severance costs are payments associated with "mass or abnormal severance" e.g. ERIP (Early Retirement Incentive Programs) and are posted (in accordance with the NJ Minimum Chart of Accounts) as ERIP payments - an employee benefit cost - ERIP contribution.

Personnel Services – Employee Benefits (20-218-200-200)

Allocate funds for district early childhood employee benefits on the line, "Personnel Services – Employee Benefits." Benefits must reflect the district's established policies and match what is listed on Schedule A.

Purchased Educational Services - Contracted Pre-K (20-218-200-321) and/or Head Start (20-218-200-325)

If applicable, total funding to be allocated to contracting Head Start and/or other private provider agencies must be allocated on the lines, "Purchased Educational Services - Contracted Pre-K" and/or "Purchased Educational Services - Contracted Head Start".

School districts may choose to purchase certain items for contracting private providers. Such items might include classroom materials and supplies, educational technology, playground equipment, substitute teacher services, and field trips. The district must subtract the amounts for district-purchased items from the provider's total budget planning worksheet, holding these amounts at the district level to purchase the required items for the provider. If a district chooses to withhold funding from providers, the total amount indicated in these lines must not include that funding. Districts must include those funds in line "Supplies and Materials."

The district should work with providers to develop a Provider One-Year Budget Planning Workbook reflecting the projected cost of delivering the preschool program meeting all state standards. The workbook template is available on the Department's website.

Other Purchased Professional - Education Services (20-218-200-329)

Funds for professional development and parent workshops must be allocated on the line,

“Other Purchased Professional - Education Services.”

Funds may be allocated for all district staff to receive district-wide staff development. However, this professional development may also include all teachers and all assistants in district, Head Start, and other private provider programs, where applicable. Funds should support consultant fees, materials and supplies, etc. Participant stipends for teacher and teacher assistants should be allocated on the lines, “Salaries of Teachers” and “Other Salaries for Instruction,” respectively.

Funds for out-of-district staff development may include registration fees for principals, vice-principals, assistant superintendents, directors, supervisors, and master teachers. Travel costs for out-of-district staff development must be allocated on the line, “Travel.”

Funds for parent workshops are meant to support district-wide parent nights, events at individual schools and centers, parent education workshops and classes, etc. Parent involvement activities should include families across the entire preschool program, including those served in contracting Head Start agencies and other private providers. Funds for parent workshops may also be allocated on the lines, “Other Purchased Professional Services” and “Supplies and Materials.”

Other Purchased Professional Services (20-218-200-330)

Funds for medical supplies and screenings may be allocated on the line, “Other Purchased Professional Services.” Funds for medical supplies and screenings should be used to support vision, hearing, and dental screenings, as well as district-wide supplies for district Early Childhood Education nurses. However, the preschool program is not meant to completely fund comprehensive medical services. Districts should collaborate with other appropriate agencies and organizations in their communities to utilize resources for child health and developmental screenings, such as Medicaid and FamilyCare.

Funds for parent workshops may also be allocated on this line.

Cleaning, Repair and Maintenance Services (20-218-200-420)

Funds for contracted services for security guard and/or custodial services should be allocated on the line, “Cleaning, Repair and Maintenance Services.”

Rentals (20-218-200-440)

Funds for rental of space or office equipment should be allocated on the line, “Rentals.”

Contracted Services - Transportation (Between Home & School) (20-218-200-511)

Districts may choose to allocate preschool education aid funds on the line, “Contracted Services - Transportation (Between Home & School)” for preschoolers who are not already included in the districts calculation of state aid for transportation.

Contracted Services (Field Trips) (20-218-200-516)

Funding for transportation needed for field trips may be allocated on the line, “Contracted Services (Field Trips).”

Travel (20-218-200-580)

Travel and accommodations for district staff development may be allocated in the line "Travel." Travel reimbursement costs for staff that routinely travel within the district as a part of their job responsibilities must also be included in this line.

Miscellaneous Purchased Services (20-218-200-590)

Interdistrict payments other than tuition and transportation should be reported in the line "Miscellaneous Purchased Services."

Supplies and Materials (20-218-200-600)

Office supplies and equipment (fax machines, office computers, office printers, office software, etc.) may be allocated on the line, "Supplies and Materials." Supplies for professional development workshops, parent workshops, medical screenings, and recruitment and outreach may also be included in this line.

Other Objects (20-218-200-800)

Funding for other recruitment and outreach expenses (e.g. newspaper advertisements) should be allocated on the line, "Other Objects." Allocations for goods and services not classified above may also be included on this line.

FACILITIES ACQUISITION and CONSTRUCTION SERVICES

Instructional Equipment (20-218-400-731)

Funds for classroom technology and furniture may be allocated on the line, "Instructional Equipment." Any funds for playground equipment must be included in this line.

Non-Instructional Equipment (20-218-400-732)

Funds for furniture and equipment not meant for use in the classroom should be allocated on the line, "Non-Instructional Equipment".

TABLE 1: Current and Projected Preschool Enrollment

Directions -- Please read before completing the form.

1. Select your district name from the drop-down list. The spreadsheet will automatically fill-in your projected universe of eligible children.
2. Fill-in the remaining current and projected enrollment information below. Under "2016-17 Actual Enrollment," enter your actual enrollment numbers submitted to the Department on October 15, 2016. 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. Each child must be listed as either receiving a half-day education program or a full-day education program.
5. 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)."
6. Special education students who receive services exclusively in an out-of-district placement need not be counted on this form.

District Name: _____

Middlesex County, South Amboy City

Total Universe of Eligible Preschoolers	166	
2017-18 Projected Three-Year-Old Universe	83	
2017-18 Projected Four-Year-Old Universe	83	

2016-17 ACTUAL ENROLLMENT (10/15/2016)

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
In-District Programs				
General education children in general education classrooms				
Classified special education children in general education classrooms (full-time only)			28	
Classified special education children in self-contained preschool disabled classrooms	5			3
Classified special education children in out-of-district placements				5
Contracted Head Start Programs				
General education children in general education classrooms				
Classified special education children in general education classrooms (full-time only)				
Other Contracted Private Provider Programs				
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				
Total Current Enrollment	5	0	31	28
Total Projected General Education Enrollment:				
Universe of Eligible General Education Children		166		
Proportion of Universe Served		16.9%		

2017-18 PROJECTED ENROLLMENT

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program

Table 2: Current and Projected Preschool Class Sizes

District:

DIRECTIONS:

1. Your district name will be automatically entered from Table 1.
2. Please provide the the actual and projected enrollment of preschool children for every classroom in the program. For the 2017-18 school year, enter enrollment information submitted to the Department on **October 15, 2016**.
3. Each row should represent the daily schedule for that particular classroom.
4. The preschool totals will calculate automatically, and you will be alerted if these totals do not match the totals in Table 1.

Name of School/Provider	Classroom Number	2016-17 Number of Children Enrolled (10/15/2016)			2017-18 Number of Children Projected		
		Half-Day Session 1	Half-Day Session 2	Full-Day Program	Half-Day Session 1	Half-Day Session 2	Full-Day Program
Sample School	Classroom #1	15	15	-	15	15	-
Sample School	Jane Doe #1	-	-	21	-	-	21
District Classrooms Serving General Education and Inclusion Preschoolers							
SAES	Classroom #1	14	14		15	15	
District Preschool Classrooms Serving Self-Contained Preschoolers							
SAES	Classroom #1	6			6		
Out-of-District Placements for Self-Contained Preschoolers							
Center for Lifelong Learning	Classroom #1			4			1
Bright Beginnings	Classroom #1						1
Academy Learning Center	Classroom #1						
Head Start Teachers							
Other Private Provider Teachers							

New Jersey Department of Education
Office of Early Childhood Education

Early Childhood Program Aid
2017-18 Former ECPA/ELLI DISTRICT BUDGET STATEMENT

District: South Amboy Public Schools

2017-18 PROJECTED GENERAL EDUCATION PRESCHOOL ENROLLMENT (PEA-Funded Children):

Preschool Three-Year-Olds: Half-Day	0
Preschool Three-Year-Olds: Full-Day	0
Preschool Four-Year-Olds: Half-Day	0
Preschool Four-Year-Olds: Full-Day	0

2017-18 PROJECTED PRESCHOOL ENROLLMENT (Tuition-Funded Children):

Preschool Half-Day	0
Preschool Full-Day	0

2017-18 PROJECTED FUNDING

2016-17 Preschool Education Aid (PEA)	\$107,664
Available PEA Carryover	
2016-17 General Funds used for Preschool	\$314,818
2016-17 Estimated Other Funds (Including Tuition)	

EXPENDITURE CATEGORY	FUNCTION/ OBJECT CODES	PEA (Including any estimated PEA Carryover)	GENERAL FUND	OTHER FUNDS (Including Tuition)
		2017-18	2017-18	2017-18
INSTRUCTION	20-218-100-			
Salaries of Teachers	100-101	\$50,000	\$29,360	
Other Salaries for Instruction	100-106	\$22,664	\$9,840	
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Purchased Professional and Educational Services	100-321			
Other Pur. Serv. (400-500)	100-500			
Tuition to Other LEA's within the State - Regular	100-561			
Supplies and Materials	100-600	\$2,000	\$2,000	
Other Objects	100-800			
SUBTOTAL-INSTRUCTION		\$74,664	\$41,200	\$0

South Amboy Elementary School

249 John Street

South Amboy, NJ 08879

www.sapublicschools.com

Phone: 732-525-2118 Fax: 732-316-1588

Sean Dunphy
Principal

March 1, 2017

Dear Parents and Guardians:

South Amboy Elementary School will begin the process of pre-kindergarten registration for the 2017/2018 school year on Monday, March 13, 2017. If your child is going to be enrolled in our preschool program, you will need to complete the registration packet for our district.

Parents who would like to officially register their child in our pre-kindergarten program may pick up a registration beginning Monday, March 6, 2017. Because it is important that your child's records are accurate, please make an appointment by calling or visiting the main office in order to make certain you have our complete attention during this process. Your child must also have had a physical examination in order to show evidence of immunizations.

The registration process will not be considered complete until the following requirements have been met:

- Child's official birth certificate.
- A physician's certificate indicating that the child has received the following immunizations as required by the New Jersey State Department of Health must include:
 - Diphtheria, Pertussis and Tetanus (D. P. T.) – a minimum of four (4) doses, one dose having been given on or after the fourth birthday or a total of five doses.
 - Polio – a minimum of three (3) doses of Polio vaccine, one dose having been given after the fourth birthday or a total of four (4) doses.
 - Measles – two (2) doses given at least one month apart, both doses being given on or after the first birthday.
 - Rubella – one (1) dose on or after the first birthday.
 - Mumps – one (1) dose on or after the first birthday,
 - Hepatitis B virus vaccine – three (3) doses of vaccine combination containing hepatitis B virus or laboratory evidence of immunity.
 - Varicella (chicken pox) one (1) dose on or after the first birthday of proof of disease immunity.

- Physician's certificate indicating the child has had a complete physical examination including a vision and hearing screening within a year of September entrance.
- Proof of residency as documented by a certificate of occupancy, deed, mortgage agreement, borough tax bill or lease.

We look forward to having you as a part of our educational family. Our preschool program orientation will take place the first day of school in September.

If you have any questions or are in need of additional information, please contact me so that we can begin the educational partnership positively.

Sincerely,

Mr. Sean Dunphy
Principal

attachments

Escuela Primaria South Amboy
249 John Street
South Amboy, NJ 08879
Www.sapublicschools.com
Teléfono: 732-525-2118 Fax: 732-316-1588
Sean Dunphy
Director de escuela

1 de marzo de 2017

Queridos padres y guardianes:

La Escuela Primaria South Amboy comenzará el proceso de registro de pre-kindergarten para el año escolar 2017/2018 el lunes 13 de marzo de 2017. Si desea que su hijo se inscriba en nuestro programa preescolar, debe completar el paquete de inscripción para nuestro distrito .

Los padres que deseen inscribir oficialmente a su hijo en nuestro programa de pre-jardín de infantes pueden recoger un registro comenzando el lunes, 6 2017 de marzo. Debido a que es importante que los registros de su hijo sean exactos, por favor marque una cita llamando o visitando la oficina principal en orden Para asegurarse de que tiene toda nuestra atención durante este proceso. Su hijo también debe haber tenido un examen físico para mostrar evidencia de inmunizaciones.

El proceso de registro no se considerará completo hasta que se cumplan los siguientes requisitos:

- Certificado de nacimiento oficial del niño.
- Un certificado médico que indique que el niño ha recibido las siguientes inmunizaciones según lo requerido por el Departamento de Salud del Estado de New Jersey debe incluir:
- Difteria, tos ferina y tétanos (D.P.T.) - un mínimo de cuatro (4) dosis, una dosis que se debe dar en o después del cuarto cumpleaños o un total de cinco dosis.
- Polio - un mínimo de tres (3) dosis de vacuna contra la poliomielitis, una dosis que se ha dado después del cuarto cumpleaños o un total de cuatro (4) dosis.
- Sarampión - dos (2) dosis administradas al menos con un mes de diferencia, siendo ambas dosis administradas en o después del primer cumpleaños.
- Rubéola - una (1) dosis en o después del primer cumpleaños.
- Paperas - una (1) dosis en o después del primer cumpleaños,
- Vacuna contra el virus de la hepatitis B - tres (3) dosis o combinación de vacunas que contengan virus de la hepatitis B o evidencia de inmunidad en el laboratorio.
- Varicela (varicela) una (1) dosis en o después del primer cumpleaños de la prueba de inmunidad de la enfermedad.

- Certificado del médico indicando que el niño ha sido sometido a un examen físico completo incluyendo una revisión de la vista y de la audición dentro de un año de la entrada de septiembre.
- Prueba de residencia como documentado por un certificado de ocupación, escritura, contrato de hipoteca, factura de impuestos de la ciudad o arrendamiento.

Esperamos contar con usted como parte de nuestra familia educativa. Nuestra orientación para el programa preescolar tendrá lugar el primer día de clases en septiembre.

Si tiene alguna pregunta o necesita más información, póngase en contacto conmigo para que podamos comenzar la asociación educativa positivamente.

Sinceramente,

Sr. Sean Dunphy
Director de escuela

archivos adjuntos



Jorge E. Diaz
Superintendent

www.sapublicschools.com
jdiaz@sapublicschools.com

**SOUTH AMBOY BOARD OF EDUCATION
REGISTRATION AND DOMICILE/RESIDENCY FORMS**

**PRELIMINARY INFORMATION:
PLEASE READ BEFORE PROCEEDING**

A. ELIGIBILITY TO ATTEND THE SOUTH AMBOY PUBLIC SCHOOLS

The questions asked in the following pages will enable us to determine your child's eligibility to attend school in the South Amboy School District ("District") in accordance with New Jersey law. *Please be aware that N.J.S.A. 18A:38-1 and N.J.A.C. 6A:22-1 et seq. specify that a free public education will be provided to any student between the ages of 5 and 20, and to certain students under 5 and over 20 as specified in other applicable law, who are:*

- Domiciled in the District, *i.e.*, living with a parent or guardian whose permanent home is located within the District. A home is permanent when the parent or guardian intends to return to it when absent and has no present intent of moving from it, notwithstanding the existence of homes or residences elsewhere.
- Living with a person, other than the parent or guardian, who is domiciled in the District and is supporting the student without compensation, as if the student were his or her own child, because the parent cannot support the child due to family or economic hardship. (See "Affidavit of Domicile" Students below.)
- Living with a person domiciled in the District, other than the parent or guardian, where the parent/guardian is a member of the New Jersey National Guard or the reserve component of the U.S. armed forces and has been ordered into active military service in the U.S. Armed Forces in time of war or national emergency.
- Living with a parent or guardian who is temporarily residing in the District.
- The child of a parent or guardian who moves to another district as the result of being homeless.
- Placed in the home of a District resident by court order pursuant to N.J.S.A. 18A:38-2.
- The child of a parent or guardian who previously resided in the District but is a member of the New Jersey National Guard or the United States reserves and has been ordered into active service in time of war or national emergency pursuant to N.J.S.A. 18A:38-3(b).
- Residing on federal property within the State pursuant to N.J.S.A. 18A:38-7.7 et seq.

Note that the following do not affect a student's eligibility to enroll in school:

- Physical condition of housing or compliance with local housing ordinances or terms of lease.
- Immigration/visa status, except for students holding or seeking a visa (F-1) issued specifically for the purpose of limited study on a tuition basis in a United States public secondary school.
- Absence of a certified copy of birth certificate or other proof of a student's identity, although these must be provided within 30 days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.
- Absence of student medical information, although actual attendance at school may be deferred as necessary in compliance with rules regarding immunization of students, N.J.A.C. 8:57-4.1 et seq.
- Absence of a student's prior educational record, although the initial educational placement of the student may be subject to revision upon receipt of records or further assessment by the District.

B. ACCEPTABLE DOCUMENTATION OF PROOF OF RESIDENCY

The following forms of documentation may demonstrate a student's eligibility for enrollment in the District. Particular documentation necessary to demonstrate eligibility under specific provisions in law will be indicated in the appropriate section of the registration form.

- Property tax bills, deeds, contracts of sale, leases, mortgages, signed letters from landlords and other evidence of property ownership, tenancy or residency.
- Voter registrations, licenses, permits, financial account information, utility bills, delivery receipts, and other evidence of personal attachment to a particular location.
- Court orders, state agency agreements and other evidence of court or agency placements or directives.
- Receipts, bills, cancelled checks, insurance claims or payments, and other evidence of expenditures demonstrating personal attachment to a particular location or, where applicable, to support of the student.
- Medical reports, counselor or social worker assessments, employment documents, unemployment claims, benefit statements, and other evidence of circumstances demonstrating, where applicable, family or economic hardship or temporary residency.
- Affidavits, certifications and sworn attestations pertaining to statutory criteria for school attendance from the parent, legal guardian, person keeping an "affidavit of domicile" student, adult student, person(s) with whom a family is living, or others, as appropriate.
- Documents pertaining to military status and assignment.
Any business record or document issued by a governmental entity.
- Any other form of documentation relevant to demonstrating entitlement to attend school.

The totality of information and documentation you offer will be considered in evaluating an application, and, unless expressly required by law, the student will not be denied enrollment based on your inability to provide certain form(s) of documentation where other acceptable evidence is presented.

You will not be asked for any information or document protected from disclosure by law or pertaining to criteria which are not legitimate bases for determining eligibility to attend school. You may voluntarily disclose any document or information you believe will help establish that the student meets the requirements of law for entitlement to attend school in the District, but *we may not, directly or indirectly, require or request:*

- Income tax returns;
- Documentation or information relating to citizenship or immigration/visa status, unless the student holds or is applying for an F-1 visa;
- Documentation or information relating to compliance with local housing ordinances or conditions of tenancy;
- Social security numbers.

Please be aware that any initial determination of the student's eligibility to attend school in this District is subject to more thorough review and subsequent re-evaluation, and that tuition may be assessed in the event that an initially admitted student is later found ineligible. If your child is found ineligible, now or later, you will be provided the reasons for our decision and instructions on how to appeal.

C. "AFFIDAVIT OF DOMICILE" STUDENTS

As stated above, a student living with a person, other than the parent or guardian, who is domiciled in the District and is supporting the student without compensation, is entitled to attend school in the District. Students are not eligible to attend school as "Affidavit of Domicile" students unless the student's parent or guardian is not capable of supporting or providing care for the student due to family or economic hardship, and unless it is clear that the student is not living in the District solely for purposes of receiving a public education.

A student will not be considered ineligible because required sworn statements(s) cannot be obtained so long as evidence is presented that the underlying requirements of the law are being met.

A student will not be considered ineligible when evidence is presented that the student has no home or possibility of school attendance other than with a non-parent District resident who is acting as the sole caretaker and supporter of the student.

A student will not be considered ineligible solely because a parent or guardian provides gifts or limited contributions, financial or otherwise, toward the welfare of the student provided that the resident keeping the student receives no payment or other remuneration from the parent or guardian for the student's actual housing and support. Receipt by the resident of Social Security or other similar benefits on behalf of the student does not render a student ineligible.

It is not necessary that legal guardianship or custody be obtained before a student will be considered for enrollment on an "Affidavit of Domicile" basis.

D. TRANSPORTATION OF STUDENTS RESIDING WITH DIVORCED PARENTS

The District is not required, as a result of being the school district of domicile for school attendance purposes where a student lives with more than one parent, to provide transportation to a student residing outside the District for part of the school year, other than transportation based upon the home of the parent domiciled within the District to the extent required by law.

E. EMANCIPATED STUDENTS

If you are claiming to be an emancipated student, you must also provide proof that you are not in the care and custody of a parent or legal guardian.

F. HOMES LOCATED IN MULTIPLE SCHOOL DISTRICTS

Under New Jersey law, where a dwelling is located within two or more local school districts or bears a mailing address that does not reflect the dwelling's physical location within a municipality, the district of domicile for school attendance purposes is that of the municipality to which the resident pays the majority of his or her property tax or to which the majority of property tax for the dwelling in question is paid by the owner of a multi-unit dwelling.

G. DISPUTES CONCERNING DOMICILE

If you experience difficulties with the enrollment process, please see the building Principal. If you cannot resolve your difficulties with the building Principal, you may contact the Office of the Superintendent at (732) 525 – 2100 x1226. Additionally, you may appeal a decision regarding entitlement to attend the District's school by filing an appeal before the Commissioner of Education. Directions for such an appeal are included in this enrollment packet.

Provide the following information for the individual with whom the child resides:

Home Phone: _____ Home e-mail: _____
Work Phone: _____ Work e-mail: _____
Cell Phone/Beeper: _____

Has the student attended a South Amboy School before? Yes ___ No ___

If so, give school names and dates of attendance:

Schools and dates of attendance outside the District:

Names and birth dates of brothers and sisters (please include pre-school children also):

TO THE PERSON ENROLLING THE STUDENT:

1. Complete SECTION A (DOMICILE) if the student is living with a parent or guardian whose permanent home is the address given on the registration form and is located in the District.
2. Complete SECTION B ("AFFIDAVIT OF DOMICILE" STUDENT) if the student is living with a person domiciled in the District, other than the parent or guardian.
3. Complete SECTION C (TENANCY) if you are a tenant and are unable to produce a copy of your lease. Use Tenant Form A or Tenant Form B as applicable.
4. Complete SECTION D (SPECIAL CIRCUMSTANCES) if the student's situation is not addressed by Section A, B or C or if any of the circumstances in Section D apply.

Emergency Numbers

Please do NOT repeat the parent(s) numbers they will automatically be called first. Kindly list contact who will be available during school hours in case of emergency to pick up your child.

1.

First Name	Last Name	Home #	Work #	Cell #	Relation to Student

2.

First Name	Last Name	Home #	Work #	Cell #	Relation to Student

3.

First Name	Last Name	Home #	Work #	Cell #	Relation to Student

4.

First Name	Last Name	Home #	Work #	Cell #	Relation to Student

Name of any adults who MAY NOT pick up your child: _____

****If the student does not live with both parents/guardians, does the parent/guardian that they do not live have the right to the following (*check all that apply*):

Report Cards _____ Discipline Reports _____ Attendance Reports _____ All-Calls _____

This form has been filled out by: Parent _____ Guardian _____

Parent/Guardian Signature

STATEMENT OF DOMICILE
(Student Residing with Parent/Guardian in the District)

Complete this section if the student is living with a parent or guardian whose permanent home is located in the South Amboy School District. If you are the student's guardian or will be the guardian of a student from out of state following expiration of the required six-month waiting period, you will be asked to provide official papers proving guardianship. You will not be asked to produce "Affidavit of Domicile" student proofs of the type requested in Section B.

How long have you lived in this home? _____

Do you have any present intention of moving from this home? If so, when and to where?

Do you have residences(s) elsewhere, and, if so, where are they and when do you live there?

Please list four forms of proof you will provide to demonstrate that the address given on this application is your permanent home. (See the list ACCEPTABLE DOCUMENTATION OF PROOF OF RESIDENCY on the first page of this packet.)

1. _____
2. _____
3. _____
4. _____

If the student's parents are domiciled in different school districts, regardless of which parent has legal custody, please answer the following questions:

Does the student reside with one parent for the entire year? If so, with which parent and at what address?

If not, for what portion of time does the student reside with each parent and at what addresses?

Parent

Date

**South Amboy Public Schools
Registration/Home Language Survey**

Last Name: _____ First Name: _____

School: _____ Grade: _____

Address: _____ Phone: _____

Parent/Guardian: _____ Child lives with: _____

Date of Birth: _____ Age: _____

Place of birth: _____ Birth state: _____

Birth country: _____

Date of student's arrival in U.S.A. _____

Student's ethnic background (Country) _____

Has student previously been in school in U.S.A. _____

School/City: _____

Grade: _____ Dates: _____

1. What language did your child speak first? (Primary language) _____

2. What language is used in the home? (Home language) _____

3. Does your child speak a language other than the home language in other circumstances? _____

Yes _____ No _____ What language? _____

4. Child speaks: Spanish only _____ English _____

Other language (specify) _____

Both English and Spanish (bilingual) _____
or other home language _____

English/other language _____

HEALTH HISTORY FORM

STUDENT'S NAME: _____

DATE OF BIRTH: _____

ADDRESS: _____

GRADE: _____

PARENT/GUARDIAN: _____

TELEPHONE: (____) _____

1. Disease History – Please check and if yes explain if needed:

Contra-indications (kind)

<u>DISEASE HISTORY</u>	<u>TYPE</u>	<u>AGE</u>	<u>AGE</u>
Allergies	Asthma	Otitis Media	Eyes
Drug Sensitivities	Chicken Pox	Rheumatic Fever	Ears
Congen. Problems	Seizure Disorders	Strep Infection	
Hepatitis	Diabetes	Mononucleosis/EBV	
Neuromusc Disease	Heart Disease	Fractures	
Blood Disorder/Anemia		Bone Disorder	

2. Explain any of the above:

3. List any medication – reason and doctor's name and telephone#

4. Hospitalizations & Reason:

5. Gym or any activity limitations:

6. Immediate family history of: Heart, Diabetes, Blood Pressure, etc.:

Any changes that the school should be aware of, please send in information:

Parent/Guardian Signature

Date

MEDICAL EMERGENCY PROCEDURE FORM 2017-18

Pupil _____ School _____ Grade _____
(Last Name) (First Name)

Home Phone No. _____ Cell No. _____

Birth Date _____ Sex: M F

Parent/Legal Guardian _____

Address _____ Zip _____

Father's Place of Business _____ Phone _____

Mother's Place of Business _____ Phone _____

Person to be contacted if neither parent is available

(1) _____ Phone _____
(Name) (Address) (Relationship)

(2) _____ Phone _____
(Name) (Address) (Relationship)

In case of an emergency, I have arranged for the person named above to pick-up and care for him/her.
 Names of other children in family: (if more space is required, attach sheet)

_____ School _____ Grade _____
 _____ School _____ Grade _____
 _____ School _____ Grade _____

List any operation, illness or special medications your child has had recently. Also, list other medical problems.

Allergies _____

Child's Physician _____ Phone _____

In emergency: Hospital of choice 1. _____ 2. _____

Are Medicaid Services being rendered? Yes ___ No ___

Release to NJ Family Care? Yes ___ No ___

Does Child have Health Insurance?

Yes ___ If Yes, Name of Insurance Company _____

No ___ NJ FamilyCare provides free or low cost Health Insurance for uninsured children and certain low income parents.

For more information call 800-701-0710 or visit www.nifamilycare.org to apply online

You may release my name and address to the NJ FamilyCare Program to contact me about health insurance.

Signature: _____ Printed Name _____ Date _____

Written consent required pursuant to 20 U.S.C. 1232 (b)(1) and 34 C.F.R. 99.30 (b)

1. I give permission for the nurse to share medical information with teachers on a need to know basis Yes ___ No ___
2. Notify parent at nurse's discretion Yes ___ No ___
3. Notify parent of every visit to the nurse (excludes annual screenings) Yes ___ No ___

Parent/Legal Guardian signature _____ Date: _____

UNIVERSAL CHILD HEALTH RECORD

Endorsed by:
American Academy of Pediatrics, New Jersey Chapter
New Jersey Academy of Family Physicians
New Jersey Department of Health and Senior Services

SECTION I - TO BE COMPLETED BY PARENT(S)			
Child's Name (Last)	(First)	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Date of Birth / /
Does Child Have Health Insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No		If Yes, Name of Child's Health Insurance Carrier	
Parent/Guardian Name		Home Telephone Number	Work Telephone/Cell Phone Number
Parent/Guardian Name		Home Telephone Number	Work Telephone/Cell Phone Number
<i>I give my consent for my child's Health Care Provider and Child Care Provider/School Nurse to discuss the information on this form.</i>			
Signature/Date		This form may be released to WIC. <input type="checkbox"/> Yes <input type="checkbox"/> No	

SECTION II - TO BE COMPLETED BY HEALTH CARE PROVIDER			
Date of Physical Examination:	Results of physical examination normal?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Abnormalities Noted:	Weight (must be taken within 30 days for WIC)		
	Height (must be taken within 30 days for WIC)		
	Head Circumference (if <2 Years)		
	Blood Pressure (if >3 Years)		

IMMUNIZATIONS	<input type="checkbox"/> Immunization Record Attached <input type="checkbox"/> Date Next Immunization Due:
----------------------	---

MEDICAL CONDITIONS		
Chronic Medical Conditions/Related Surgeries • List medical conditions/ongoing surgical concerns:	<input type="checkbox"/> None <input type="checkbox"/> Special Care Plan Attached	Comments
Medications/Treatments • List medications/treatments:	<input type="checkbox"/> None <input type="checkbox"/> Special Care Plan Attached	Comments
Limitations to Physical Activity • List limitations/special considerations:	<input type="checkbox"/> None <input type="checkbox"/> Special Care Plan Attached	Comments
Special Equipment Needs • List items necessary for daily activities	<input type="checkbox"/> None <input type="checkbox"/> Special Care Plan Attached	Comments
Allergies/Sensitivities • List allergies:	<input type="checkbox"/> None <input type="checkbox"/> Special Care Plan Attached	Comments
Special Diet/Vitamin & Mineral Supplements • List dietary specifications:	<input type="checkbox"/> None <input type="checkbox"/> Special Care Plan Attached	Comments
Behavioral Issues/Mental Health Diagnosis • List behavioral/mental health issues/concerns:	<input type="checkbox"/> None <input type="checkbox"/> Special Care Plan Attached	Comments
Emergency Plans • List emergency plan that might be needed and the sign/symptoms to watch for:	<input type="checkbox"/> None <input type="checkbox"/> Special Care Plan Attached	Comments

PREVENTIVE HEALTH SCREENINGS					
Type Screening	Date Performed	Record Value	Type Screening	Date Performed	Note if Abnormal
Hgb/Hct			Hearing		
Lead: <input type="checkbox"/> Capillary <input type="checkbox"/> Venous			Vision		
TB (mm of Induration)			Dental		
Other:			Developmental		
Other:			Scoliosis		

Name of Health Care Provider (Print)	Health Care Provider Stamp:
Signature/Date	

South Amboy Elementary School

249 John Street

South Amboy, NJ 08879

Phone: 732-525-2118 Fax: 732-316-1588

Sean Dunphy

Principal

BOE WWW PARENTAL CONSENT FORM

South Amboy Board of Education South Amboy, NJ 08879

I hereby give permission for my child's photograph, artwork, poetry or other work produced in conjunction with a school project, class or extracurricular activity, to be put on the Board of Education's website, in accordance with the policies set forth in the BOE's World Wide Web Procedures and guidelines.

I understand that the information to be posted does not include information from my child's academic, guidance, permanent or cumulative record (i.e. grades or attendance records). I also understand that the information to be posted does not include other personal identifiable information such as my child's address, phone number, or social security number.

NAME OF STUDENT: _____ DATE: _____

PARENT'S SIGNATURE: _____ DATE: _____

GENESIS

(student information system)

PARENT ACCESS FORM

Date of Request: _____

I am requesting access to the district's Genesis-Parent Access Web server. I accept sole responsibility for securing my user account and password.

PARENT INFORMATION: First Name: _____ Last Name: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Home number: _____ Cell: _____

Email Address: _____
(This will be your username) (Please use only lower case letters for your email address)

I certify that the information that I have provided is factual.

Parent's signature: _____

Student Information: Please enter information for each of the students you would like to register.

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

SOUTH AMBOY SCHOOL DISTRICT
ACCEPTABLE USE POLICY FOR
ELECTRONIC MAIL AND INTERNET SERVICES

Information Systems Usage

The South Amboy School District provides computer equipment, Internet, and E-Mail as on-line resources to its staff and students. These services are provided for educational use only, with the primary idea being to improve teaching and learning through research and exploration of the rapidly expanding global electronic resources. To gain access to these services students under the age of eighteen must obtain parental permission and must sign and return the permission form to the Media Specialist in each respective building. Students eighteen and over (proof of age required) may sign their own forms. The South Amboy School District reserves the right to monitor all activity on district owned network facilities.

Included are district guidelines so that staff, community users, and parents/guardians of students are aware of their responsibilities. The signatures on this document are legally binding and indicate that the signee agrees to abide by established rules and understands the terms and conditions of this agreement.

Access to the Internet, and E-Mail will enable students to explore thousands of libraries, data bases, bulletin boards, and news groups, while exchanging information with other users throughout the world. Parents/guardians should be advised that some material may contain items that are illegal, inappropriate, or potentially offensive to some people. It is our intent to supervise student use as we make computer services available to further educational goals but while doing so students may find access to other materials as well. We believe the benefits to students from this access in the form of increased information resources and collaboration opportunities exceed any disadvantages.

Parents and guardians of minors are responsible for setting standards for their children to follow when using media and information sources. Therefore South Amboy School District respects each family's decision whether or not they allow students to participate.

On-Line Conduct

Any actions by students that may be determined by system administrators as inappropriate use of network resources or to restrict other students from using those resources is prohibited. Any action in this area may result in the termination of student use of all on-line services and/or action in compliance with the district's discipline policies. The following online rules are to be followed:

- Use of the Internet is a privilege not a right that may be revoked or suspended by the system administrator.
- Be polite in all on-line messages
- Use appropriate language (no abusive, obscene, profane or inaccurate language)
- Do not reveal personal home addresses or telephone numbers of yourself, other students

or colleagues.

- Electronic mail (E-Mail) is not guaranteed to be private, anyone using the system has access to E-mail. Any illegal messages may be reported to the authorities.
- Do not use the network in a way that would disrupt its use for someone else.
- Vandalism (any malicious attempt to destroy data of another user or of the network) will result in cancellation of all privileges.
- Any user identified as a security risk may be denied access.
- Transmission of any material which violates United States or State regulations are prohibited.
- The use of on-line services for advertisement, political lobbying, or religious solicitation is also prohibited.

South Amboy School District is not responsible for the accuracy or quality of information obtained through these services. The South Amboy School District will not be responsible for any damages incurred by the user. This includes loss of data, nondeliveries, misdeliveries, or service interruptions. Use of any information obtained through the Internet or any other online service is used at your own risk.

User Agreement and Parent Permission Form

As a user of the South Amboy School District computer network I hereby agree to comply with the above stated rules - communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Signature

Date

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to access networked computer services such as Internet and E-Mail. I understand that individuals and families are held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my son or daughter to follow when selecting, sharing or exploring information and media.

Parent Signature

Date

Name of Student

Grade

School

Birth Date

Home Telephone number

SOUTH AMBOY BOARD OF EDUCATION

240 John Street
South Amboy, NJ 08879
732-525-2100

Middle/High School
200 Governor Hoffman Plaza
732-316-7668

Elementary School
249 John Street
732-525-2118

IMPORTANT INFORMATION NEW SCHOOL YEAR 2016-2017

The 2016-2017 lunch application packet is now available on our website listed under the Menus & Nutrition Section: <http://www.sapublicschools.com/menus/free-reduced-lunch-application>

Please send in your completed application as soon as possible. A new application **MUST** be submitted **EVERY** year. If no new application is submitted, prior year status, such as free or reduced, will remain in effect **ONLY** until **October 18, 2016**.

Remember – Prior year status, free, reduced, Direct Cert (SNAP, TANF) are only in effect until October 18, 2016.

On October 19, 2016 **EVERY** student that is not Directly Certified with the State of NJ will **BEGIN PAYING** for their School Meals unless a new application has been promptly submitted and approved.

Anyone with **NJ Direct Certification status** from last year is subject to change based on the District's summer updates with the State's Database. If the August update includes your child, and you receive a letter from us, that status remains in effect all School Year.

If your student is no longer in the State's Database, they will be paying for meals after October 14, 2016 unless a new application is submitted and approved.

CONTACTS:

Elementary School:
732-525-2118

Joyce Charmello x2232; Amy Wolfe x2221

Middle/High School:
732-316-7669

Kathy Walsh x3221; Michelle Leonard x3233

Board Office:
732-525-2100

Kathy Van Ness x1224

SOUTH AMBOY BOARD OF EDUCATION

240 John Street
South Amboy, NJ 08879
732-525-2100

Middle/High School
200 Governor Hoffman Plaza
732-316-7668 x3221

Elementary School
249 John Street
732-525-2118 x2232

Dear Parent/Guardian:

Children need healthy meals to learn. SOUTH AMBOY BD OF ED offers healthy meals every school day at the prices listed below. Your children may qualify for free meals or for reduced price meals.

	FULL PRICE			REDUCED PRICE		
	<i>Elementary</i>	<i>Middle</i>	<i>High</i>	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
<i>National School Lunch</i>	\$2.70	\$2.85	\$2.85	\$0.40	\$0.40	\$0.40
<i>School Breakfast</i>	\$1.25	\$1.50	\$1.50	\$0.30	\$0.30	\$0.30
<i>After School Snack</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Special Milk Program</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
<i>Split Session Milk Program</i>	<i>N/A</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
<i>N/A - Not Applicable</i>						

This packet includes an application for free or reduced price meal benefits, and a set of detailed instructions.

Below are some common questions and answers to help you with the application process.

1. Who can get free OR REDUCED PRICE meals?
 - All children in households receiving benefits from NJ SNAP or NJ TANF are eligible for free meals.
 - Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
 - Children participating in their school's Head Start program are eligible for free meals.
 - Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
 - Children may receive free or reduced price meals if your household's income is within the limits on the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

FEDERAL INCOME CHART For school Year 2016-2017			
Household Size	Yearly	Monthly	Weekly
1	21,978	1,832	423
2	29,637	2,470	570
3	37,296	3,108	718
4	44,955	3,747	865
5	52,614	4,385	1,012
6	60,273	5,023	1,160
7	67,951	5,663	1,307
8	75,647	6,304	1,455
For each additional person, add:	+7,696	+642	+148

2. HOW DO I KNOW IF MY CHILDREN QUALIFY AS homeless, MIGRANT, OR RUNAWAY? Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and haven't been told your children will get free meals, please call or e-mail your school, homeless liaison or migrant coordinator.
3. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to one of your children's schools.
4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE MEALS? No, but please read the letter you got carefully and follow the instructions. If any children in your household were missing from your eligibility notification, contact your school immediately.
5. CAN I APPLY ONLINE? If available, you are encouraged to complete an online application instead of a paper application. The online application has the same requirements and will ask you for the same information as the paper application. Contact your school if you have any questions about the online application.
6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.
7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please send in an application.
8. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
9. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
10. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to:

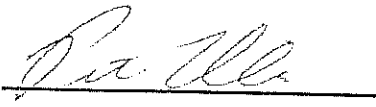
Hearing Officer Name: PETER FRASCELLA Address: 240 JOHN STREET

Phone Number: (732)525-2100 Ext: 1224

11. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.
12. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
13. WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you mean to do so.
14. WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, or receive Family Subsistence Supplemental Allowance payments, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Any additional combat pay resulting from deployment is also excluded from income.
15. WHAT IF THERE ISN'T ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper, and attach it to your application.
16. MY FAMILY NEEDS HELP. ARE THERE ANY PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for NJ SNAP or other assistance benefits, contact your local assistance office, call 1-800-687-9512 or go to <https://oneapp.dhs.state.nj.us/default.aspx>. You can also contact NJ FamilyCare or Medicaid at 1-800-701-0710 or www.nifamilycare.org for information regarding health insurance for your family. For the WIC Program, call 1-866-446-5942 or go to www.nj.gov/health/fhs/wic.

If you have other questions or need help,
call (732)525-2100 Ext:1224

Sincerely,

Signature: 

Name: PETER FRASCELLA

Title: BUSINESS ADMINISTRATOR

HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in the school district. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order! Each step of the instructions is the same as the steps on your application. If at any time you are not sure what to do next, please contact your school.

PLEASE USE A PEN (NOT A PENCIL) WHEN FILLING OUT THE APPLICATION AND DO YOUR BEST TO PRINT CLEARLY.

STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12

Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.

Who should I list here? When filling out this section, please include ALL members in your household who are:

- Children age 18 or under AND are supported with the household's income;
- in your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth;
- Students attending the school system, regardless of age.

<p>A) List each child's name and school. Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children present than lines on the application, attach a second piece of paper with all required information for the additional children.</p>	<p>B) Is the child a student in this school district? Mark 'Yes' or 'No' under the column titled "Student" to tell us which children attend the school district here. If you marked 'Yes,' write the name of the school in the section to the left.</p>	<p>C) Do you have any foster children? If any children listed are foster children, mark the "Foster Child" box next to the child's name. If you are ONLY applying for foster children, after finishing STEP 1, go to STEP 4. <u>Foster children who live with you may count as members of your household and should be listed on your application.</u> If you are applying for both foster and non-foster children, go to step 3.</p>	<p>D) Are any children homeless, migrant, or runaway? If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway" box next to the child's name and <u>complete all steps of the application.</u></p>
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STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN SNAP, TANF, OR FDP/IR?

If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:

- The Supplemental Nutrition Assistance Program (NJ SNAP).
- Temporary Assistance for Needy Families (TANF).

A) If no one in your household participates in any of the above listed programs:

- Leave STEP 2 blank and go to STEP 3.

B) If anyone in your household participates in any of the above listed programs:

- Write a case number for SNAP, TANF, or FDP/IR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your local Social Services agency.
- Go to STEP 4.

STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

How do I report my income?

- Use the charts titled "Sources of Income for Adults" and "Sources of Income for Children," printed on the back side of the application form to determine if your household has income to report.
- Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents.
 - Gross income is the total income received before taxes
 - Many people think of income as the amount they "take home" and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.

- Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write "0" or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.
- Mark how often each type of income is received using the check boxes to the right of each field.

3-A. REPORT INCOME EARNED BY CHILDREN

A) Report all income earned or received by children. Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked "Child Income." Only count foster children's income if you are applying for them together with the rest of your household.

What is Child Income? Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.

3-B. REPORT INCOME EARNED BY ADULTS

Who should I list here?

- When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.
- Do NOT include:
 - People who live with you but are not supported by your household's income AND do not contribute income to your household.
 - Infants, Children and students already listed in STEP 1.

B) List adult household members' names. Print the name of each household member in the boxes marked "Names of Adult Household Members (First and Last)." Do not list any household members you listed in STEP 1. If a child listed in STEP 1 has income, follow the instructions in STEP 3, part A.

E) Report income from pensions/retirement/all other income. Report all income that applies in the "Pensions/Retirement/ All Other Income" field on the application.

C) Report earnings from work. Report all income from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.

What if I am self-employed? Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

F) Report total household size. Enter the total number of household members in the field "Total Household Members (Children and Adults)." This number MUST be equal to the number of household members listed in STEP 1 and STEP 3. If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.

D) Report income from public assistance/child support/alimony. Report all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as "other" income in the next part.

G) Provide the last four digits of your Social Security Number. An adult household member must enter the last four digits of their Social Security Number in the space provided. You are eligible to apply for benefits even if you do not have a Social Security Number. If no adult household members have a Social Security Number, leave this space blank and mark the box to the right labeled "Check if no SSN."

D) Share children's racial and ethnic identities (optional). On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.

C) Write today's date. In the space provided, write today's date in the box.

B) Print and sign your name. Print the name of the adult signing the application and that person signs in the box "Signature of adult."

A) Provide your contact information. Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE

All applications must be signed by an adult member of the household. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.

Application #:

2016-2017 Application for Free and Reduced Price School Meals

Complete one application per household. Please type or use a pen (not a pencil).

Available online at:

STEP 1

Definition of Household Member: Anyone who is living with you and shares income and expenses, even if not related.

Children in **Foster care** and children who meet the definition of **Homeless**, **Migrant or Runaway** are eligible for free meals. Read **How to Apply for Free and Reduced Price School Meals** for more information.

Child's First Name	MI	Child's Last Name	School Name (Abbr.)	Student attends this school often? Yes <input type="checkbox"/> No <input type="checkbox"/>	How often? Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> 2x Month <input type="checkbox"/> Monthly <input type="checkbox"/>	How often? Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> 2x Month <input type="checkbox"/> Monthly <input type="checkbox"/>	How often? Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> 2x Month <input type="checkbox"/> Monthly <input type="checkbox"/>	How often? Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> 2x Month <input type="checkbox"/> Monthly <input type="checkbox"/>	How often? Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> 2x Month <input type="checkbox"/> Monthly <input type="checkbox"/>

STEP 2

Case Number:

If you answered NO > Complete STEP 3. If you answered YES > Write a case number here then go to STEP 4 (Do not complete STEP 3)

STEP 3

Are you unsure what income to include here? Fill in the name and review the charts titled "Sources of Income" for more information.

The "Sources of Income for Children" chart will help you with the Child Income section.

The "Sources of Income for Adults" chart will help you with the All Adult Household Members section.

School Use Only
DO Initial:
Approval Date:

F R D
(Circle Eligibility)

A. Child Income
Sometimes children in the household earn income. Please include the TOTAL income earned by all Household Members listed in STEP 1 here.

B. All Adult Household Members (including yourself)
List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total income for each source in whole dollars only. If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

Name of Adult Household Members (First and Last)	Earnings from Work	Public Assistance/Child Support/Alimony	Pensions/Retirement/All Other Income
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>

Total Household Members (Children and Adults)

Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member

Check if no SSN

STEP 4

I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws.

Street Address (if available)

Apt #

City

State

Zip

Daytime Phone and Email (optional)

Printed name of adult completing the form

Signature of adult completing the form

Today's date

INSTRUCTIONS

Sources of Income for Children

- Sources of Child Income
- Example(s)
- Earnings from work
 - Social Security
 - Disability Payments
 - Survivor's Benefits
 - Income from person outside the household
 - Income from any other source
- A child has a regular full or part-time job where they earn a salary or wages
- A child is blind or disabled and receives Social Security benefits
- A Parent is disabled, retired, or deceased, and their child receives Social Security benefits
- A friend or extended family member regularly gives a child spending money
- A child receives regular income from a private pension fund, annuity, or trust

OPTIONAL

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Ethnicity (check one): Hispanic or Latino Not Hispanic or Latino

Race (check one or more): American Indian or Alaskan Native Asian

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDIPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Sources of Income for Adults

- Earnings from Work
- Salary, wages, cash bonuses
 - Net income from self-employment (farm or business)
- If you are in the U.S. Military:
- Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances)
 - Allowances for off-base housing, food and clothing
- Public Assistance / Alimony / Child Support
- Unemployment benefits
 - Worker's compensation
 - Supplemental Security Income (SSI)
 - Cash assistance from State or local government
 - Alimony payments
 - Child support payments
 - Veteran's benefits
 - Strike benefits
- Pensions / Retirement / All Other Income
- Social Security (including railroad retirement and black lung benefits)
 - Private pensions or disability benefits
 - Regular income from trusts or estates
 - Annuities
 - Investment income
 - Earned interest
 - Rental income
 - Regular cash payments from outside household

Black or African American Native Hawaiian or Other Pacific Islander White

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

fax: (202) 690-7442; or
email: program.intake@usda.gov

This institution is an equal opportunity provider.

**SHARING INFORMATION WITH MEDICAID or
NJ FAMILYCARE**

Dear Parent/Guardian:

If your children get free or reduced price school meals, they may also be able to get free or low-cost health insurance through Medicaid or NJ FamilyCare. Children with health insurance are more likely to get regular health care and are less likely to miss school because of sickness.

Because health insurance is so important to children's well-being, **the law allows us to tell Medicaid and NJ FamilyCare that your children are eligible for free or reduced price meals, unless you tell us not to.** Medicaid and NJ FamilyCare only use the information to identify children who may be eligible for their programs. Program officials may contact you to offer to enroll your children. Filling out the Free and Reduced Price School Meals Application does not automatically enroll your children in health insurance.

If you do not want us to share your information with Medicaid or NJ FamilyCare, fill out the form below and send in (Sending in this form will not change whether your children get free or reduced price meals).

- No! I DO NOT** want information from my Free and Reduced Price School Meals Application shared with Medicaid or the State Children's Health Insurance Program (NJ FamilyCare)

If you checked no, fill out the form below to ensure that your information is NOT shared for the child(ren) listed below:

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Child's Name: _____ School: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____ Address: _____

Return this form to your child's school, **ONLY** if you do **NOT** wish your information to be shared with Medicaid or NJ FamilyCare.

**South Amboy Elementary School
2017/2018 Curiosity Corner Parent Survey**

Please take a moment to answer the questions below. Your input will help us design our program to best fit the needs of our preschool families. As parents of preschoolers, we realize your time is very limited and we thank you for taking the time to complete this survey. Please contact Dr. Christine M. Robbins at 732-525-2100 x1230 or crobbsins@sapublicschools.com.

1. Which of the following topics would you like to learn more about? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Discipline/Behavior | <input type="checkbox"/> Child Development |
| <input type="checkbox"/> Nutrition | <input type="checkbox"/> Working and Parenting |
| <input type="checkbox"/> Health and Safety | <input type="checkbox"/> Ways to Raise a Reader |
| <input type="checkbox"/> College Savings Plans | <input type="checkbox"/> Preparing for Kindergarten |
| <input type="checkbox"/> Divorce and Preschoolers | <input type="checkbox"/> Sibling Rivalry |
| <input type="checkbox"/> Building Self Esteem | <input type="checkbox"/> Anger Management |
| <input type="checkbox"/> Bedtime Struggles | <input type="checkbox"/> Preschool Curriculum |
| <input type="checkbox"/> Other | |
-
-

2. What time of day are you available to attend meetings/workshops?

- Morning (between 8:30 am and 12 noon)
 Afternoon (between 12 noon and 4pm)
 Evening (between 4pm and 8pm)

3. Would you be interested in obtaining information about any of the following services? (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> English Language Classes | <input type="checkbox"/> Parenting Classes |
| <input type="checkbox"/> Adult Education Classes | <input type="checkbox"/> Money Management Classes |
| <input type="checkbox"/> Job Training Opportunities | <input type="checkbox"/> Legal Services |
| <input type="checkbox"/> Health Insurance/NJ Family Care | <input type="checkbox"/> Social Services |
| <input type="checkbox"/> Parent Support Groups | <input type="checkbox"/> Other |
-
-

4. Do you feel there are enough supports in our community for families with preschoolers? (For example: social services, family friendly functions, opportunities for parents to get together for mutual support?)

___ Yes, I think there are enough supports in our community.

___ No, I do not think there are enough supports for families with preschoolers.

We need more of the following:

5. What do you think is the best way for our school to support the family?

Karen Laino <klaino@sapublicschools.com>
To: Annamae OConnor <aoconnor@sapublicschools.com>

Tue, Feb 14, 2017 at 10:23 AM

Height and weight are done annually.

Hearing is screened with audiometer. Student wears headphones and responds when a sound is heard. If I am unsure if a lack of response is due to immaturity or hearing deficit I contact the parent via phone and written referral.

Vision is screened with a vision chart on the wall, the student wears special glasses that occlude an eye and they verbal tell me shapes on chart.

BP is also checked

