

**The
Metuchen Public Schools
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**BASE LINE DATA
FOR
DISTRICT BUDGET PREPARATION
2020-2021
SCHOOL YEAR**

Board of Education Meeting of January 21, 2020

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INTRODUCTION

The budget is recommended for approval to the Board of Education after a lengthy process of review, research, and analysis. Public meetings from December through March provide Board of Education members and Borough citizens the opportunity to receive information from administrators and to ask questions or offer input on specific budget areas.

With the district's adherence to a strict timeline mandated by the State Department of Education, the process continues through mid-March when the budget is presented to the Board at a formal budget hearing. After the hearing, the budget is sent to the County Office of the Department of Education (DOE) for a mandatory review by the Executive County Superintendent and Business Administrator.

A review of base line data is done during the early part of the annual budget development process. It includes information about each school's program, student population trends and the full-time equivalents (FTE) of certified and non-certified personnel.

Healthy, Safe, Engaged, Supported, Challenged, and Sustainability. These are ASCD's Whole Child tenets. They are also the organizing principles for Metuchen's district goals. The Metuchen Public School District endeavors to ensure that all children become responsible citizens, well prepared to achieve success in a global economy. The district educates over 2300 students and proudly represents a highly supportive and involved community in suburban central New Jersey. Moss School houses the central offices and our preschool and kindergarten students. Campbell School is home to our first through fourth grade students. Edgar Middle School is proud to host our fifth through eighth graders. The flagship of the district is Metuchen High School, home of the Bulldogs.

The district's mission statement conveys our unwavering commitment to excellence for all of our students: "The Metuchen Public School District will provide all students with a safe and nurturing environment in which to foster academic, social, and emotional growth. The district is committed to allowing every student to develop to their fullest potential by providing a strong foundation of skills based on academic excellence and high performance standards. The district expects all students to achieve the standards at all grade levels. The district will provide a curriculum which is fully inclusive and recognizes the high expectations of the community."

At Moss School, we have our early intervention special education students as well as an integrated preschool program. Moss is also home to our extended day half-day kindergarten program, with the additional time dedicated to literacy instruction. The Metuchen Problem Solving initiative has enabled the teachers and students to embrace social-emotional learning in an academic environment. The faculty and students at Campbell School have centered the teaching and learning around balanced literacy and math workshop, best practices geared for maximum student achievement. Innovations in scheduling to enhance the teaching-learning process, and a focus on character education, are trademarks of the school. Edgar Middle School's dedicated faculty members have worked tirelessly to close the achievement gap and ensure success for all students. Edgar teachers have been pioneers in instructional use of technology. In addition to a focus on increasing the offerings and enrollment in AP courses, as evidenced by being named to College Board's 10th annual AP Honor Roll, Metuchen High School emphasizes a college-going, and a college-completing, culture where efforts are always ongoing to ensure success beyond graduation in college and careers, through thoughtful post-secondary planning. There is something for everyone at Metuchen High School: art, music, clubs, sports, and of course, great academics. District-wide, great emphasis is placed on "excellence for all," where each and every student is valued – and unique strengths and interests are developed.

The Metuchen Public School District is attractive to families and prospective employees alike. Strong academics are supported by the community, including a highly engaged Board of Education. Furthermore, we are committed to hiring the best and brightest educators and empowering them through our Collaborative School Leadership efforts. We embrace the use of instructional technology to support the educational mission, and we value a variety of co- and extracurricular activities to engage the whole child with a focus on mental health and emotional support, all while being fiscally-responsible to the community. For additional information about the Metuchen Public School District, please visit www.metuchenschools.org. Follow Superintendent Vincent Caputo on Twitter @MSD_Caputo and Like Us on Facebook (Metuchen Public School District).

Moss School

Moss School houses high-quality kindergarten programming, special needs pre-school and an integrated pre-school program. Children at Moss School enjoy a safe environment where academic achievement, social, emotional and character development and a cheerful atmosphere open the door to a successful launch to a Whole Child Education. Recently, Moss School was selected as both a State and National School of Character Award for 2018.

Not only has Moss School been recognized nationally as "A Great Place to Grow", but the school's innovative curriculum also received a National Promising Practice Award in 2018 from Character.org. The Moss School Problem Solving Process which integrates evidence-based social problem solving and social decision-making skills into all academic content areas empowers all Moss students to develop as autonomous and perseverant problem solvers and critical thinkers in academic, social and emotional contexts. Check out our problem solvers in action <https://www.youtube.com/watch?v=rk8vMjP9QS8>.

Learning expectations for literacy are the development of reading strategies, letter recognition and sounds, high frequency words and basic sentence structure. Additionally, students will begin to develop the skills to enable him/her to think logically, strategically and creatively, express ideas and apply a basic, core problem solving model to decode the problem of the unknown word. The language arts are integrative, interactive ways of thinking that develop through reading, writing, speaking, listening, viewing and problem solving.

The core problem solving model introduced through literacy classes is also integrated into the math class. When multi-step math problems are presented, students are challenged to transfer their problem solving skills in new and different contexts. In Mathematics, students focus on numeration, ordering and patterning. Math skills are reinforced through an integrated approach where children work in a whole group to share ideas and to problem solve. Topics that assist students in achieving these goals include identifying numerals 0-31, telling time to the hour, measuring units, identifying patterns and performing math computations for numbers 0-9.

Like in literacy and in math, the core problem solving process is applied to guide student inquiry and to introduce the scientific method to discovering new knowledge. In Science, students focus on biology by studying the life cycle of the butterfly and by learning about their own bodies through a variety of songs and activities. Early elementary physics includes an introduction to the concept of push and pull. By applying their skill of asking and answering to science, students learn science content and apply their language arts and critical thinking skills through investigations and real-world service projects such as the Moss School Butterfly Reflection Garden.

The main focal points of the Social Studies program are the Social Studies NJCCCS 6.1 and 6.3 standards in which students' develop their social problem solving skills. This is accomplished through the teaching and learning of the common core problem solving approach which students internalize and attempt to apply to social situations and academic problems as well. Good manners are reinforced every day and that includes being "good neighbors." The good neighbor concept is manifested in the ongoing "Tuggles" program where games and stories highlight conflict resolution with Tuggles the Peacemaker Bear.

In addition to these core subjects, there are many other opportunities for the development of the Whole Child. To engage and challenge all students, Moss has incorporated a mobile iPad lab in which students practice their literacy and math skills through fun and engaging apps at the iPad center. Teachers use classroom iPads and Smart Boards to design and develop class projects and to assist with special needs students. Moss also offers two unique learning opportunities for all students via its two enrichment programs. In the fall enrichment programming, Moss students learn logic and creativity through the development of coding skills. This program was made possible due to a grant from the Metuchen Education Foundation. In the spring enrichment programming, Moss students also learn design thinking and problem solving skills through service-learning projects. Health and safety lessons focus on hygiene and what to do if approached by a stranger. Local police officers provide this instruction. Special subject teachers provide art, music, library, and physical education. Support programs available for kindergarten children with special needs include Response to Intervention, speech therapy, small-group academic reinforcement, English Language Learners and in-class support. A half-day Resource Room is offered to children who have moved up to kindergarten from the MIPP program and need additional help in early learning foundations.

Moss School houses the Metuchen Intervention Pre-School Program (MIPP), which includes an Integrated Pre-school class. This marks the fourth year in which an Integrated Pre-school program is available for tuition students. MIPP programming is for children between the ages of 3 and 5 who have been identified as having specific needs which can be corrected or lessened when addressed at an early age. If needed, students in MIPP and the Kindergarten Resource Room are provided with occupational and physical therapy.

The Metuchen community is involved in Moss School. The PTO plans a variety of assemblies which enrich our curriculum and their financial support enables us to purchase additional supplies and equipment for the classrooms, such as the school's iPads Lab. Class parents are regular visitors who assist in activities and celebrations in the classrooms. Giving all of our young students a nurturing environment and "**A Great Place to Grow**." is the focus of the combined efforts of our staff, students, parents, community members and community organizations to ensure that all students maximize their potential.

Campbell School

Campbell Elementary School, designated as a National and New Jersey State School of Character, houses 700 students in grades one through four. A wide variety of programs and experiences are provided for our children in a warm, nurturing, and supportive environment. The goal of the Campbell School community is to meet the needs of every student using various strategies: differentiation of instruction, offering project-based problem-solution interdisciplinary instruction, and setting high standards for both the students and teachers. We are dedicated to the concept of inclusion and to the infusion of technology. The staff and parents of Campbell School have an unyielding commitment to learning.

Classes in grades one and two are self-contained and heterogeneously grouped while students in grades three and four are heterogeneously grouped in all areas with the exception of mathematics where they are grouped by achievement. Language Arts Literacy and Mathematics follow a workshop model that utilizes the Gradual Release of Responsibility instructional framework. This addresses instruction through whole group instruction, small group guided instruction, center work, and independent learning experiences. The implementation of the workshop model in both Math and Language Arts Literacy follows the research from leading experts in the field. The Language Arts Literacy classes reinforce phonics, spelling, writing, reading, and oral language as integral parts of the program and are often incorporated into other disciplines such as science, math, and social studies. Mathematics classes implement the latest innovations in instruction through both technology and the use of math manipulatives. Science instruction focuses upon the use of the inquiry-based instructional approach, enabling the students to learn through direct experiences. At Campbell School, our efforts center on ensuring that we meet the needs of our learners by differentiating all instruction to reinforce or enhance their learning experiences. This is being accomplished through the implementation of a three-tiered Response to Intervention model for both reading and mathematics. Additionally, Campbell offers a whole school enrichment and Gifted & Talented model to challenge the all children in first through third grade to "think out of the box", while the identified children in grades three and four engage in individualized learning based on their talents and interests.

All Campbell students receive instruction in art, general music, physical education, library/research skills, computers, and world language (Spanish) by highly qualified teachers. Third and fourth graders also engage in a hands-on, minds-on science class that enhances their learning in a laboratory environment. Students in grade 4 also have the opportunity to begin to learn an instrument within the instrumental music program when they select instruction in strings, woodwinds, brass and percussion. Additionally, the school offers supplemental instruction for students in need of assistance or acceleration in specific areas of the curriculum. Programs are available for children with an IEP (Individual Education Plan), ESL (Eligible for Speech Language Services), ELL (English Language Learners), Resource Center Instruction, In-Class Resource, and In-Class Support.

Several after school or lunch time activities and clubs are offered which support the diverse experiences provided our students here at Campbell School. These include The Campbell Scoop (newspaper club), Chorus, Band, Orchestra, Physical Development Gym Club, Student Council, Chess Club, Kindness Club, the School Store, Drama Club, Art Club, Breaking the Chain Club, Computers Club, and the Lego Robotics Club.

Campbell School is fortunate to have a very active and supportive PTO. With their assistance, the students learn from and enjoy a variety of curriculum enriching/cultural arts assembly programs.

Campbell School believes that it is our duty to provide every child with a myriad of opportunities to acquire knowledge. By embracing ASCD's Whole Child Tenets, Campbell ensures that each child is given opportunities to learn as we prepare them for college, career, and citizenship. Campbell embraces these tenets in all aspects of instruction:

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Campbell School is a proud recipient of the designation of National School of Character, New Jersey School of Character, and multiple recipient of National Promising Practices Awards from Character.org. Campbell also received the 2017-20 Bronze Award for NJ Sustainable Schools. Additionally, Campbell School was a recipient of the 2017 Gold Award by the New Jersey Safe Routes to School Program.

Campbell School believes that education should be provided in an environment where each child is afforded the chance to learn and grow to the best of his or her ability in a climate where caring and respect are shown by and for everyone. It is the goal of the school community to work together with shared expectations in an effort to create a safe, positive, nurturing, and cooperative learning environment dedicated to educating the whole child, thus making Campbell **"A Great Place to Learn"**.

Edgar Middle School

The school's motto, "**Learning in a Caring Community**" sets a positive tone for our middle school staff and students. All aspects of school life focus on the students' academic, emotional, and/or social growth and development. Edgar Middle School offers its students a challenging and enriching educational experience. The overall school program has been developed to support academic achievement and promote social development for middle school-aged children. Within the classroom and beyond, we challenge all students to recognize their talents and maximize their potential. An important strength of Edgar Middle School is the vision shared by staff and administration alike that students are to be nurtured and cared for, yet challenged to grow and mature. This child-centered focus is clear within the school community and is closely aligned to the Metuchen School District's Whole Child Initiative.

This philosophy of our middle school continues to be the guiding and driving force behind our whole school initiatives. Each year we dedicate our efforts to a particular pedagogical area to support the academic growth and development of our middle school aged children. Along with targeted professional development to assist teachers with the implementation of these pedagogies, administrative and supervisory efforts maintain these areas of emphasis through formal classroom observations. During this school year, the focus will be on co-teaching and Technology Integration. These school-wide initiatives have provided an on-going and sustained learning community in our middle school. Through the extended efforts of our staff, we have advanced the academic growth and development of our students.

Many of our content area teachers meet in weekly PLCs. During this time, they evaluate data and design instruction to meet the specific learning needs of their students. Through this collaboration the teachers collectively support one another; which in turn, provides our students with the opportunity to succeed. The school's commitment to sustained professional development and data driven instruction has yielded very positive results for both our teachers and students.

Edgar Middle School offers a comprehensive program to students in grades five through eight. The academic program presents challenging learning experiences in core subjects which include English Language Arts, Mathematics, Science, Social Studies, and World Language. To further support our students, in 5th and 6th grade we have implemented a Response to Intervention program. This support program, which is addition to general education instruction, targets identified skills and progress monitors the students through a 9 – 12 week cohort. The core subjects are enhanced with a cycle program which offers enriching courses in areas such as Art, Music, Computers/Technology, Industrial Arts, and Life Studies. A daily program of Health and Physical Education supports the physical development of our middle level students. Students can also participate in an extensive music program which includes ensemble performance groups in band, orchestra, and chorus. Individual lessons and regular sectional lessons are provided to all participants. A Gifted and Talented Program provides enrichment opportunities for our highest achievers.

Edgar Middle School also promotes the social development of our students. In order to assist our students in developing appropriate friendships and resolving conflicts, we have implemented Ian Hockley's Wingman program. We have 50 7th and 8th grade students who facilitate monthly meetings for our 5th and 6th grade students. The focus is on building community within the school along with identifying areas of growth and addressing them.

The vision that we share for our students along with the committed efforts of our staff have allowed Edgar Middle School to grow and enrich the lives of the members of our school community. The overall school program supports academic achievement and social development. Our middle school provides students with a positive and nurturing learning environment where they can grow academically, emotionally, and socially thereby ensuring Edgar School's students will "**Learn in a Caring Community**".

Metuchen High School

Metuchen High School is a comprehensive secondary school that includes students in grades nine through twelve. The direction of its curriculum is overwhelmingly college preparatory, given the high percentage of students who matriculate to institutions of higher learning each year. Every department offers sequences of study that best accommodate the varied needs of our students. Included in the curriculum for SY 19-20 are 18 courses designated as Honors, and 20 are also registered with the Educational Testing Service (ETS) as Advanced Placement offerings. In addition, MHS has a very successful Inclusion Program as part of every major subject area and recently has offered online courses to a limited number of highly motivated students through its membership in the Virtual High School (VHS) Global Consortium. Currently, Metuchen High School provides up to 25 seats per semester for students to take Virtual High School courses. For the 2019 – 2020 school year, 24 seats have been filled for the fall and 19 seats for the spring semester. (Please note spring enrollments are subject to change.) Over the course of the year, 25 different classes will be taken. Two students are taking AP courses.

The High School is very proud of its small school environment. It is difficult for any student to go unnoticed and “fall through the cracks.” The staff is committed to providing a quality education for all pupils. Our students consistently have excelled on standardized testing measures such as the National Merit Scholarship Program (PSAT/NMSQT), the Scholastic Aptitude Testing (SAT) Program, American College Testing (ACT), and the Advanced Placement (AP) Testing. Each year, over 90% of the senior class moves on to two- and four-year colleges, many are accepted into some of the very best colleges and universities in the country.

Metuchen High School offers a very extensive, diverse co-curricular activities program. The interscholastic athletics program alone consists of 22 varsity sports in three seasons (including a co-op Ice Hockey team) with a large majority of the student body participating. In addition, there are 16 school organizations and a total of 33 clubs. Activities include marching band, student government, class organizations, academic teams, honor societies, school publications, vocal and instrumental music groups, exciting drama productions, and a variety of clubs. Clearly school sports, organizations, and clubs play a major role in the lives of the students who participate in these enriching activities.

The emphasis on technology continues to be a primary goal at the high school. Students and staff are using technology as an additional resource to enhance teaching and learning in the classroom. The school continues to explore new, relevant and innovative ways to embed technology into all aspects of curriculum, instructional strategies and student achievement.

Metuchen High School is proud of its students and staff. Through hard work, ongoing cooperation and real commitment to improve, MHS will continue to provide a high quality education in a sound, safe and nurturing environment. In this way we will continue to be “***A Footprint for Excellence.***”

SPECIAL SERVICES

The Office of Special Services supervises and coordinates all of the support and special education programs provided by Metuchen Public Schools. Included in these programs are special education, truancy, residency, and nursing services. Approximately 100 staff members are assigned to the department. Most of these staff members are special education teachers and paraprofessionals who work directly with students in the classroom. The remaining staff are psychologists, social workers, learning consultants, speech therapists, behavior analysts, school nurses, occupational and physical therapists, and other licensed professionals, providing support to the students in their educational programs.

A brief description of these programs follows.

SPECIAL EDUCATION

A full range of special education programs is provided by Metuchen Public Schools to meet the needs of children with educational disabilities.

Metuchen High School provides support for all disabilities in regular education classes through in-class resource sections. The support covers classes in the core subject areas (i.e., English, Social Studies, Algebra, Geometry, Biology, Chemistry, Spanish, etc.). The in-class resource model allows special education and regular education teachers to co-teach in regular education classes. Resource center replacement classes provide another model of support in which students can succeed. The department continues to offer online courses through its relationship with Educere, to those students requiring individualized, non-traditional education. To enhance prevocational training, selected students are able to participate in a career education program. Those students who progress in the program, generally in their junior and/or senior year, can be placed in a number of community based jobs, with or without job shadows. The district also provides community based job placements and trained job coaches for Structured Learning Experiences. There is also a self-contained special class for students with multiple disabilities, including Autism and other significant developmental delays. The program is based in Applied Behavioral Analysis and instructional decision making is based on data and progress monitoring. The curriculum includes individualized academics, activities of daily living, social behavior, communication, community based instruction, and pre-vocational training. Students who require additional instruction in order to transition to a post secondary setting can participate in the newly developed 18-21 year old transition program. This is a highly individualized program which provides the necessary supports and instruction in order to assist the students with a successful transition to adulthood. This includes functional academics, life skills, and vocational training.

Edgar Middle School provides support in many regular education classes through in-class resource programs. Placement in regular education classes can also be augmented through instructional accommodations and/or modifications provided by the regular class teacher and/or a paraprofessional assigned to the class. The middle school also offers resource center replacement classes for students who are in need of primary instruction in a small group setting. Many of the resource classes in ELA and Math are double periods to provide both on-grade level instruction and remediation of core skills. The district also has a self-contained special class for students with multiple disabilities, including Autism and other significant developmental delays. The program is based in Applied Behavioral Analysis and instructional decision making is based on data and progress monitoring. The curriculum includes individualized academics, activities of daily living, social behavior, communication, community based instruction, and pre-vocational training.

Campbell School also offers a variety of supports including resource center replacement and in-class resource programs. A number of students are supported by paraprofessionals in general education settings. Through the use of special education teachers, regular education classroom teachers, specialists in art, music, computers, library, etc., and the support provided by paraprofessionals, students with learning challenges are included with their typically developing peers. Students are able to make progress in their grade-level programs and have the advantage of modeling the social skills and role models of non-classified children.

There is also a self-contained class for students with multiple disabilities, including Autism and other significant developmental delays at Campbell School. The program provides instruction using specific teaching techniques including Applied Behavioral Analysis, focused on academics, communication, social skills, adaptive behavior and activities of daily living. Student programs are supported by a Board Certified Behavior Analyst and a Speech Therapist, who work closely with the classroom teacher.

At Moss School, the MIPP (Metuchen Intervention Preschool Program) program offers preschoolers with disabilities educational services, speech therapy, occupational therapy, and physical therapy. The district offers an integrated preschool class which combines typically developing students with students with disabilities. The class follows the state approved Creative Curriculum, an investigation based curriculum that allows students to explore their environment through facilitated play in the context of units of study. The parents of the typical students are charged tuition. The district now runs both half day and full day sections of MIPP. There are also self-contained half day and full day preschool classes, for students who need more intensive instruction using Applied Behavior Analysis teaching techniques. Half day Kindergarten support classes are available at Moss School. Many Kindergarten students with disabilities attend the regular Kindergarten program with paraprofessional or teacher support. Most attend a regular Kindergarten class for half a day along with a half day Kindergarten Resource Center program that provides specialized techniques and materials to supplement the regular program and address individualized areas of need. A few students attend a full day self-contained class which focuses on Applied Behavioral Analysis teaching techniques.

In all district schools, students requiring speech therapy, occupational therapy, and/or physical therapy receive related services by appropriately certified/licensed personnel. Additionally, Board Certified Behavior Analysts provide direct services and teacher consultation for students with Autism, developmental disabilities, and/or difficulty regulating their behavior.

A special education data management system is used to store special education student records, demographic information, develop Individual Education Program (IEP), Progress Reports, and track compliance. This specialized database enables the Child Study Teams to have the tools necessary to remain in compliance with the special education code, make changes to the student's program immediately, and to generate reports quickly and accurately. All teachers, special and regular education, have access to the IEP system.

Child Study Team

The district maintains Child Study Teams (CST) for each school, with four Learning Disability Teacher Consultants, two School Psychologists, two School Social Workers, and four Speech and Language Specialists. These professionals are organized into teams to address the mandated needs of the students requiring special education, and to work with students and parents during the referral, identification, and assessment process.

All students in special education must be evaluated by one of the district's Child Study Teams prior to placement in any special education program. Before any testing or evaluation by the Child Study Team, the parent(s) must meet with the team and the student's teacher to ascertain what information is needed to determine any possible educational disabilities the child might have. The information might include parental information, teacher data, classroom observation, and/or individual student assessment by members of the CST. Parents have a right to provide the CST with any additional or supportive information which they might have.

Initial Child Study Team evaluations include a multidisciplinary assessment in all areas of suspected disability, involving two or more members of the CST. Assessments also include a functional assessment of academic performance and, where appropriate, a functional behavioral assessment; an interview with the child's parents; an interview with the child's teacher; a review of the student's developmental/educational history, including records and interviews; a review of interventions documented by the classroom teacher; and other informal measures as needed (for example: student work samples, curriculum based assessment, and informal rating scales).

Each school has an Intervention and Referral Service committee (I&RS), chaired by the principal or designee, which develops strategies to assist pupils who are experiencing difficulty in the classroom. Written documentation of the interventions and their efforts are kept by the staff of the regular education program. State law requires that the parents be informed of the interventions attempted and that they receive a copy of the documentation.

The I&RS committee involves trained teachers, an administrator, and student personnel specialists who meet regularly with the principal to discuss concerns relating to students. Any staff member may refer a student to the I&RS committee. The counselor often participates in the I&RS committee in each school.

Each school also has a Section 504 team available. Section 504 refers to a part of the Rehabilitation Act of 1973. The primary purpose of the Rehabilitation Act of 1973 is to ensure that persons with disabilities are not discriminated against. With respect to education, this means that students with a documented disability, or a record of physical and/or mental impairment, or are regarded as having such an impairment that can be shown to substantially limit a major life skill such as walking, earning a living, or learning are entitled to reasonable accommodations. The difference between Section 504 and special education is that Section 504 is concerned with the avoidance of discrimination in access to learning, not remediation learning. If the team determines that a student is eligible, a 504 plan is developed and implemented by teachers and school personnel.

Individual Educational Programs (IEPs) are formulated if a child is determined to be educationally disabled. A parent, teacher, CST member, and related service provider when appropriate, meet jointly for the annual review of the instructional program. A case manager is assigned to follow each child's progress and to ensure academic success through the IEP.

NURSING SERVICES

A certified school nurse is available full time in each of the schools. The nurses are available for administration of medication, routine medical assessments, and review of mandated medical records, medical emergencies and illnesses during the school day. Only a school nurse may administer medication to a student, either prescription or over-the-counter. All medications must be in the original container and accompanied by both a physician's note and a written parental request. Staff having questions concerning medication or nursing services may discuss these concerns with their school nurse. A school physician is available in the district regularly for

student health appraisals and athletic physicals. A student can choose to have their athletic physicals completed by their private physician.

SCHOOL COUNSELING & GUIDANCE SERVICES

The district provides school counseling services at Campbell Elementary School, Edgar Middle School and Metuchen High School. Guidance is led by the district supervisor. The elementary school has one full-time counselor, the middle school has two full-time counselors, and the high school has three full-time counselors. The School Counseling staff is committed to supporting the academic and social-emotional growth of each student. Counselors assist students with problem solving, goal setting, decision-making and the development of a greater self-awareness. The School Counseling program at the elementary school focuses on the social and emotional growth of the child by providing individual and group counseling as well as whole class workshops. The School Counseling program at the middle school focuses on supporting the early adolescent through social and academic transitions, and provides an early awareness of college and career planning. The School Counseling program at the high school emphasizes the development of student personalized success plans through conferencing focused on goal setting, course planning, career exploration, college planning and resume building.

The School Counseling & Department is committed to providing information and resources to students and parents. Email communication provides parents with up-to-date information on programs, events and valuable resources to assist them in supporting their child in the college and career planning process. Evening programs are held throughout the year to provide parents with information regarding the high school academic programs and various aspects of college and career planning, such as financial aid, the admissions process, college planning resources and more.

STUDENT ASSISTANCE PROGRAM

The Student Assistance Program is available to students in grades K-12. The Student Assistance Counselor provides information on drugs and alcohol, referrals for families seeking treatment, early intervention education, smoking cessation information, and communication skills group for the students in the district. Emphasis is placed on the prevention of problems, family involvement, and students may be referred to outside agencies for further evaluations or treatment.

The Student Assistance Counselor organizes special school-wide events designed to enhance school climate.

Special Services Personnel 2019-2020

TITLE	CENTRAL OFFICE	MOSS	CAMPBELL	EDGAR	MHS	OUT OF DISTRICT
Director	1.0					
Learning Disability Teacher/Consultants		1.0	1.0	1.0	1.0	
Psychologists		.4	.6	.5	.5	
Social Workers		.4	.6	.5	.5	
Speech Therapists		1.0	2.0	0.8	.2	
In Class Support Facilitator		0	0	0	0	
Teachers		2.5	13.0	11.0	9.2	
Para Professionals		9.0	18.0	13.0	11.0	0
CST Secretary	1.5					
School Nurses		1.0	1.2	1.0	1.0	

Contracted Related Service Providers:
 Occupational Therapist - \$74-\$75/per hour
 Physical Therapist - \$88/per hour
 Behavior Analyst - \$85-\$90/per hour
 Teacher of the Deaf - \$165/per hour

Other related services and specialized evaluations are provided on a case by case basis

Paid per annual stipend: School Physician - \$20,811.00

Enrollments as of October 15, 2019

Total District Enrollment: 2300
 Total Special Education & Related Services: 336
 Total Speech Language Services Only: 28
 Total Special Education Enrollment: 364

2019-2020

Special Education Enrollment as of October 15, 2019

School	Number of Students Eligible for Special Education & Related Services	Number of Students Eligible for Speech Language Services	Total Special Education	Grades
Moss	25	0	25	Pre K/K
Campbell	91	22	113	1-4
Edgar	100	6	106	5-8
MHS	93	0	93	9-12
Home Instruction	0	0	0	Pre K-12
Out of District	27	0	27	Pre K-12
Total	336	28	364	Pre K-12

Child Study Team Evaluations:

2018-2019

	New Referrals	Newly Classified	Re-Evaluations	Declassified
Pre K Ages 3-5	36	14	5	0
Ages 6-21	48	27	47	2

ACTUAL STUDENT ENROLLMENT 1991-2019 as of October 15

YEAR	PRE-K MIPP	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
1991		136.0	142.0	142.0	139.0	109.0	117.0	116.0	116.0	102.0	112.0	115.0	115.0	122.0	1,583.0
1992		143.0	129.0	136.0	147.0	142.0	114.0	126.0	119.0	109.0	100.0	107.0	119.0	106.0	1,597.0
1993	7.0	167.0	149.0	134.0	144.0	146.0	144.0	124.0	120.0	119.0	116.0	109.0	112.0	120.0	1,711.0
1994	7.0	142.0	154.0	143.0	128.0	141.0	144.0	138.0	122.0	123.0	119.0	116.0	117.0	110.0	1,704.0
1995	9.0	117.0	140.0	143.0	139.0	129.0	144.0	147.0	145.0	122.0	118.0	122.0	116.5	110.5	1,702.0
1996	15.0	139.0	138.0	141.0	142.0	145.0	128.0	148.0	152.0	144.5	123.0	113.0	118.5	117.0	1,764.0
1997	15.0	106.0	169.0	135.0	137.0	138.0	140.0	124.0	143.0	154.0	143.5	122.0	114.5	115.5	1,756.5
1998	14.0	101.0	129.0	171.0	146.0	135.0	142.0	141.0	125.0	146.0	139.0	143.0	128.0	116.0	1,776.0
1999	8.0	109.0	122.0	120.0	174.0	152.0	139.0	138.0	151.0	131.0	148.5	140.5	141.5	121.0	1,795.5
2000	15.0	131.0	123.0	124.0	123.0	175.0	148.0	143.0	139.0	153.0	139.0	149.0	139.5	141.5	1,843.0
2001	18.0	123.0	143.0	123.0	126.0	135.0	179.0	151.0	135.0	140.0	150.0	130.0	146.0	139.0	1,838.0
2002	14.0	114.0	143.0	147.0	125.0	128.0	141.0	175.0	146.0	133.0	126.0	154.0	132.0	146.0	1,824.0
2003	13.0	121.0	150.0	144.0	151.0	134.0	136.0	152.0	173.0	146.0	133.0	124.0	154.0	130.0	1,861.0
2004	18.0	110.0	153.0	146.0	146.0	151.0	137.0	138.0	155.0	179.0	150.0	135.0	123.0	151.0	1,892.0
2005	12.0	133.0	153.0	159.0	151.0	146.0	151.0	149.0	146.0	157.0	178.0	150.0	140.0	120.0	1,945.0
2006	20.0	120.0	160.0	157.0	163.0	152.0	146.0	155.0	148.0	144.0	164.0	180.0	164.0	138.0	2,011.0

YEAR	PRE-K MIPP	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
2007	23.0	129.0	145.0	166.0	158.0	161.0	152.0	148.0	160.0	148.0	142.0	166.0	172.0	155.0	2,025.0
2008	19.0	134.0	157.0	145.0	169.0	159.0	169.0	158.0	154.0	158.0	144.0	138.0	165.0	174.0	2,043.0
2009	10.0	172.0	166.0	164.0	150.0	172.0	160.0	176.0	153.0	156.0	155.0	151.0	141.0	161.0	2,087.0
2010	20.0	137.0	187.0	174.0	167.0	143.0	180.0	159.0	177.0	156.0	156.0	156.0	151.0	140.0	2,103.0
2011	23.0	109.0	172.0	190.0	173.0	166.0	147.0	173.0	160.0	184.0	152.0	156.0	155.0	151.0	2,111.0
2012	21.0	99.0	155.0	179.0	189.0	180.0	174.0	152.0	171.0	158.0	179.0	157.0	155.0	151.0	2,120.0
2013	18.0	114.0	151.0	152.0	185.0	184.0	188.0	176.0	152.0	178.0	144.0	176.0	146.0	159.0	2,123.0
2014	18.0	99.0	159.0	157.0	157.0	186.0	194.0	193.0	180.0	156.0	176.0	146.0	174.0	147.0	2,142.0
2015	40.0	130.0	156.0	162.0	163.0	162.0	188.0	199.0	197.0	182.0	161.0	170.0	147.0	176.0	2,233.0
2016	45.0	116.0	172.0	161.0	169.0	159.0	175.0	187.0	196.0	198.0	167.0	163.0	174.0	150.0	2,232.0
2017	37.0	129.0	158.0	181.0	167.0	169.0	166.0	175.0	190.0	194.0	195.0	171.0	159.0	168.0	2,259.0
2018	28.0	121.0	182.0	156.0	186.0	170.0	177.0	170.0	175.0	190.0	193.0	194.0	168.0	158.0	2,268.0
2019	27.0	96.0	161.0	190.0	162.0	187.0	187.0	181.0	173.0	181.0	174.0	194.0	192.0	170.0	2,275.0

*Totals do not include out-of-district students

**ADMINISTRATIVE/SUPERVISORY STAFF
2019-2020**

CENTRAL OFFICE ADMINISTRATORS

Superintendent of Schools - Vincent Caputo
Assistant Superintendent of Schools - Richard Cohen
Business Administrator/Board Secretary - Michael A. Harvier
Director of Special Services - Tania Herzog

PRINCIPALS

Moss School Gr. PK-K - Richard Cohen
Campbell School Gr. 1-4 - Edward Porowski
Edgar School Gr. 5-8 - Kevin McPeek
Metuchen High School Gr. 9-12 - Bruce Peragallo

Assistant Principal – Campbell School - Brooke Kirschner
Assistant Principal – Edgar School - Brian Stike
Assistant Principal – Metuchen High School - Susan Paredes

SUPERVISORS

Supervisor of English and Social Studies - Derek Khoudja (through 2-16-20)
Supervisor of Fine & Performing Arts and World Languages - Ashley Jaye
Supervisor of Math & Instructional Technology - Neyda Evans
Supervisor of Science, Practical Arts and Gifted & Talented - Kathleen Henn
Supervisor of Guidance - Suzy Azevedo
Athletic Director/Supervisor of Health & Physical Education - John Cathcart

**DISTRICT CERTIFICATED STAFF
2019-2020**

<i>Kindergarten</i>	<i>FTE*</i>	<i>Regular Program Grades 9-12</i>	<i>FTE*</i>
Kindergarten	2.5	English	8.0
Art	0.2	Math	8.0
Music	0.2	Science	8.0
P.E.	0.4	Social Studies	6.8
<i>TOTAL</i>	<i>3.3</i>	World Language	6.0
<i>Regular Program Grades 1-5</i>		Business	1.0
Grade 1	7.0	Home Economics	1.0
Grade 2	8.0	Industrial Arts	2.0
Grade 3	7.0	P.E./Health	5.6
Grade 4	8.2	Art	1.6
Unique Learners/G&T	0.2	Music	2.0
Science	0.6	<i>TOTAL</i>	<i>50.0</i>
Computers	0.8	<i>Special Education Programs K-12</i>	
World Language	0.6	Moss	0.0
Art	1.0	Campbell	13.0
P.E.	2.0	Edgar	11.0
Music	1.8	High School	9.2
Grade 5	8.0	<i>TOTAL</i>	<i>33.2</i>
<i>TOTAL</i>	<i>45.2</i>	<i>Special Education Programs Preschool</i>	
<i>Regular Program Grades 6-8</i>		MIPP	1.5
Language Arts	8.0	<i>TOTAL</i>	<i>1.5</i>
Math	6.0	Integrated Pre-School	1.0
Science	5.0	<i>TOTAL</i>	<i>1.0</i>
World Language	4.0	<i>Remedial</i>	
Social Studies	6.0	Moss	1.0
Computers	1.0	Campbell	1.6
Construction Projects	1.0	Edgar	0.0
Art	1.4	MHS	0.0
Music	4.5	<i>TOTAL</i>	<i>2.6</i>
P.E./Health	4.4	<i>ESL</i>	
<i>TOTAL</i>	<i>41.3</i>	Moss	0.2
		Campbell	0.4
<i>Media Specialists</i>		Edgar	0.2
Moss	0.2	High School	0.2
Campbell	1.0	<i>TOTAL</i>	<i>1.0</i>
Edgar	1.0	<i>Athletic</i>	
MHS	1.0	Athletic Trainer	1.0
<i>TOTAL</i>	<i>3.2</i>	<i>TOTAL</i>	<i>1.0</i>

*Full-Time Equivalent

DISTRICT CERTIFICATED STAFF (Cont'd)

Nurses	
Moss	1.0
Campbell	1.2
Edgar	1.0
Metuchen High School	1.0
TOTAL	4.2
Guidance	
Campbell	1.0
Edgar	2.0
MHS	3.0
Substance Awareness Coordinator	1.0
TOTAL	7.0
Child Study Team Speech/Language	
Moss	1.0
Campbell	2.0
Edgar	0.8
MHS	0.2
TOTAL	4.0
LDTc	
Moss	1.0
Campbell	1.0
Edgar	1.0
MHS	1.0
TOTAL	4.0
Social Worker	
Moss	0.4
Campbell	0.6
Edgar	0.5
MHS	0.5
TOTAL	2.0
Psychologists	
Moss	0.4
Campbell	0.6
Edgar	0.5
MHS	0.5
TOTAL	2.0
GRAND TOTAL CERTIFICATED STAFF	206.5

*Full-Time Equivalent

**DISTRICT NON-CERTIFICATED STAFF
2019-2020**

Technology	FTE*
Technology Coordinator	1.0
Network Specialist	1.0
Technology Assistant	1.5
TOTAL	3.5
Paraprofessionals	
Moss	9.0
Campbell	18.0
Edgar	13.0
Metuchen High School	11.0
Out of District	0.0
TOTAL	51.0
Secretarial/Clerical	
Moss	1.0
Campbell	2.5
Edgar	2.5
Metuchen High School	4.5
Central Office Secretarial/Clerical/Payroll	7.0
Central Office Transportation	1.0
Special Services Secretarial/Clerical	1.5
TOTAL	20.0
Lunch Aides	
Campbell	2.0
TOTAL	2.0
Bus Aides	
Special Education Students (Out-of-District & In-District)	2.2
TOTAL	2.2
Bus Drivers	5.0
TOTAL	5.0
Custodial/Maintenance	
Moss	2.0
Campbell	4.0
Edgar	7.0
MHS	13.0
Central Office	0.0
TOTAL	26.0
GRAND TOTAL NON-CERTIFICATED STAFF	109.7

*Full-Time Equivalent