

Metuchen Board of Education
February 10, 2026
Budget Handouts

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**BASELINE
DATA FOR
DISTRICT BUDGET PREPARATION
2026-2027
SCHOOL YEAR**

Board of Education Meeting of February 10, 2026

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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 baseline 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 currently houses our preschool and new full-day kindergarten students, and in September 2026, grades 1 and 2 also. Campbell School is currently home to our first through fourth grade students; in September 2026 the school will include grades 3 to 5. Edgar School is proud to host our fifth through eighth graders; in September 2026, grades 6 to 8. The flagship of the district is Metuchen High School, home of the Bulldogs. With the passage of the November 2022 referendum, significant facility upgrades have been made, including grade realignment, full day kindergarten, and additional instructional and co- and extracurricular spaces.

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. 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 School's dedicated faculty members have worked tirelessly to close the achievement gap and ensure success for all students. In 2022, Edgar was awarded the prestigious National Blue Ribbon. In addition to a focus on increasing the offerings and enrollment in AP courses, as evidenced by being named to four College Board annual AP Honor Rolls, 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 Bluesky @msd-caputo and Like Us on Facebook (Metuchen Public School District).

Moss School

Moss School, “A Great Place to Grow,” houses the district’s youngest students, specifically Pre-K and Kindergarten.

Moss provides high-quality kindergarten programming, special needs preschool, and integrated preschool programs. Children at Moss School benefit from a safe and nurturing environment where academic achievement, social-emotional growth, and character development support a successful launch toward a Whole Child Education. Moss School was selected as a 2023 National School of Character and received two Promising Practices Awards from Character.org for Kindergarten Student-Directed Service Learning and Embedding Coping Skills into classroom practice. The Moss School Problem Solving Process integrates evidence-based social problem-solving and decision-making skills into all academic content areas, empowering students to develop as autonomous, perseverant problem solvers and critical thinkers across academic, social, and emotional contexts.

Learning expectations in literacy include the development of reading strategies, letter recognition and sounds, high-frequency words, and basic sentence structure. Students also begin to develop skills that enable them to think logically, strategically, and creatively; express ideas clearly; and apply a basic problem-solving model to decode unknown words. Language arts instruction is integrative and interactive, promoting learning through reading, writing, speaking, listening, viewing, and problem solving.

The core problem-solving model introduced through literacy instruction is also embedded in mathematics. When multi-step math problems are presented, students are encouraged to transfer their problem-solving skills to new contexts. In Mathematics, students focus on numeration, ordering, and patterning. Instruction emphasizes collaborative learning, where students work in whole-group settings to share ideas and problem solve. Moss School also utilizes the i-Ready program in mathematics to assess student progress, personalize instruction, and provide targeted practice to support individual growth.

The same problem-solving process supports student inquiry in science and introduces the scientific method. In Science, students study biology through explorations of the butterfly life cycle and learn about their own bodies through songs and hands-on activities. Early elementary physics includes an introduction to the concepts of push and pull. Through investigations and real-world applications, such as the Moss School Butterfly Reflection Garden, students strengthen their critical thinking, communication, and inquiry skills.

The Social Studies program emphasizes the development of social awareness, relationship skills, and responsible decision-making while fostering an appreciation for diversity and community. Instruction aligns with CASEL’s social-emotional learning competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students apply their problem-solving skills to real-life social situations and are guided to reflect on others’ perspectives through structured classroom discussions and activities, including one introduction to SELF-questioning strategies. Good manners and citizenship are reinforced daily, including the importance of being “good neighbors.”

Beyond core academics, Moss School offers a wide range of opportunities to support Whole Child development. Special area subject teachers provide instruction in art, music, library, dance, and physical education. Support services for kindergarten students with identified needs include Response to Intervention, speech therapy, small-group academic reinforcement, English Language Learner support, and in-class support. To ensure the least restrictive environment, Moss offers multiple placement options, including In-Class Support, Resource Room,

and Self-Contained programs.

Moss School also houses the Metuchen Intervention Preschool Program (MIPP), which includes integrated preschool classes available to tuition students. MIPP serves children ages three to five who meet the criteria for Preschoolers with Disabilities. Occupational and physical therapy services are provided as needed for students in MIPP and the Kindergarten Resource Room. Additionally, Moss School offers RtI services in reading for students identified through universal screening and ongoing progress monitoring.

Looking ahead, the district is planning for a school re-alignment in the 2026–2027 school year, which will include the opening of a three-story addition. This expansion will support future enrollment growth, enhance instructional spaces, and ensure that Moss School continues to meet the evolving needs of its students and programs.

By providing a nurturing and inclusive learning environment, Moss School truly embodies its motto, “A Great Place to Grow,” as the collaborative efforts of staff, students, families, and the broader community ensure that all learners are supported in reaching their fullest 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. Faculty provides a wide variety of programs and experiences for our children in a warm, nurturing, and supportive environment. The goal of the Campbell School community is to meet the needs of each and every student using various strategies: differentiation of instruction, offering project-based problem-solution interdisciplinary instruction, and setting ambitious 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 grades three and four are semi-departmentalized, with students having one teacher for Language Arts, and another teacher for Mathematics, Science, and Social Studies. 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 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, computer technology, and world language (Spanish) by highly qualified teachers. Third and fourth graders also engage in a firsthand, 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), ESLs (Eligible for Speech Language Services), ELL (English Language Learners), Resource Center Instruction, In-Class Resource, and In-Class Support.

Several after school or lunchtime activities and clubs are offered which support the diverse experiences provided our students here at Campbell School. These include The Board Game Club, Chorus, Band, Orchestra, Physical Development Gym Club, Chess Club, Kindness Club, the School Store, Art Club, Breaking the Chain Club, Computers Club, and the Lego Robotics Club.

Campbell School is fortunate to have a continually active and supportive PTO. With their assistance, the students learn from and enjoy a variety of curriculum enriching/cultural arts assembly programs through the year as well as community building activities.

When confronted by the challenges of educating young children during a pandemic, the staff, students, and families rose to the challenge and engaged in learning experiences that went beyond the brick-and-mortar school building to establish community engagement and support student learning. Throughout all experiences planned by the faculty, social-emotional learning was at the forefront of all teacher-student-parent interactions with the common goal of ensuring that the ASCD Whole Child Tenets were being consistently reinforced.

Campbell School believes that it is our duty to provide each and 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 gain experience 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 recipients of National Promising Practices Awards from Character.org. Campbell also received recognition as a U.S. News 2024 Best Elementary School.

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 and A Great Place to Belong.”***

Edgar Middle School

Edgar Middle School is the proud recipient of the 2022 National Blue Ribbon School Award. The school's motto, "*Learning in a Caring Community*," sets a positive and intentional tone for staff and students alike and is brought to life through our Bulldog Values. These shared expectations—treating everyone with kindness, respecting people, property, and perspectives, including and supporting one another, and taking responsibility for our actions—guide daily interactions and decision-making throughout the school. All aspects of school life focus on students' academic, emotional, and social growth and development, ensuring that students feel safe, supported, and challenged.

Edgar Middle School offers a rigorous and enriching educational experience designed to meet the developmental needs of middle school learners. The overall school program supports academic achievement while fostering social growth, emphasizing kindness through words and actions, respectful communication, and responsible behavior. Within the classroom and beyond, students are encouraged to recognize their individual talents, value diverse perspectives, and maximize their potential. A defining strength of Edgar Middle School is the shared vision among staff and administration that students are nurtured and cared for, while also being held accountable for their learning and personal growth. This child-centered focus aligns closely with the Metuchen School District's Whole Child Initiative and reinforces students' responsibility to take ownership of their education, be prepared for learning, and continuously strive to grow.

This philosophy remains the guiding force behind all schoolwide initiatives. Each year, the school dedicates focused efforts to targeted pedagogical areas that support academic growth and development. Professional learning opportunities equip teachers to implement these practices effectively, while administrative and supervisory observations ensure consistent alignment across classrooms. Strong, trusting relationships between students and staff are intentionally cultivated to support academic success as well as social and emotional development. In addition, Edgar Middle School actively promotes a positive school climate by embracing gender inclusivity and culturally responsive practices, reinforcing respect for individual identities and perspectives. These sustained efforts have strengthened a collaborative learning community and contributed to continued student achievement.

Edgar Middle School provides a comprehensive educational program for students in grades five through eight. The academic curriculum includes challenging coursework in English Language Arts, Mathematics, Science, Social Studies, and World Language. To further support student learning, a Response to Intervention (RTI) program supplements general education instruction by targeting specific skill needs and monitoring progress within 9–12-week cohorts. Students are encouraged to take responsibility for their learning while receiving the support needed to succeed. Core academics are enhanced through a cycle program offering enriching courses such as Art, Music, Computers/Technology, and Industrial Arts. Daily Health and Physical Education promote physical well-being, responsibility, and teamwork. The extensive music program—including band, orchestra, and chorus—provides opportunities for collaboration, discipline, and creative expression. Gifted and Talented programming extends learning for high-achieving students, while a tiered system of mental health supports ensures that all students receive appropriate social-emotional assistance. These supports include School Counselors, Child Study Team case managers, a Student Assistance Counselor, and an in-house clinician through a partnership with Rutgers University Behavioral Health Care.

Social development is a central priority at Edgar Middle School. Through programs such as Ian Hockley's *Wingman Program*, students learn to include and support one another while building meaningful connections. Seventh- and eighth-grade students serve as peer leaders, facilitating meetings for fifth-grade students and modeling empathy, leadership, and responsible decision-making. The Advisory program further strengthens

school community by fostering relationships between students and staff and engaging students in character education lessons aligned with the Bulldog Values. These experiences encourage students to welcome others, stand up for peers, resolve conflicts respectfully, and make things right when mistakes occur.

The shared vision for students, combined with the dedicated efforts of faculty and staff, has allowed Edgar Middle School to continue enriching the lives of all members of its community. The school's comprehensive program supports both academic excellence and social development while reinforcing kindness, respect, inclusivity, and responsibility. Edgar Middle School remains a positive, nurturing environment where students grow academically, emotionally, and socially—truly exemplifying what it means to *“Learn in a Caring Community.”*

Metuchen High School

Metuchen High School is a comprehensive secondary school that includes students in grades nine through twelve. Given the high percentage of students who matriculate to institutions of higher learning each year, the curriculum is overwhelmingly college preparatory. All departments offer sequences of study that best accommodate the varied needs of our students. Included in the curriculum for SY 2024-2025 were 20 courses designated as Honors, and 24 were also registered with the Educational Testing Service (ETS) as Advanced Placement offerings. Metuchen High School offered seven courses for dual enrollment, offering the opportunity for students to earn college credit through an accredited college/university. Metuchen High School students also can participate in Independent Study programs with a cooperating teacher. In 2024-2025, there were three independent study programs with six students participating. 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 50 seats per year for students to take Virtual High School courses. For the 2025 – 2026 school year, 18 seats have been filled for the fall and 18 seats for the spring semester. (Please note Spring enrollments are subject to change.) Over the course of the year, 16 different classes will be taken. Eight students are taking virtual 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. The Class of 2025 had 91% of the students moving onto two- and four-year colleges.

Metuchen High School offers both a very extensive and diverse co-curricular activities program. The interscholastic athletics program alone consists of 22 varsity sports over 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 46 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 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 improvement, MHS will continue to provide a high-quality education in a sound, safe and nurturing environment.

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, mental health, truancy, residency, and nursing services. Approximately 130 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, mental health clinicians 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, Physics, 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 occasionally offers online courses through its relationship with Educere, or similar providers, to 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 coaches. The district also provides community-based job placements and trained job coaches for Work Based Learning Experiences. There is also a self-contained special class for students with multiple disabilities, including Autism and other significant developmental delays. The program provides a language-based program and uses the principles of Applied Behavioral Analysis with data based instructional decisions and progress monitoring. The curriculum includes individualized instruction in the areas of: academics, activities of daily living, social skills, 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 18–21-year-old transition program. This is a highly individualized program which provides the necessary support and instruction in order to assist 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. Supplemental Reading classes are also provided as needed to provide remediation of literacy skills. The district also has a self-contained special class for students with multiple disabilities, including Autism and other significant developmental delays. This program provides a language-based program and uses the principles of Applied Behavioral Analysis with data based instructional decisions and progress monitoring. The curriculum includes individualized instruction in the areas of: academics, activities of daily living, social skills, 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 are also self-contained classes 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 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. There is a full day Kindergarten program with in-class resource and pull-out support classes available at Moss School. A few students attend a full day self-contained class which focuses on language development, data-based decision making and uses the principles of Applied Behavioral Analysis.

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 IEPs via this system or the regular student information system.

Child Study Team

The district maintains Child Study Teams (CST) for each school, with four Learning Disability Teacher Consultants, four 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 considered includes parental information, teacher input, classroom data, classroom observations, 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 provides intervention specialists to work with select students struggling academically and tracks each student's Response to Intervention (RtI). The RtI program includes tiered interventions provided by classroom teachers, intervention specialists and/or support staff. RtI services may include direct service, consultation, coaching, and/or professional development. I&RS action plans and RtI data are considered by the Child Study Team when a student is referred for special education services.

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, thinking, learning, writing, etc. 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 of learning. If the team determines that a student is eligible, a 504 plan is developed and implemented by teachers and school personnel.

An Individual Educational Program (IEP) is developed when a student is determined to have a disability as defined by the special education code, which impacts their education adversely and warrants the need for special education and related services. A parent, teacher, CST member, and related service provider when appropriate, meet jointly for the development of the IEP, including an 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. They also monitor medically fragile students with seizure plans, epi-pens, diabetes, asthma and other significant health needs. They provide mandated health training information and track completion and compliance. Our nurses review NJDOE guidance on health issues and communicable illnesses and consult with administrators on district implementation and compliance. They help develop and maintain our district nursing plan and standing orders, in conjunction with our school physician. As needed, we have 1:1 nurses for medically fragile students with a demonstrated need for intensive nursing support for their safety and a record of medical necessity. 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. We also have an additional nurse to support the district. This provides our nurses with extra assistance and ensures we have coverage at all times if one of our nurses is unexpectedly out.

School Counseling & Guidance Services

The district provides school counseling services at Moss Elementary School, Campbell Elementary School, Edgar Middle School and Metuchen High School. Guidance is led by the district supervisor. The elementary schools have 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 lessons. 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 & Guidance Department is committed to providing information and resources to students and parents. Email communication, Google Classrooms, and resource sharing 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 Counseling Program

The Student Assistance Counseling Program is available to students in grades K-12. The Student Assistance Counselor (SAC) 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. Special school-wide events are also facilitated to enhance

student health and a positive school climate. Additionally, the SAC provides counseling services to students and runs specially designed counseling groups to address the targeted social/emotional needs of students. The SAC counselor works closely with the School Counselors and Special Services staff to provide counseling and referral services to address the needs of struggling students. The SAC also serves as a resource to all staff, students, administrators, and parents to address related needs. Temporarily, we have an additional part-time SAC/Clinician, funded partly through ESSER funds, to provide counseling services at MHS. This includes referrals, drop-in counseling services and school wide psycho-educational programming.

Therapeutic Program

Moss Elementary School, Campbell Elementary School, Edgar Middle School and Metuchen High School all have a therapeutic program focused on providing mental health programs and services to students in need of these services. Students in this program benefit from daily counseling groups, weekly individual counseling, drop-in services, family therapy, learning strategies support, psycho-education for staff and families and professional development for staff. At each school, Rutgers University Behavioral Health Care, provides Tier 2 & 3 counseling services with family and school collaboration. They also provide counseling groups to address identified student needs and coping skills and self-regulation strategies to the general school population. Crisis screening and referral services are also provided. Support groups and mental health resources are also offered to staff based on interest. Professional development opportunities are provided to staff as well. The therapeutic staff at each of the three schools work closely with Special Services, Guidance, and Administrators to collaborate and address related needs.

Special Services Personnel 2025-2026

TITLE	CENTRAL OFFICE	MOSS	CAMPBELL	EDGAR	MHS
Director	1				
Supervisor	1				
Learning Disability Teacher Consultant		1	1	1	1
Psychologists		.6	1	1.4	1
BCBA			1		
Social Workers		.3	.7	.5	.5
Speech Therapists		1	1.8	.7	.5
Teachers		8	14.6	15	10.4
Paraprofessionals		12	27	11	10
CST Secretary	2				
School Nurses		2	1	1	1

Contracted Related Service Providers:

Occupational Therapist, \$90.78 per hour
 Speech Therapist \$90.78 per hour
 Physical Therapist -\$93/hour
 Behavior Analyst \$92- \$165/hour
 Teacher of the Deaf -\$225/hour

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

Paid per annual stipend: School Physician - \$24,133

Enrollments as of October 15, 2025

Total District Enrollment:

Total Special Education & Related Services: 383

Total Speech Language Services Only: 27

Total Special Education Enrollment: 410

2025-2026

Special Education Enrollment as of October 15, 2025

School	Number of Students Eligible for Special Education & Related Services	Number of Students Eligible for Speech Language Services	Total Special Education	Grades
Moss	35	1	36	Pre K/K
Campbell	103	17	120	1-4
Edgar	107	8	115	5-8
MHS	121	1	122	9-12
Home Instruction	1	0	1	Pre K-12
Out of District	16	0	16	Pre K-12
Total	383	27	410	Pre K-12

Child Study Team Evaluations:

2024-2025

	New Referrals	Newly Classified	Re-Evaluations	Declassified
PreK and K Ages 3-5	18	14	18	2
Ages 6-21 (1-12)	47	28	81	3

ACTUAL STUDENT ENROLLMENT 1991-2025 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

- Totals do not include out of district students

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
2020	27.0	111.0	143.0	159.0	191.0	160.0	191.0	190.0	181.0	182.0	183.0	178.0	194.0	195.0	2,285.0
2021	36.0	96.0	174.0	152.0	167.0	194.0	163.0	193.0	183.0	173.0	168.0	174.0	179.0	207.0	2,259.0
2022	36.0	81.0	166.0	188.0	161.0	174.0	205.0	173.0	200.0	187.0	166.0	179.0	174.0	189.0	2,279.0
2023	44.0	90.0	150.0	173.0	181.0	173.0	182.0	213.0	175.0	199.0	177.0	164.0	176.0	178.0	2,275.0
2024	43.0	97.0	169.0	157.0	184.0	193.0	180.0	193.0	209.0	179.0	186.0	178.0	165.0	180.0	2313.0
2025	33.0	143.0	151.0	169.0	163.0	186.0	190.0	183.0	190.0	207.0	168.0	198.0	176.0	166.0	2323.0

- Totals do not include out of district students

ADMINISTRATIVE/SUPERVISY STAFF

2026-2027

CENTRAL OFFICE ADMINISTRATORS

Superintendent of Schools - Dr. Vincent Caputo

Assistant Superintendent of Schools - Dr. Tania Herzog

Business Administrator/Board Secretary - Michael Harvier

Director of Special Services – Dr. Deneane Bonassisa

PRINCIPALS

Moss School Gr. Pre-K/K - Jennifer Asprocolas

Campbell School Gr. 1-4 - Dr. Vincent Costanza

Edgar School Gr. 5-8 - Suzy Azevedo

Metuchen High School Gr. 9-12 - Edward Porowski

Assistant Principal - Campbell School - Brooke Kirschner

Assistant Principal - Edgar School - Neyda Evans

Assistant Principal - Metuchen High School - Brian Stike

SUPERVISORS

Supervisor of Secondary ELA, Social Studies and K-12 co-teaching - Louis Manziano

Supervisor of K-12 Art, Music, World Language and G&T - Ashley Bosgra

Supervisor of Elementary Ed, K-12 Instructional Technology and ELL - Lindsey Omark

Supervisor of Secondary STEM - Kate Lemerich

Supervisor of School Counseling - Ilana Kurtin

Athletic Director/Supervisor of Health & Physical Education - John Cathcart

Supervisor of Special Education - Dr. Patricia Lewis

2026-2027

Kindergarten	FTE*	Regular Program Grades 9-12	FTE*
Kindergarten	7	English	8
Art	.2	Math	9
Music	2	Science	8
P.E.	.4	Social Studies	7
TOTAL	9.6	World Language	6
Regular Program Grades 1-5		Business	1
Grade 1	7	Home Economics	1
Grade 2	7	Industrial Arts	2
Grade 3	8	P.E./Health	6
Grade 4	8	Art	2
Unique Learners/G&T	1	Music	4
Science	1	TOTAL	54
Computers	1	Special Education Programs K-12	
World Language	1	Moss	3
Art	1	Campbell	14.6
P.E.	2	Edgar	15
Music	2	High School	10.4
Grade 5	8	TOTAL	43
TOTAL	47	Special Education Programs Preschool	
Regular Program Grades 6-8		MIPP	4
Language Arts	8	TOTAL	4
Math	6	Integrated Pre-School	2
Science	5	TOTAL	2
World Language	4	Remedial	
Social Studies	6	Moss	.6
Computers	1	Campbell	4
Construction Projects	1	Edgar	2
Art	2	MHS	3
Music	6	TOTAL	9.6
P.E./Health	5	ESL	
TOTAL	44	Moss	.2
		Campbell	1
Media Specialists		Edgar	1
Moss	0	High School	1
Campbell	1	TOTAL	3.2
Edgar	1	Athletic	
MHS	1	Athletic Trainer	1
TOTAL	3	TOTAL	1

DISTRICT CERTIFICATED STAFF (Cont'd)

Nurses	
Moss	2
Campbell	1
Edgar	1
Metuchen High School	1
TOTAL	5
Guidance	
Moss	1.0
Campbell	1.0
Edgar	2.0
MHS	3.0
Substance Awareness Coordinator	1.0
TOTAL	8.0
Child Study Team Speech/Language	
Moss	1.0
Campbell	1.8
Edgar	0.7
MHS	0.5
TOTAL	4.0
LDTC	
Moss	1.0
Campbell	1.0
Edgar	1.0
MHS	1.0
TOTAL	4.0
Social Worker	
Moss	0.3
Campbell	0.7
Edgar	0.5
MHS	0.5
TOTAL	2.0
Psychologists	
Moss	0.6
Campbell	1
Edgar	1.4
MHS	1
Total	4
BCBA	
Moss	0
Campbell	1
Edgar	0
MHS	0
TOTAL	1
GRAND TOTAL CERTIFICATED STAFF	248.4

*Full-Time Equivalent

**DISTRICT NON-CERTIFICATED STAFF
2026-2027**

Technology	FTE*
Technology Coordinator	1
Network Specialist	1
Technology Assistant	2.5
TOTAL	4.5
Paraprofessionals	
Moss	12
Campbell	27
Edgar	11
Metuchen High School	10
Out of District	0.0
TOTAL	60
Secretarial/Clerical	
Moss	1
Campbell	2.5
Edgar	2.5
Metuchen High School	5
Central Office Secretarial/Clerical/Payroll	7
Central Office Transportation	2
Special Services Secretarial/Clerical	2
TOTAL	22
Lunch Aides	
Moss	0
Campbell	5
Edgar	4
MHS	0
TOTAL	9
Bus Aides	5
Special Education Students (Out-of-District & In-District)	410
TOTAL	410
Bus Drivers	8
TOTAL	8
Custodial/Maintenance/Security	
Moss	2
Campbell	5
Edgar	6
MHS	7
Maintenance	2
Supervisor B&G	1
District Safety Coordinator	1
TOTAL	24

*Full-Time Equivalent

Metuchen Board of Education
Final Line Item Budget
2026 / 2027

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7			Column A	Column B	Column C	Column D	Column E	Column F	Column G
8						(B+C)		(E - D)	(F/D)
9									
10						Adjusted		Amount	
11			Actual	Appropriations	Adjustment	Appropriation	Appropriations	Change	
12	Account Number	Account Title	2024 2025	2025 - 2026	2025 2026	2025 2026	2026 - 2027	2026 2027	% Change
13		Regular Programs - Distributed Instruction							
14									
15									
16									
17	11.999.270.107.00	Salaries of Non- Instructional Aides	\$ 103,926	\$ 108,570	\$ -	\$ 108,570	\$ 111,827	\$ 3,257	
18	11.999.270.160.00	Salaries for Pupil Trans. Reg Bet. Home and Schl	\$ -		\$ -	\$ -		\$ -	
19	11.999.270.161.00	Salaries for Pupil Trans. Sp Ed Bet. Home and Schl	\$ 375,217	\$ 395,273	\$ -	\$ 395,273	\$ 407,131	\$ 11,858	
20	11.999.270.162.00	Salaries for pupil Trans (Other than Home and School)	\$ 83,209	\$ 76,500	\$ -	\$ 76,500	\$ 80,000	\$ 3,500	
21	11.999.270.420.00	Cleaning, repair and Maint Serv	\$ 79,436	\$ 70,000	\$ -	\$ 70,000	\$ 70,000	\$ -	
22	11.999.270.443.00	Lease Purchase payments- School Buses	\$ -		\$ -	\$ -	\$ -	\$ -	
23	11.999.270.503.00	Contracted Services - AIL Payment Non public	\$ 93,564	\$ 92,000	\$ -	\$ 92,000	\$ 94,000	\$ 2,000	
24	11.999.270.504	Contracted services - AIL Payment Charter Schools	\$ -		\$ -	\$ -	\$ -	\$ -	
25	11.999.270.511.00	Contracted Services Trans-Between Home and School	\$ 781,938	\$ 911,397	\$ -	\$ 911,397	\$ 1,000,949	\$ 89,552	
26	11.999.270.512.00	Contracted Services trans other than home and School	\$ 22,617	\$ 60,000	\$ -	\$ 60,000	\$ 60,000	\$ -	
27	11.999.270.513.00	Contracted Services - Joint Agreements Reg Ed	\$ -		\$ -	\$ -		\$ -	
28	11.999.270.514.00	Contracted Services Sp Ed Vendors	\$ 975,343	\$ 775,186	\$ -	\$ 775,186	\$ 715,057	\$ (60,129)	
29	11.999.270.515	Contracted Services Sp Ed Joint Agreements	\$ -		\$ -	\$ -	\$ -	\$ -	
30	11.999.270.517	Contracted Services Reg Ed ESC	\$ -		\$ -	\$ -	\$ -	\$ -	
31	11.999.270.518	Contracted Services Sp Ed ESCs	\$ -		\$ -	\$ -	\$ -	\$ -	
32	11.999.270.610.00	General Supplies	\$ 3,774	\$ 6,000	\$ -	\$ 6,000	\$ 6,000	\$ -	
33	11.999.270.615.00	Transportation Supplies	\$ -		\$ -	\$ -	\$ -	\$ -	
34	11.999.270.800.00	Other Objects	\$ -		\$ -	\$ -	\$ -	\$ -	
35			\$ 2,519,024	\$ 2,494,926	\$ -	\$ 2,494,926	\$ 2,544,964	\$ 50,038	2.01%

feb 10th 2026

Handout # 3

Metuchen Board of Education
Transportation - In District / Vo-Techs
2026 2027

		Actual	Budget
School		25 26	26 27
Campbell		\$ 41,890	\$ 43,147
Campbell		\$ 41,890	\$ 43,147
Campbell		\$ 41,890	\$ 43,147
Campbell		\$ 41,890	\$ 43,147
Campbell		\$ 41,890	\$ 43,147
Campbell		\$ 41,890	\$ 43,147
Campbell		\$ 41,890	\$ -
Campbell		\$ 41,890	\$ -
Campbell		\$ 41,890	\$ -
Edgar		\$ 41,890	\$ 43,147
Edgar		\$ 41,890	\$ 43,147
Edgar		\$ 41,890	\$ 43,147
Edgar		\$ 41,890	\$ 43,147
Edgar		\$ 41,890	\$ 43,147
Edgar		\$ 41,890	\$ 43,147
Edgar		\$ 41,890	\$ -
Moss			\$ 43,147
Moss			\$ 43,147
Moss			\$ 43,147
Moss			\$ 43,147
Moss			\$ 43,147
Moss			\$ 43,147
Moss			
Woodbridge Magnet		\$ 59,818	\$ 64,492
Piscataway Vo Tech Mid Day		\$ 25,875	\$ 22,460
Perth Amboy Magnet		\$ 25,875	
Edison Magnet		\$ 59,818	\$ 58,678
East Brunswick Magnet		\$ 66,203	\$ 58,678
Extraordinary Cost Increase		\$ 20,000	\$ 20,000
		\$ 927,829	\$ 1,000,949

Metuchen Board of Education
Final Line Item Budget
2026 / 2027

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7			Column A	Column E	Column C	Column D	Column E	Column F	Column G
8						(B+C)		(E - D)	(F/D)
9									
10						Adjusted		Amount	
11			Actual	Appropriations	Adjustment	Appropriation	Appropriations	Change	
12	Account Number	Account Title	2024 2025	2025 - 2026	2025 2026	2025 2026	2026 - 2027	2026 2027	% Change
13									
14									
15		Operation and Maintenance of Plant Services							
16		Allowable Maintenance for School Facilities							
17	11-999-261-100-71	Maint Salaries	\$ 111,995	\$ 131,439	\$ -	\$ 131,439	\$ 135,974	\$ 4,535	
18	11-999-261-100-71	Maint O/T	\$ 59,923	\$ 55,000	\$ -	\$ 55,000	\$ 40,000	\$ (15,000)	
19	11-999-261-420-75	Cleaning, Repair and Maint Serv	\$ 388,601	\$ 140,000	\$ -	\$ 140,000	\$ 140,000	\$ -	
20	11-999-261-610-75	General Supplies	\$ 145,692	\$ 100,000	\$ -	\$ 100,000	\$ 125,000	\$ 25,000	
21		Total Allowable Maintenance for School Facilities	\$ 706,211	\$ 426,439	\$ -	\$ 426,439	\$ 440,974	\$ 14,535	3.41%
22									
23									
24									
25									
26									
27		Other Operations and Maintenance of Plant Services							
28	11-999-262-110-61	Salary Custodian MHS / Manager Buildings and Grounds	\$ 550,141	\$ 603,390	\$ -	\$ 603,390	\$ 627,526	\$ 24,136	
29	11-999-262-110-61	Sal Cust - Campbell	\$ 209,584	\$ 290,853	\$ -	\$ 290,853	\$ 303,983	\$ 13,130	
30	11-999-262-110-61	Sal Cust - Edgar	\$ 364,030	\$ 292,292	\$ -	\$ 292,292	\$ 303,984	\$ 11,692	
31	11-999-262-110-61	Sal Cust - Moss	\$ 97,843	\$ 141,378	\$ -	\$ 141,378	\$ 148,683	\$ 7,305	
32	11-999-262-110-61	Summer Custodians	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ 5,000	\$ -	
33	11-999-262-110-61	Substitute Custodians	\$ 21,636	\$ 45,000	\$ -	\$ 45,000	\$ 45,000	\$ -	
34	11-999-262-110-61	Custodians Over time	\$ 107,545	\$ 80,000	\$ -	\$ 80,000	\$ 80,000	\$ -	
35	11-999-262-110-61	Noontime Aides	\$ 56,512	\$ 68,000	\$ -	\$ 68,000	\$ 68,000	\$ -	
36	11-999-262-420-00	Contr Serv Bldgs - Moss	\$ 1,985	\$ 6,000	\$ -	\$ 6,000	\$ 6,000	\$ -	
37	11-999-262-420-00	Contra Serv Bldgs - Campbell	\$ 1,965	\$ 8,000	\$ -	\$ 8,000	\$ 8,000	\$ -	
38	11-999-262-420-00	Contra Serv Bldgs - Edgar	\$ 770	\$ 7,000	\$ -	\$ 7,000	\$ 7,000	\$ -	
39	11-999-262-420-00	Contra Serv Bldgs - MHS	\$ 7,205	\$ 7,200	\$ -	\$ 7,200	\$ 7,200	\$ -	

Metuchen Board of Education
Final Line Item Budget
2026 / 2027

	A	B	C	D	E	F	G	H	I
7			Column A	Column E	Column C	Column D	Column E	Column F	Column G
8						(B+C)		(E - D)	(F/D)
9									
10						Adjusted		Amount	
11			Actual	Appropriations	Adjustment	Appropriation	Appropriations	Change	
12	Account Number	Account Title	2024 2025	2025 - 2026	2025 2026	2025 2026	2026 - 2027	2026 2027	% Change
40	11-999-262-420-00	Contra Serv Equip - Maint	\$ 2,000	\$ 2,000	\$ -	\$ 2,000	\$ 2,000	\$ -	
41	11-999-262-420-00	Contra Serv Equip - ADM	\$ 9,716	\$ 16,000	\$ -	\$ 16,000	\$ 16,000	\$ -	
42	11-999-262-420-00	Contra Serv Equip - MHS	\$ 14,704	\$ 24,000	\$ -	\$ 24,000	\$ 24,000	\$ -	
43	11-999-262-420-00	Contra Serv Equip - Campbell	\$ 940	\$ 6,000	\$ -	\$ 6,000	\$ 6,000	\$ -	
44	11-999-262-420-00	Contra Serv Equip - Edgar	\$ 11,149	\$ 17,000	\$ -	\$ 17,000	\$ 17,000	\$ -	
45	11-999-262-420-00	Contra Serv Equip - Moss	\$ 3,044	\$ 2,400	\$ -	\$ 2,400	\$ 2,400	\$ -	
46	11-999-262-490-00	Water - MHS	\$ 32,389	\$ 30,160	\$ -	\$ 30,160	\$ 35,000	\$ 4,840	
47	11-999-262-490-00	Water - Campbell	\$ 17,349	\$ 16,640	\$ -	\$ 16,640	\$ 18,459	\$ 1,819	
48	11-999-262-490-00	Water - Edgar	\$ 16,376	\$ 15,600	\$ -	\$ 15,600	\$ 18,376	\$ 2,776	
49	11-999-262-490-64	Water - Moss	\$ 7,678	\$ 8,112	\$ -	\$ 8,112	\$ 9,250	\$ 1,138	
50	11-999-262-520-82	Insurance	\$ 366,402	\$ 388,278	\$ -	\$ 388,278	\$ 400,000	\$ 11,722	
51	11-999-262-580-00	Supv B&G Travel	\$ 2,056	\$ 2,500	\$ -	\$ 2,500	\$ 2,500	\$ -	
52	11-999-262-610-65	General Supplies	\$ 96,002	\$ 110,000	\$ -	\$ 110,000	\$ 110,000	\$ -	
53	11-999-262-610-65	Exp Maint Vehicles	\$ 19,751	\$ 25,000	\$ -	\$ 25,000	\$ 25,000	\$ -	
54	11-999-262-621-00	Heat - MHS	\$ 79,073	\$ 104,880	\$ -	\$ 104,880	\$ 104,880	\$ -	
55	11-999-262-621-00	Heat - Campbell	\$ 38,504	\$ 49,500	\$ -	\$ 49,500	\$ 49,500	\$ -	
56	11-999-262-621-00	Heat - Edgar	\$ 63,929	\$ 64,900	\$ -	\$ 64,900	\$ 64,900	\$ -	
57	11-999-262-621-00	Heat - Moss	\$ 21,204	\$ 55,000	\$ -	\$ 55,000	\$ 55,000	\$ -	
58	11-999-262-622-00	Electric - Campbell	\$ 135,879	\$ 132,000	\$ -	\$ 132,000	\$ 156,000	\$ 24,000	
59	11-999-262-622-00	Electric - Moss	\$ 67,200	\$ 75,000	\$ -	\$ 75,000	\$ 110,000	\$ 35,000	
60	11-999-262-622-00	Electric - MHS	\$ 218,333	\$ 294,000	\$ -	\$ 294,000	\$ 294,000	\$ -	
61	11-999-262-622-00	Electric - Edgar	\$ 104,112	\$ 107,800	\$ -	\$ 107,800	\$ 127,800	\$ 20,000	
62	11-999-262-800-00	Other Build Exp - Moss	\$ -	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ (1,500)	
63	11.999.262.800.00	Other Build Exp - Dist	\$ 2,205	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ (8,000)	
64	11.999.262.800.00	Other Build Exp - MHS	\$ -	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ (8,000)	
65	11.999.262.800.00	Other Build Exp - Edgar	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ (2,000)	
66	11.999.262.800.00	Other Building Expense - Campbell	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ (2,000)	
67	11-999-262-800-00	Uniforms	\$ 20,244	\$ 20,750	\$ -	\$ 20,750	\$ 20,750	\$ -	
68		Total Custodial	\$ 2,769,455	\$ 3,143,133	\$ -	\$ 3,143,133	\$ 3,279,190	\$ 136,057	4.33%
69									
70									
71									
72	11-999-263-100-71	Salaries	\$ 159,819	\$ 219,028	\$ -	\$ 219,028	\$ 227,789	\$ 8,761	

Metuchen Board of Education
Final Line Item Budget
2026 / 2027

	A	B	C	D	E	F	G	H	I
7			Column A	Column E	Column C	Column D	Column E	Column F	Column G
8						(B+C)		(E - D)	(F/D)
9									
10						Adjusted		Amount	
11			Actual	Appropriations	Adjustment	Appropriation	Appropriations	Change	
12	Account Number	Account Title	2024 2025	2025 - 2026	2025 2026	2025 2026	2026 - 2027	2026 2027	% Change
73	11-999-263-420-00	Contra Serv Grounds - Edgar	\$ 135	\$ 7,200	\$ -	\$ 7,200	\$ 7,200	\$ -	
74	11-999-263-420-00	Contra Serv Grounds - Campbell	\$ -	\$ 3,000	\$ -	\$ 3,000	\$ 3,000	\$ -	
75	11-999-263-420-00	Contra Serv Grounds - MHS	\$ 53,730	\$ 17,500	\$ -	\$ 17,500	\$ 17,500	\$ -	
76	11-999-263-420-00	Other Grounds Exp - MHS	\$ 5,000	\$ 5,000	\$ -	\$ 5,000	\$ 5,000	\$ -	
77	11-999-263-420-00	Other Grounds Exp - Campbell	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ 5,000	\$ -	
78	11-999-263-420-00	Other Grounds Exp - Edgar	\$ -	\$ 4,000	\$ -	\$ 4,000	\$ 4,000	\$ -	
79		Total Care and Upkeep of Grounds	\$ 218,684	\$ 260,728	\$ -	\$ 260,728	\$ 269,489	\$ 8,761	3.36%
80									
81									
82		Total Custodial , Maintenance , Grounds	\$ 3,694,350	\$ 3,830,300	\$ -	\$ 3,830,300	\$ 3,989,653	\$ 159,353	4.16%

			Added	Total	
		Pre	Space from	Space	
		Construction	Construction	New	%
		Sq Ft	Project	Buildings	Increase
	Moss	30,712	43,500	74,212	142%
	Campbell	63,226	6,383	69,609	10%
	Edgar	82,628	6,456	89,084	8%
	MHS	113,994	43,500	157,494	38%
		290,560	99,839	390,399	34%

26 -27

[illegible]