

# Public Hearing

before

SENATE EDUCATION COMMITTEE

and

ASSEMBLY EDUCATION COMMITTEE

"Comprehensive Plan for Educational  
Improvement and Financing"

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LOCATION: Heritage Junior High School      DATE: December 12, 1995  
Livingston, New Jersey                      4:00 p.m.

## MEMBERS OF JOINT COMMITTEES PRESENT:

Senator John H. Ewing, Chairman  
Senator Robert J. Martin  
Senator Gordon A. MacInnes  
Assemblyman Raul "Rudy" Garcia

## ALSO PRESENT:

Assemblyman Richard H. Bagger  
District 22  
Assemblyman Anthony R. Bucco  
District 25  
Assemblyman Louis A. Romano  
District 33

Darby Cannon III  
Kathleen Fazzari  
Office of Legislative Services  
Aides to the Committees



*Hearing Recorded and Transcribed by*  
The Office of Legislative Services, Public Information Office,  
Hearing Unit, State House Annex, CN 058, Trenton, New Jersey 08625





JOHN H. EWING  
Chairman  
STEPH A. PALAIA  
Vice-Chairman  
BERT J. MARTIN  
IN A. LYNCH  
EDON A. MACINNES

## New Jersey State Legislature

SENATE EDUCATION COMMITTEE  
ASSEMBLY EDUCATION COMMITTEE  
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RAUL "RUDY" GARCIA

### NOTICE OF JOINT PUBLIC HEARINGS

TO: MEMBERS OF THE SENATE EDUCATION COMMITTEE  
MEMBERS OF THE ASSEMBLY EDUCATION COMMITTEE

FROM: SENATOR JOHN H. EWING, CHAIRMAN  
ASSEMBLYMAN JOHN A. ROCCO, CHAIRMAN

SUBJECT: JOINT PUBLIC HEARINGS

*The public may address comments and questions to Darby Cannon III, or Kathleen Fazzari, Aides to the Committees, or make scheduling inquiries to Mary C. Lutz or Bernadette Kmetz, secretaries at (609) 984-6843.*

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The Senate Education and Assembly Education Committees will hold three joint public hearings in order to receive testimony on:

#### "COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT & FINANCING"

issued by the Department of Education on November 21, 1995.

The hearings will be held at the following places at the dates and times listed:

Tuesday, December 5, 1995  
9:00 AM

Committee Room 6 (1st Fl., Room 160)  
State House Annex  
Trenton, New Jersey

Tuesday, December 12, 1995  
4:00 PM

Heritage Junior High School  
Foxcroft Drive  
Livingston, New Jersey

Tuesday, December 19, 1995  
3:00 PM

Eastern High School  
Laurel Oak Road  
Voorhees, New Jersey

Persons wishing to testify should call Mary C. Lutz or Bernadette Kmetz. The committees request that the oral presentation be limited to 5 minutes. All persons who are testifying should submit 15 written copies of their testimony. Persons who are not presenting oral testimony may submit 15 copies of written testimony for consideration by the committee and inclusion in the record.

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**SENATOR JOHN H. EWING (Chairman):** Good afternoon, everyone. I'm Senator Jack Ewing from Somerset County, Chairman of the Senate Education Committee. I'm delighted that we were able to get these facilities. I appreciate Superintendent Tom Butler letting us use the facilities here.

We felt that Livingston was somewhat central to quite a bit of New Jersey. As many of you realize, we had one hearing in Trenton; this hearing here; and there will be one more in Voorhees for the southern part of the State. We will then start sketching out the legislation and, undoubtedly, will have more hearings around and listen to various groups who want to talk to us to see what we finally come up with.

The Whitman administration proposal we are reviewing today is the latest effort toward narrowing the gap between the State's wealthiest and poorest school districts. However, our overarching goal in this endeavor, as always, remains ensuring that every child receives the best possible education that we can provide.

Education opens doors to limitless opportunities, and every child in New Jersey should be armed with the potential to take advantage of those opportunities and make the most out of their education, their careers, and their lives. This proposal is a good starting point toward equitable and quality education.

Along the way, the Legislature and the administration will fine-tune and refashion it, and we'll certainly seek the input of the many groups and organizations whose first priority is giving New Jersey's school children a top-notch education.

The legislative process is purposefully deliberative, and in the area of education, we will be even more careful to

avoid the mistakes of the past. The Quality in Education Act, hurried through the Legislature a few years ago, had good intentions but failed in its mission of improving the educational experience of our young students. We're determined to avoid such mistakes this time around.

The proposal we review today starts us off on the right foot by learning from past mistakes and delivering a fair and efficient public education system. It may take some time and effort, but we will find a final, lasting solution to equitable school funding that will benefit all of our children.

I'd like to call on Senator MacInnes.

SENATOR MacINNES: Thank you, Mr. Chairman.

I echo your commendation to Commissioner Klagholz for providing us with this starting point. I think, based on the information we received in the first hearing, I'm not as sanguine as you are that this is a proposal that only requires some fine-tuning. I think, maybe, this suggests to us how complicated the problem is and I think urges us to consider different approaches than the one taken by the Commissioner.

I would hope in doing that that we would be able to do it in a bipartisan way with a bipartisan spirit, because on this question, I don't think any of us want to see this become an issue of short-term political gain when the stakes are so large.

So I am looking forward to hearing the testimony today, with the hope that it might lead us to considering new approaches that I think we need to explore.

Thank you, Mr. Chairman.

SENATOR EWING: Senator Martin.

SENATOR MARTIN: Thank you, Mr. Chairman -- Senator Ewing. I want to thank you personally for having this hearing up in North Jersey.

It is clear from speaking to my constituents, who do represent a portion of Essex County, as well as Passaic and mostly Morris, that this proposal has, indeed, stirred up intense interest in the area. I think the fact that we have so many people here today -- some of whom I recognize -- most of which I know are part and parcel of the educational community, be they teachers, administrators, parents, and so forth--

I am very much interested, as I'm sure everybody on this Committee is, in hearing what is said. We have voiced concerns in Trenton. I have a district that represents 17 suburban towns and more than 20 school districts in those communities. I have heard a lot of persons talk about different aspects of this particular proposal. So I am very much interested in hearing the concerns expressed today.

We have noted that there are regional differences in the State of New Jersey repeatedly. That the problems of West Essex, Morris County, and Bergen County -- to name at least three areas -- have different problems largely because of cost-of-living differences in our area which this formula does not seem to address. So that is a particular area that I would like to hear from today.

Again, I want to thank you. I do look forward to hearing the concerns expressed today.

SENATOR EWING: Thank you.

Assemblyman Bucco.

ASSEMBLYMAN BUCCO: Yes, Mr. Chairman. I am also very pleased that you called this meeting in this section of the State, as Senator Martin has stated -- this being our district up here. We have received many calls in our office in reference to Commissioner Klagholz's Plan. It is gratifying to know that we can be here to listen to everyone, to listen to their concerns, because we do want to provide the education for all of our citizens that they well deserve.

I'm looking forward to hearing all of your concerns so that we may better work in the Assembly and help make it what you want it to be.

Thank you.

SENATOR EWING: Assemblyman Bagger.

ASSEMBLYMAN BAGGER: Thank you, Mr. Chairman.

The subject of today's public hearing is a very important one, and the recommendations of the Commissioner are very far reaching. For myself, I'm still studying the Commissioner's report and recommendations and hope to learn a great deal today from listening to your comments. I welcome them and look forward to that.

Thank you.

SENATOR EWING: On my right is Wendy Lang, who is the staff person for the Senate Republican majority in the education area. Kathy Fazzari is next to me here, and she heads up the Education Section in the Office of Legislative Services, which is a nonpartisan body.

To my left, we have Rich O'Malley from the Assembly majority; and at the far end, Chasen Teal from the minority party -- the staff people.

The first individual we will hear from today is William Schuber, the County Executive from Bergen County.

W I L L I A M P. S C H U B E R, E S Q.: Mr. Chairman, thank you very, very much. Honorable Senators and Assemblypeople, I appreciate the opportunity to address you today on--

SENATOR EWING: Excuse me just a minute. If you cannot hear in the back there-- (affirmative response)

Can you pull the center microphone up closer to you, Pat?

MR. SCHUBER: Oh, I'm sorry.

SENATOR EWING: No, the center one.

MR. SCHUBER: Oh, the center one.

SENATOR EWING: That's the one that-- Take it out, I guess, yes. The other two are for the recording.

MR. SCHUBER: I remember that, thank you.

Senator, thank you very, very much. I'm joined by Wolfgang Albrecht Jr., who is a member of our Special Services School District, and John Grieco, the Superintendent of the Bergen County Vocational System.

I want to thank both Commissioner Leo Klagholz and you, Senator, and the members of this Committee for the opportunity to offer some comments regarding the proposed "Comprehensive Plan for Educational Improvement and Financing."

I want to commend you for holding these Committee hearings throughout our State. I want to commend the Commissioner for his thorough research, creative planning, and extensive review which has gone into the proposal.

As an attorney and a former member of the State Legislature and, now, as the Chief Executive of the most

populated county in New Jersey, I have had a number of opportunities to consider plans for complying with New Jersey's Supreme Court decisions on the constitutionality of various State school aid formulas.

This is the first plan that I have seen to take such a positive approach. It is a well-crafted attempt to clearly define what students ought to achieve academically at every level; what types of programs and services are necessary for this achievement to occur; to design a model school district organization; to provide these programs and services in a cost-effective manner; to project the per-pupil cost of providing this minimum model; and develop a State aid formula and other measures to ensure that all districts would provide for it.

The purpose of my testimony, however, is to ask your consideration of some apparent implications for Bergen County which your proposal may not have anticipated or may not have intended. As a result of our analysis, as well as the analyses of school superintendents throughout Bergen County and the superintendents of the county system, the first question is:

Will there be a significant reduction in State aid under this Plan provided to Bergen County? In each of the last few years, Bergen County's 75 school districts have received approximately \$106 million in State school aid. Some of these districts have property values and personal income levels which the proposal suggests would result in the elimination of all State aid to them.

I suggest that this is done in order to provide more State aid to districts in other counties, and if it results in

a significant reduction in the \$106 million currently received in Bergen County, then it means that our taxpayers will be shouldering an even larger portion of the State's financial obligations than we have up to now. We, therefore, could not support such a proposal.

The second important point is: Will the cost containment steps that have already been taken in Bergen County be recognized? Bergen County Technical School has been asked to spearhead our countywide effort to reduce duplication of services, share resources, and contain costs. Its administration team recently assumed responsibility for the other school district for which the county is directly responsible. As a result, we are saving an estimated \$750,000 in annual costs.

That same administrative team is operating the county's \$7 million JTPA Program, has established a countywide student transportation cooperative, operates a regional instructional television and library service network, and cooperates with other governmental agencies to provide the kind of health and social service programs that this proposal recognizes as essential to student achievements.

This year, the State Department treated Bergen County Technical School's costs for administering these programs as though they only applied to a typical public school system and, therefore, reduced its State aid. This is a disincentive to resource sharing and cost containment.

The third part that we ask you to look at is: Does the proposal make enough provisions for children with severe disabilities and their families? The high percentage of

students classified with learning disabilities, which the research has identified, may be skewed by the inclusion of students requiring speech correction. Thirty percent of all classified students fall into this category. When they are removed from the statistical population, New Jersey's percentage of students classified is not so extraordinary. I am persuaded that in Bergen County, at least, the vast majority of classified students remaining are receiving services that are both necessary and in the student's best interest.

Almost 30 years ago, Bergen County Superintendent of Schools, Archie Hay, initiated two efforts to meet the needs of disabled students in a most cost-effective manner. He organized seven special education regions and insisted that the school districts within these regions share the special education resources necessary to efficiently serve their disabled students. He also helped to establish the Bergen County Special Services School District, which provides programs and services for students with the most profound and low-incidence disabilities.

There are now eight such special services school districts in the State that serve almost 5000 students each year. However, if this proposal becomes law, it appears that:

A. Local districts will be encouraged to limit the number of pupils classified with learning disabilities to 10 percent of the total population. When numbers exceed this limit, State aid would be reduced, thus, requiring an increase in local funds.

Because these special education services are mandated by the State, funds otherwise available for typical programs may

be reduced. Indeed, the possibility exists that a student may be denied beneficial services because the maximum number of State-supported classifications in his or her district has been reached.

Even if a student can be classified without exceeding the district's 10 percent limit, his or her needs may not be able to be met. Districts will only be able to place four students from each elementary school, eight students from each middle school, and no students from the high school in necessary programs if they are only available outside the school district. This is another arbitrary limit that can subject some disabled students to inadequate services due to circumstances beyond their control.

All eight county special services school districts will be significantly impeded in their efforts to provide cost-efficient programs for persons with profound and low-incidence disabilities due to the single-cost categorical-aid estimate that has been proposed.

Our experience clearly shows that there are differentials in the cost for special education which should be addressed in proposed State formulas. The gap between the cost of the proposed optimum special education placement and the extraordinary out-of-state and residential placements is just too great. There must be an additional high cost factor to reflect the needs of severely disabled pupils whose expenses range from \$15,000 to \$50,000.

Furthermore, county special services school districts have the same need for predictable funding levels and cash flows as other school districts. It is essential, therefore, that

they receive State aid directly, rather than indirectly, as tuition payments from local school districts as this proposal suggests.

The fourth principle we would ask to be addressed is: Have the services being provided to adults by the vocational/technical and special needs schools districts been taken into consideration in this Plan?

In Bergen County, more than 25,000 adult, postsecondary students enroll each year in full- or part-time general education, career training, and life skills programs. Among them are displaced workers preparing to reenter the workforce, public safety workers improving their skills, and disabled persons seeking a productive place in society. Bergen County provides for them at the Bergen County Technical School and Bergen County Special Services School District in a coordinated effort to meet their needs in a cost-effective way.

While this proposal references the potential of separate grants for this, it does not clearly indicate the level to which the State would provide incentives and support for these programs.

The fifth principle we ask you to look at is: Do you intend to include, within this proposal, corrections for regional economic differences?

Accepted economic indicators show that the cost of living in the New York/New Jersey metropolitan area is significantly higher than other areas of the State. While this proposal references the accommodation of legitimate differences in local circumstances, it occurs to me that it does not correct

for regional economic differences -- in which case, the Bergen County area would be negatively impacted in at least three ways:

A. The higher employee salaries commanded in this economic environment will mean that the State established "per-pupil foundation budgets" will be less adequate here than in other areas of the State. Local districts will therefore be required to request additional funds from their local taxpayers at a disproportionately higher and unfair rate.

B. The higher property values and per capita income which prevail in Bergen County -- and I'm sure in other suburban counties -- will mean that the "required local share" for districts here will be disproportionately higher than other areas of the State and, therefore, unfair.

Finally, the higher regional salaries that prevail here will probably exceed the statewide model and result in teachers' social security and pensions which exceed the model. These costs would also be required to be raised entirely from local taxes.

In summary, as a result of all of these principles, we would ask for these clarifications or amendments to the proposal that the Commissioner has made:

1. To preserve the level of State school aid coming to Bergen County generally and to the Bergen County Technical School District and the Bergen County Special Services School specifically at a level that we have received during each of the last three years;

2. That we recognize that many of the programs and services being provided by the State's county vocational schools are so unique that their cost-effectiveness cannot be measured

by the same standards applied to local school districts. Provide special incentives to encourage them to expand their roles as regional service providers;

3. Abandon the reliance on arbitrary statistical measures to reduce the number of students classified with learning disabilities. Replace it with guidelines driven by humane considerations for the needs of disabled students and their families;

4. Provide more State aid for severely disabled pupils whose expenses exceed \$15,000 but do not reach the \$50,000 level for which "extraordinary" assistance is proposed;

5. Include adult, postsecondary students in the weighted per-pupil count used to determine State aid to county vocational/technical and special service school districts;

6. Factor regional economic differences into any analysis that generates foundation per-pupil expenditures or local fair share;

7. Pay State aid directly to special services school districts.

We thank you for allowing us to participate in this hearing today, Senator Ewing, and we recognize your long-standing interest in education.

I have copies of my testimony for the Committee which we will submit. We have other members of the Bergen County delegation who are here, who have statements that will amplify aspects of this at your convenience.

SENATOR EWING: What we plan to do -- so the audience knows -- we're going to be taking one person from each particular group, going through the whole list, then, we'll come

back and take the second person in that group. So if there are four or five of you from some particular area or some association, we're not going to be putting you all on at one time, whatsoever.

MR. SCHUBER: We appreciate that. You can't fault us for trying anyway though, Senator. (laughter)

SENATOR EWING: I would also like to welcome Assemblyman Lou Romano from Hudson County.

ASSEMBLYMAN ROMANO: Thank you.

SENATOR EWING: Also, we have in the audience Dr. Osowski and Mr. Peretzman from the Department of Education. So they will be taking notes, as well as the transcription we have here.

MR. SCHUBER: Senator, we have two sets of different testimonies here that might obviate the--

SENATOR EWING: Okay.

Dr. Dwight Pfennig, Superintendent of Schools in Morris County.

**D W I G H T R. P F E N N I G, Ed.D.:** I would like to thank the Senate Education Chair, Senator Ewing, and the members of the Senate and Assembly Education Committees for this opportunity to speak.

On a positive note, I am most pleased to see that the final draft of the "Comprehensive Plan for Educational Improvement and Financing" reflects an attempt by the State of New Jersey to foster student learning. The establishment of program standards can only be viewed as a major step forward in placing learning before dollars. Hopefully, the standards

discussion will receive more emphasis as the Plan is finalized over the next several months.

In reviewing the elements of the final draft of the "Comprehensive Plan for Educational Improvement and Financing," it is essential that:

1. Averages not be used for final computation of per-pupil allocations to schools districts;
2. That a funding mechanism for fluctuating and spontaneous growth in student enrollment be established to provide emergency relief for school districts;
3. That the New Jersey State Department of Education and the New Jersey Legislature plan extensive revision to special education statutes to meet the requirements of the Plan.

In covering No. 1: The State of New Jersey's 21 counties reflect a social and economic diversification which may be unparalleled among the other states in the union. To assemble an education plan which is contingent upon average cost analyses does not reflect that diversification and may be a disservice to the taxpayers. The cost of living in Morris County is somewhat different than the cost of living in Cape May County; salaries are more skewed to the higher economic strata and reflect the professional levels of residents.

The costs used to establish a thorough and efficient educational plan for New Jersey have little if any relevance to the Morris School District. While the district closely reflects the model class size on all levels in the school district, the average salary of an elementary teacher is \$10,000 higher. The average salary of a middle school teacher is \$9000 higher, and

the average salary of a high school teacher is \$6000 higher than those in the Plan.

If the Morris School District is to reach equity with its constituent districts, the process of collective bargaining shall require marked changes. It shall also be incumbent upon the authors of the final plan to suggest, promote, and implement methods through which teaching salaries can be drawn to a level ground over a period of time.

Administrative salaries in the Morris School District are also higher than the averages listed in the Plan. Principals and Central Office Administrators are paid in excess of \$10,000 higher than the averages in the Plan. However, the Morris School District has worked diligently and successfully to reduce administrative costs which precipitated an administrative penalty of some \$413,000 last year.

While the \$413,000 was restored for the purposes of tax relief, the Morris School District conscientiously followed through with an administrative reorganization which reflects -- pretty closely reflects -- the number of positions which are in the proposed educational Plan. Here, too, it is incumbent upon the authors of the Plan to find methods of responsibly leveling salaries through altering the bills of negotiations.

The program standards in the Morris School District are equally high, and there has been a great deal of emphasis placed upon high achievement and fiscal prudence. Morristown High School was cited as one of the top high schools in the country in 1994 by "Redbook Magazine."

The Morris School District was also selected just this year by School Match as one of the 10 percent of the districts,

nationwide, recognized as meeting the needs of families choosing schools. School Match is the nations largest school selection consultant firm for transient professional.

Each of these awards were predicated on the fact that the Morris School District was unique, well structured, and offered the types of programs desirous of those wishing to be challenged by high educational standards.

If the final draft of the "Comprehensive Plan for Educational Improvement and Financing" were put into place today, there would be a massive restructuring of the district which might call for substantial program and staff reduction. While the authors of the Plan may view many of the Morris School District's -- and others for that matter -- academic offerings as excessive, the taxpayers have come to expect excellence in terms of innovation and motivation.

If the Morris School District programs were to be watered down substantially and be more reflective of a just-make-do district with little innovation or motivation to strive for what we already had and lost, the district would lose substantial enrollment to the hotbed of private schools with whom we compete on a regular basis.

It should be noted that many of the fine extracurricular programs which have supplemented the educational program of the Morris School District and have provided unique learning opportunities for students outside of the regular classroom would vanish by implementing the average costs for such programs suggested by the Plan.

The costs as presently stated would result in a \$275,000 shortfall and call for the reorganization or reduction

of many programs. One only needs to reflect upon the events in California to understand the devastation to extracurricular programs -- and academic programs, for that matter -- caused by ill-conceived educational decisions.

While the taxpayers of the community would have the ability to vote in or out such programs labeled as excessive or extra, that label alone would unfairly taint the vote which is marginal at best to begin with.

Item number two: while the "Comprehensive Plan for Educational Improvement and Financing" calls for current year funding with some kind of escalator built in, there remains a need to create a set formula to adequately provide for fluctuating and growing enrollments. New Jersey, as other states located on the eastern seaboard, is experiencing population shifts which cause district transient rates to rise rapidly. The rapid change in school populations, as well as the ability to adjust programs to meet the needs of students, must be considered an integral part of the Plan.

The "Comprehensive Plan for Educational Improvement and Financing" should establish funding to meet the needs of districts experiencing severe upward shifts in enrollment, be they in categorical groupings -- or heretofore called categorical groupings such as special education and ESL bilingual education -- or in regular educational groupings.

The ability of districts to apply for aid from the fund should be predicated on the formula for such growth, rather than a distribution of funds in a discretionary manner, and that formula should be applied during the current school year.

There should also be periodic deadlines established throughout the school year for the application process involved in obtaining additional funding. If the fund was not expended at the conclusion of the school year, the balance could be utilized for other fiscal rewards being offered to districts. The provision of current year funding in this manner will more appropriately balance local expenditures and not create a hardship for districts requiring immediate additional expenditures due to unforeseen circumstances.

Number three: the New Jersey State Department of Education needs to establish a more flexible view in the provision of special education on a district level. The Morris School District currently has a classification rate of 11 percent and has worked diligently to reduce that rate, as well as the classification rates for minority children.

Through that process, the district has diligently utilized the services of 15 certified Child Study Team professionals to meet the needs of 454 classified students. It is most difficult to deal with the innuendo of the "Comprehensive Plan for Educational Improvement and Financing" that districts classify to receive more funding. The Morris School District received some \$2,233,680 for a program which costs roughly \$7 million to operate. Incentives to classify students are not there nor have they been over the long haul.

Under the proposed Plan, our district could be eligible for about \$150,000 more in special ed aid. However, the Plan also indicates that Child Study Team staff and special education staff might be reduced to as few as five members to provide essential services for a district of some 3000 students.

The authors of the Plan offer no suggestions for the achievement of legally prescribed services with a much reduced staff. Caseloads would increase twofold with no relief on reporting deadlines and mandated provision of services.

It behooves those restructuring the Plan to view special education as a totality rather than as a mechanism for garnishing additional funds for school districts. Who will provide the services for disaffected youth? Who will provide the guidance to work through the 90-day deadline for classification, and who will provide the training for regular education classroom teachers to provide services that were previously provided by special education specialists and Child Study Team members?

In conclusion, I would like to affirm the importance of these hearings as they have gone on. I have had the pleasure of attending many of them, and I am as concerned as anyone else. I remain as cautiously optimistic about the "Comprehensive Plan for Educational Improvement and Financing" as I was last spring.

I also hope that New Jersey does not become the next California in destructuring its educational system on the backs of children. Please allow the Plan to be the catalyst for educational reform and the benchmark against which all other reform plans for public education will be measured.

Thank you very much.

SENATOR EWING: We have a question for you.

SENATOR MacINNES: Dr. Pfennig, you were nice enough to share with me the analysis the district has done comparing the standards set forth in the proposal by Commissioner Klagholz and the actual situation in all of the schools operated by the

district. What I don't see in this -- looking at it quickly -- is whether you have been able to add up all of the differences and come up with a figure or a percentage of your total program or budget that is at risk, if you will, under the State Plan as proposed by Commissioner Klagholz. That is, once you take the per-pupil numbers at the elementary, middle school, and the high school level and multiply those out, you get some aggregate number for the district.

DR. PFENNIG: Yes.

SENATOR MacINNES: Then, you take your present, actual program -- and you have a higher number -- and when you compare those two numbers, what kind of magnitude are we talking about between the Plan and the present situation in the Morris School District? Do you have anything--

DR. PFENNIG: I can just make an estimate because I don't have all of the figures in front of me. But when we deal with per-pupil costs and trying to add up all of those elements, we're roughly talking, at the present time, the way the Plan is structured now -- and I do understand there are certain elements that may be added into the Educational Plan -- of a \$2000 to \$3000 difference per pupil.

SENATOR MacINNES: And that would be what percentage of your-- Is that 25 percent of your total budget, basically -- 20 percent to 30 percent?

DR. PFENNIG: Yes.

SENATOR MacINNES: In that range?

DR. PFENNIG: Yes.

SENATOR MacINNES: Under the Plan the Commissioner has proposed you would have to -- if you wanted to retain those

programs -- put a proposal to the voters, they would have to approve it, and you could proceed. If they didn't, then you would lose that difference, and you would be forced to cut back to the levels that are prescribed in the program. Is that your understanding?

DR. PFENNIG: Correct. That is my understanding.

SENATOR MacINNES: Mr. Chairman, just as a matter of information: Following our first hearing in Trenton last week, Dr. Reoch from Rutgers did an analysis of the Plan as outlined by the Commissioner, comparing it with the costs in all districts. He was nice enough to send me at least a compilation of his work, and he found that three-quarters of the districts in the State would exceed the standards set by the Department.

So we're not talking just about the kind of problem that Mr. Schuber was putting his finger on and Senator Martin mentioned, which are these substantial regional cost-of-living differences. We're talking about, I think, a statewide question where the overwhelming majority of districts would be put in the same situation that Dr. Pfennig's district would be put in, even though the magnitude of the exposure might be less in those districts.

But I appreciate your testimony, and I appreciate the quick and thorough analysis the district has done as a background to your testimony today.

Thank you, Mr. Chairman, for your patience.

SENATOR EWING: Thank you.

SENATOR MARTIN: Senator Ewing, could I just--

SENATOR EWING: Yes.

SENATOR MARTIN: I do have a question or so. I confess, as some people know, I have a parochial interest in the Morris School District because I have two daughters who are in the Morristown High School. I wish they were both seniors, I must admit, but one is a freshman. So I am going to be living with this process for at least a few more years.

I'm looking at the information that Senator MacInnes alluded to, that you have put together, that tends to describe, I think in some ways, what the impact would be of the model the Commissioner has proposed as it applies directly to the K through 6th, Frelinghuysen Middle School, and also the high school. Have you at all attempted to--

You mentioned before something to the effect that this would be catastrophic in a number of ways, including, perhaps, moving some students out of the public school system, and those who remain in it would suffer some type of disruption, programmatic, as well as other kinds of impacts. To the extent that you could describe it now, is there any way you could further enlighten us on this sort of worst-case scenario?

If this came into effect next fall, as proposed right now, how do you envision education for-- I'll leave that you made a case for special ed, but I'm concerned about the average class both at the grade school level, the middle school, and the high school.

DR. PFENNIG: Well, if the Plan, as proposed -- and I think we made our comparisons, perhaps, prematurely, but we wanted to have some idea of what the effect might be if something like this were to hold, because we do know that on

occasion some things have passed rather quickly through, and all of a sudden, we have to live with them.

If the Plan were in effect right now and we had to reduce our per-pupil costs some \$2000 to \$3000, it would mean pretty much the gutting of the extracurricular program and a substantial portion of the academic program in all of our grade levels. It would mean increased class sizes in buildings that perhaps wouldn't be able to hold them and a substantial reduction in staff.

I think that is the same kind of problem everyone -- or a good many districts, as Senator MacInnes alluded to -- would face if the Plan were in effect as it is right now. That is why I'm here. I hopeful that won't happen. Everything I've been hearing says that won't.

I think, also, then parents would say, "Well, if I'm going to have to pay 'X' amount of dollars in terms of increased taxes for a substandard program, I'd rather invest my dollars in a private education," and I think that will be a fact of the matter.

We're in the middle of that -- you know we are -- hotbed, as I call it, of private education institutions in Morris County, and there are certainly plenty of opportunities for individuals to do that. With the watering down -- not necessarily the watering down of the programs, the elimination of programs, that would certainly be the only alternative parents might seek to keep standards where they thought they ought to be.

SENATOR MARTIN: The area the Commissioner has described as excessive, that area which is outside of the core

curriculum which the school districts would have to go to the voters for a public referendum on -- which the Plan labels as excessive, extra, unnecessary, there are several different adjectives that are used -- what do you think the prospect would be for school districts to be able to convince voters that they should supply this additional funding through their property taxes after we've identified it in that manner?

DR. PFENNIG: Well, if you identify it in that manner, it's not going to pass, obviously. I don't think it's going to go anywhere. I think a large portion of the success rate of those kinds of elections will depend on when the election takes place and how that cost is termed. It doesn't have a prayer if it's listed as "excessive."

SENATOR MARTIN: Well, a fundamental component of this has this two tiered. What is in the core, which, at least to be fair to the Commissioner, is not just the three "R's" but also includes some extracurricular activities and enrichment programs, but it seems to be measured in some cases as the number of trips you take to a museum or there are other different criteria.

If we're looking at the area outside the core, do you subscribe to this idea of having it a double tier, or should it all be embraced as either thorough and efficient education and should be funded through the State and through the school district in some reasonable fashion? Or should we subscribe to this double tier that is alluded to in the Plan?

DR. PFENNIG: I'm not in favor of the double tier. I suppose my main reason for thinking in that direction is that the taxpayers -- and I can speak to the Morris School District

and perhaps other districts in Morris County -- have had a substantial interest in this area for a number of years.

In the Morris School District, in particular, they've had a relatively successful budget election process over the years in total. To me, that speaks to the investment people wanted to put into their school system, and the kinds of programs and initiatives that we have now -- items that are in place -- would be at risk. It's been the long-term standing that individuals want those programs to happen.

As soon as you go to a two-tiered system and label it in some way that I construe to be negative, people are obviously going to vote it down, and you're going to begin to lose those essentials that people have favored over the years. They're just likely to throw up their hands and say, "You know, it is, perhaps, better to go to another form of education, be it private or parochial, to get those things. As long as we're going to pay for them anyway, why go through this battle year in and year out." I think that is something that we have to be aware of.

SENATOR MARTIN: Thank you.

Thank you, Mr. Chairman.

SENATOR EWING: Thank you.

Well, we've done two people in a half an hour, and we have 44 on the list. So I just hope the thermostats in the building can be changed so they can keep the heat going, because I will be staying, anyway, until the bitter end. I would also like to announce that if your name is not on the list, there will be no requests for testimony from you. You can send in testimony any time you wish to, and undoubtedly, as I said, as

we sketch out the legislation, we will be having additional hearings.

Mark Finkelstein, President of the New Jersey School Boards Association.

Excuse me, I would also like to welcome Assemblyman Rudy Garcia, here to my left, from Hudson County.

**MARK J. FINKELSTEIN:** Good afternoon, members of the Senate and Assembly Education Committees. I am Mark Finkelstein, President of the New Jersey School Boards Association. I certainly appreciate the opportunity to address you on the special education component of the "Comprehensive Plan for Education Improvement and Financing."

There was a time when New Jersey was the nation's beacon of hope in dealing with students most in need. Our State's Beadleston Act of 1954 served as the model for the first Federal legislation for the handicapped in 1974. The State law resulted from the unique partnership among local districts, parent advocacy groups, and Department of Education officials.

During the intervening years, the Education Department became a leader among states, keeping New Jersey several steps ahead of the Federal government. It created new categories of disability and substituted user-friendly terms for Federal ones. Our State's initiative reduced the negative aspects of labeling and resulted in more children receiving needed services.

The revised Comprehensive Plan would virtually eliminate the State's involvement in the special education partnership by taking a block grant approach.

The Department of Education has designed a managerial model that says how many pupils "ought" to be classified in a

given school setting. It gives school districts an amount of money based on that statistic, and then, it wishes them well as they face the task of providing special education in a scenario that looks nothing like the statistical model in the Comprehensive Plan.

The Comprehensive Plan's vision of special education is ill suited for guarding the welfare of our students, particularly those in need of the most help. No longer would the State watch the store to ensure that special education needs are being met.

The Beadleston Act forged the appropriate role for the State Education Department in special education. The special education component of the Comprehensive Plan is an end run around that law.

In working through the special education funding process outlined in the Plan, three serious flaws become apparent:

First of all, the Plan may cause financial havoc in school districts that have a higher concentration of students with several disabilities.

Secondly, although the Plan is aimed at reducing the number of classified students statewide, it could actually have the opposite effect.

Finally, nowhere does the Plan address preschool handicapped education, a program now mandated and funded by the State and one which is experiencing unprecedented growth.

First: How would the Plan wreak havoc on local school finances? For an answer, let's look at special education at the high school level. The Plan collapses funding for 15 categories

of learning disabilities into a \$3763 per-student block grant. Now, the current funding range for those 15 categories spans \$860 for milder disabilities to more than \$20,000 for the most severe. That range of costs is far too wide for the proposed \$3763 block grant to cover adequately.

As an alternative, NJSBA recommends the establishment of intervals in per-pupil categorical funding to reflect the program necessary to serve students with varying degrees of learning disabilities. Otherwise, the State would be mandating that districts not have a high concentration of students with severe learning disabilities, a factor that is impossible to control.

Or, more likely, districts with a few additional cases of severely handicapped students would face serious financial consequences, including the further erosion of resources from the regular education program.

Second: How will the Plan serve as an incentive to overclassify? The Plan would begin cutting back on full categorical aid once a district's special education classification rate exceeds 10 percent of the total student population. It's an arbitrary benchmark aimed at controlling what the State perceives as overclassification, a perception which we believe is without basis.

What the Plan actually provides is an incentive to overclassify students. Consider this: At present, 166 school districts have classification rates below 10 percent. They stand to gain \$3763 for every additional student they classify, regardless of the severity of learning disability.

Right now, it is impossible for school districts to receive financial gain by placing students in such areas as perceptual impairment, where categorical aid totals \$867 per pupil. Our State Department of Education identifies perceptual impairment as having the largest number -- more than 39 percent -- of classified students in New Jersey.

However, its artificial 10 benchmark, tied to a per-pupil block grant of \$3763 -- regardless of disability -- may encourage the type of overclassification that it seeks to control.

Third: Does the Comprehensive Plan address preschool handicapped education? It doesn't appear to. Currently, the State requires local school districts to provide special education services to 6886 preschool handicapped students between the ages of three and five. Districts now receive categorical aid for these students.

Yet, preschool handicapped education is missing from any of the Comprehensive Plan's organizations models. It's a glaring omission. Any definition of a thorough and efficient education must address funding for the State's preschool handicapped population.

Mr. Chairman, you and your colleagues have challenged groups that do not look favorably upon the Comprehensive Plan to offer an alternative. We have done that.

NJSBA has developed a proposal that would make essential changes in special education programming to ensure accountability and efficiency while enabling local school districts to address the needs of every learning disabled child.

Our proposal supports an array of special education delivery systems consistent with the principle of least-restrictive environment.

It institutes a four-tier, program-driven funding system consisting of the following levels:

General education with intervention for children on the verge of needing formal special education services.

General education with related services: these are minimal services such as transportation, counseling, and remediation in speech and language that permit the student to continue in a regular class setting.

Part-time special education: These are services for students needing special programming in certain subjects or areas.

Full-time special education programming consisting of self-contained classes run by the district or other agencies.

Our plan would fully fund the formula that is finally established. To do so equitably, a funding process should rely on carefully determined program costs. It should also take into consideration variations in the cost of delivery, such as local differences in salary ranges and the cost of services that lie beyond the control of the local district. It cannot simply rely on a gross pupil count.

Our alternate plan fine-tunes the funding received by school districts. It allows funding to follow the child to promote inclusion. It provides for State oversight and systematically informs parents of the level of services their child needs. Finally, it maintains the partnership of the State, local district, and parent in special education.

In addition, another NJSBA initiative would promote flexibility and reduced costs by more closely aligning New Jersey's special education regulations with those of the Federal Department of Education. Specifically, it would bring our State's restrictive, mandated class sizes into line with Federal requirements, and it would reduce the number of Child Study Team evaluations now required.

Under NJSBA's alternate plan, New Jersey can have a thoroughly modern, cost-effective, thoughtful, and humane approach that enhances special education not erodes it.

In conclusion, the Comprehensive Plan's central mechanism of block granting is a major step backwards in providing services for our youngest, least-advantaged citizens, in providing information to their parents, and in providing guidance and adequate funding for districts.

The NJSBA alternative would make needed changes in the current system to address the needs of the learning disabled child in an efficient manner. We look forward to working with the Legislature toward its implementation.

One final note, if I may, the Legislature has in place a mechanism by which, perhaps, the Comprehensive Plan may be analyzed further. Of course, I am referring to the statewide Legislative Special Education Task Force which is comprised of special education experts and practitioners within the field.

Now, the charge of that Task Force has nearly been satisfied. I might suggest to the Chairman and to the legislators that the life of that Task Force be extended for the purpose of analyzing the Comprehensive Plan and making specific

special education recommendations to you as you make your final deliberations.

Thank you very much.

SENATOR EWING: Thank you.

That report will be coming out shortly. In talking with OLS, they say that the group can continue to work, although the time limit is, I think, already passed or just about to pass. So they'll keep working on it. Whether we'll go into the other part, I don't know.

Now, where are the plans that you say you have? You mentioned two plans. Where are they now?

MR. FINKELSTEIN: Actually, the first component was disseminated at our special education meeting last week.

SENATOR EWING: Yes, but that's not to this Committee, that was to that other Commission.

MR. FINKELSTEIN: No, that is the-- Are you referring to my testimony?

SENATOR EWING: Yes. You said you had two plans. You mentioned, I thought, something about two plans.

MR. FINKELSTEIN: Yes. That plan was disseminated at our Special Education Subcommittee meeting last week, Senator. You received a copy of that.

SENATOR EWING: And the other one?

MR. FINKELSTEIN: The other one has already been out there. It is something that we've spoken on to the Committee in the past.

SENATOR EWING: Could you send copies of both to Kathy Fazzari, please?

MR. FINKELSTEIN: Absolutely, we'll do that again.  
Surely.

SENATOR EWING: Thank you very much.

MR. FINKELSTEIN: You're welcome.

ASSEMBLYMAN GARCIA: Mr. Chairman.

SENATOR EWING: Rudy.

ASSEMBLYMAN GARCIA: Thank you, Mr. Chairman.

SENATOR EWING: I just want to remind the panel here that we're really here to hear the testimony. As I said earlier, we've heard two people in a half an hour. Now, if you're all going to stay with me, that's fine. Okay?  
(laughter)

ASSEMBLYMAN GARCIA: I'll stay with you, Mr. Chairman.

SENATOR EWING: I've got some chains coming to wrap you to the chair and table so you can't go. (laughter)

ASSEMBLYMAN GARCIA: Just very briefly, I had two concerns with the conceptual document that was presented by the Commissioner. One was addressed and brought to light last week, when we had the first hearing, by Dr. Mark Stanwood from the Atlantic County Special Services District on how the \$3763 may not be enough per pupil -- again, pointing out that wide range of disparity between the cost and the related services.

The second, obviously, was with those districts that maybe have a few additional students over the 10 percent, and how that may impact on the regular education -- drawing away resources from the regular education classes.

But now today you bring forth a third point which also concerns me; that is, overclassification, especially with the

perceptually impaired students. How may that come about? Can you just elaborate on that a little bit?

MR. FINKELSTEIN: Well, the 10 percent figure is an arbitrary figure that the Department came up with in Comprehensive Plan No. 2, as I refer to it. Interestingly enough, while the perceptually impaired area has 39 percent of our overall State population of classified students -- which numbers approximately 190,000--

ASSEMBLYMAN GARCIA: And they receive only \$867?

MR. FINKELSTEIN: That is the perceptually impaired categorical-aid figure, that's correct.

ASSEMBLYMAN GARCIA: But under this program, then, they would receive \$3763?

MR. FINKELSTEIN: That is correct, every category.

ASSEMBLYMAN GARCIA: Right. But that one category where they've been rendering services at \$867, now they would be rendering the services at \$3673?

MR. FINKELSTEIN: That is correct. Just as a footnote to that, Assemblyman, New Jersey chose to create the category of perceptually impaired; that is not a Federal category. So it's kind of interesting that on the one hand, our own State Department has created the category which they are now criticizing as having the highest rate of classification of all classified students.

ASSEMBLYMAN GARCIA: So this may create an incentive for some school districts to move a greater number of students into that category.

MR. FINKELSTEIN: There is no question. The opportunity is there, surely, which is counterproductive to the

Plan's intent to decrease the overall classification rate. It's a good point.

ASSEMBLYMAN GARCIA: Thank you.

SENATOR EWING: Senator MacInnes.

SENATOR MacINNES: Thank you, Mr. Chairman.

A quick factual question and it will expose my ignorance. The preschool program for special needs kids, does that have anything to do with Federal requirements? Is that a growing area of concentration under ADA, for example?

MR. FINKELSTEIN: It's one of the fastest growing areas, certainly, within our State.

SENATOR MacINNES: So districts have no choice, effectively?

MR. FINKELSTEIN: That is correct.

SENATOR MacINNES: Do you have an estimate or the precise number on the total cost of the program that we're talking about? It's 6000 kids or so right now, I assume it's growing rapidly. Do you have any--

MR. FINKELSTEIN: I do not. I'm sorry, Senator.

SENATOR MacINNES: Thank you.

Thank you, Mr. Chairman.

SENATOR EWING: Thank you.

MR. FINKELSTEIN: Thank you very much.

SENATOR EWING: We're all here about children, so I am going to make an exception. But I want the public to know that in the future, at any hearing, if people come down together in a car and bring children, we're not going to take pity on them.

We will hear from Carol Harpster and Lynn John from Glen Ridge as a duo, so they can take the children home. But this is the last hearing where we make this exception.

I think they should be getting home to do their homework. (laughter)

**C A R O L P. H A R P S T E R:** Okay. Thank you.

I brought my assistant, Ryan Harpster, with me. He is unpaid and untitled, but he is special.

Thank you for the opportunity today to comment on the Comprehensive Plan. My name is Carol Harpster. I am a member of the Glen Ridge Board of Education, and I work as a Public Affairs Consultant for Eastman Kodak Company providing legislative and regulatory monitoring. Glen Ridge is also a member of the Garden State Coalition of Schools.

I have several concerns and questions with the Plan but would like to provide you with some history regarding our district's activity to date. This will, perhaps, help you understand our ongoing frustration with the Plan development and the public hearing process.

I and several members of my community have been active in the public hearing process regarding the Comprehensive Plan. Many of us testified at the first Essex County hearing in April in West Orange, and we also attended the Parsippany town meeting in May where we posed several questions to Commissioner Klagholz. At the second Essex County hearing in September, Glen Ridge represented nearly 20 percent of those attending and two of our Board members, including myself, presented testimony.

Additionally, we hosted a town meeting in September attended by over 100 concerned people, at which a nonsenior

representative from the State Department of Education was present. We advertised this meeting, with the Department's knowledge, as an informal question and answer/testimony session. However, much to our dismay, just minutes before the start, the representative notified us that she would simply serve as a carrier of information back to Trenton and that no immediate answers would be forthcoming. She did, however, give us her personal guarantee that all of our questions would be answered.

Subsequently, in typical pass-the-buck style, we received a letter from Peter Peretzman, Director of Communications for the State, which essentially told us to wait for the Plan for our answers. Well, we've waited, we've read the Plan, and our unanswered questions remain the same.

Number one: What will be the new funding formula? Glen Ridge's primary concern with the Plan continues to be the funding formula. It was with dismay and, quite honestly, anger that we read of the Plan's intent to use income -- which is on page 31.

Our testimony has clearly pointed out that income must be removed from the formula as a determinant of a district's ability to pay for its education. Using income to determine a district's wealth and property taxes to pay for local education results in the double whammy for districts like Glen Ridge -- income taxes and high property taxes -- in fact, the 17th highest in the State and highest of all the Transition Aid Districts.

It bears repeating that our only recourse at the district level is to tax property. We cannot tax income. Our property taxes are high not because we overspend; in fact, our

per-pupil costs are only slightly above the State average and lower than that of nearby Newark. With 93 percent of our school budget funded by the local property tax levy, we have always had an incentive to keep costs down while maintaining our standing as one of the State's best districts.

Question number two: What will the new formula do to tighten the range? Currently, the funding formula -- which we've never seen nor can we seem to get from the Department of Education -- includes income and property wealth in order to determine a district's required local share. This has resulted in a system which has produced a State with a property tax nightmare.

We have data -- which I'll leave with you -- courtesy of Dr. Ken Hall, President of the Foundation Aid Districts Association, which we have supplied on numerous occasions to the State Department of Education, which show a property tax swing from a high of 129 percent above the State average to a low of 92 percent below. Glen Ridge stacks up at a whopping 52 percent above the State average.

Due to this tax rate, we've always had an incentive -- and a very clear message, I might add -- from our taxpayers and our property tax association to hold the line on costs. Where is the incentive to hold costs for any district so drastically below the State average?

We support legislative efforts, like the recent efforts by Assemblyman Lustbader and Assemblywoman Maureen Ogden in 1994 -- Assembly Bill No. 188 -- which called for providing additional State aid to Foundation Aid Districts which have school tax rates which are 25 percent above the State average.

We would ask that this type of relief include Transition Aid Districts as well. Districts which would benefit from this type of relief include urban and suburban, Foundation, Special Needs, and Transition: 8 districts in 17 of New Jersey's 21 counties.

Additionally, we have and we will be in touch with our local legislators and other key legislative officials in the State regarding this property tax "circuit breaker" concept. Until the problem of property tax disparity is resolved, we will never come close to achieving parity among districts.

The last question is: Where did these mythical per-pupil costs come from? Rather than using an existing, real-life district from which to derive a model size and costs, it seems that the Department has created a mythical Brigadoon type of district: here on paper for the Plan and gone tomorrow for the next 100 years. (laughter)

We have made countless requests to the State Department of Education to come and visit Glen Ridge and see what we accomplish for very reasonable per-pupil costs. Who visits? A nonsenior Department of Education gender equity specialist at our town meeting who isn't allowed to answer questions. Quite simply, compliance with these mythical per-pupil costs would cost Glen Ridge over \$3 million or 25 percent of our current \$12 million budget.

In closing, you guys are our only hope. Look at the tax data I have here. I have it on disk and a hard copy that I have included with my testimony. Speak with us further. Contact State tax and education experts. We can and will help in any way possible.

Thank you. (applause)

SENATOR EWING: Thank you.

L Y N N J O H N: Good afternoon. I am Lynn John, Finance Chair and Legislative Cochair of the Glen Ridge Board of Education. For the New Jersey School Boards Association, I serve as the representative for the 34th District on their Legislative Committee, and as Alternate for Essex County on the Board of Directors. I'm also an active participant in the Garden State Coalition of Schools.

I have spent four years trying to understand what Glen Ridge did to earn the dubious distinction of being the highest taxed Transition Aid District in the State. Glen Ridge failed to foresee the negative consequences of QEA. I have vowed that it will not happen again.

As you prepare to act on the Comprehensive Plan, please ask yourself four questions:

First, what is the Department of Education trying to accomplish with the formula? When administrative penalties began, the New Jersey School Boards' Legislative Committee was asked to reject the penalty and bonus system. Glen Ridge would gladly trade our bonus and high tax rate for a penalty. We are penalized every day with the 17th highest tax rate in the State. At the Garden State Coalition funding retreat last September, we had the median per-pupil cost but the highest tax rate by far. No one else came close.

The Commissioner's proposed model focuses on per-pupil costs, but it is the local property tax rate which drives voters' budget decisions. The range in tax rates is too great -- from more than 100 percent over to less than 10 percent of the State average. Tax rates correlate more closely with

per-pupil ratables than per-pupil costs. Districts with low tax rates have no incentive to control their costs. The State will never close the spending gap if they continue to ignore the formula's impact on property tax rates.

The \$10 million proposed for technology and the \$5 million proposed for rewards and recognition average out to \$8.50 and \$4.25 per student. Why bother? A coalition of conservative businessmen in Virginia pressured that state to put \$100 million into technology -- 10 times more than New Jersey.

Second, are the assumptions reasonable? The Commissioner frequently points out that New Jersey is number one in education spending. He is quick to blame it on the number of districts in New Jersey. What leadership and incentives have the State provided to reduce the number of districts? Three districts that regionalized were given an administrative penalty based on their separate costs the years before; some incentive. I am not aware of any studies showing that regionalizing has saved taxpayers money in New Jersey.

I have seen no attempt to figure out the real reason New Jersey spends the most. How much is due to the high cost of living here? How much is due to the fact that we have the fourth oldest teacher population and one of the strongest tenure laws in the United States, resulting in more teachers being at the top of the guide? How much is due to mandates, and how much might be actually due to higher achievement for our students?

Third, when is the State going to make needed reforms at the State level? The State ties our hands with inefficient benefit, tenure, and pension structures and then blames us for the high costs.

Two years ago I testified in front of the Educational Funding Review Commission. I begged for reform in health benefits, especially for copays, deductibles, and employee contributions that would make employees more aware of and give them an incentive to help control costs.

The only change to date is that we can now leave the State Health Benefits Plan if we can negotiate that with our union. Reform is being discussed, but how long will it be before it is in place and can have a positive impact on our bottom line? Legislation for joint insurance funds has been passed, but when will the regulations be in place so that we can form a JIF?

Pension reform is also needed. Under QEA, the State has continually tried to shift pensions back to the districts. The current pension system increases a teacher's pension for each year of service with no cap. Police officers peak at 20 years. Once a teacher is granted tenure, the district has little control over their longevity or ultimate pension.

Fourth, why has the process been so secretive and one way? The public input part of the Plan has been a sham. Glen Ridge testified at both Essex County hearings, participated in the town meetings in Parsippany and Atlantic City, and hosted our own town meeting. Our concerns have been unanswered.

The State is holding all the cards close to the vest. We need open sharing of data and ideas. Experts need to be called in to discuss taxation theory. We need to thoroughly examine other ways of funding education, including a statewide property tax, sales tax, or funding a percentage of every

district through progressive taxes such as income tax. This has not been done, at least not publicly.

Is the Department of Education seriously asking for support of a funding plan when the numbers are still in revision? They are asking us to climb out on a limb and hand them the saw. Glen Ridge did that once with QEA, and we are paying the price. We are not stupid enough to do that again. Districts need to know exactly how they will be affected. I don't want my children's generation to be the pawns in this ridiculous political game.

Thank you. (applause)

SENATOR EWING: Thank you. You have heard of unions, though, haven't you?

MS. JOHN: (from audience) What?

SENATOR EWING: You have heard of unions, haven't you?

MS. JOHN: Yes.

SENATOR EWING: That is part of the problem. Also you've heard and realized the strong home rule concept we have in New Jersey. Right? You all want to do your own thing, but you have to pay for it, though.

SENATOR MacINNES: Mr. Chairman.

SENATOR EWING: Yes.

SENATOR MacINNES: On that point, I think that Ms. John has made an important contribution on the discussion of school district reorganization, which is something that I commend the Commissioner for many of the steps he has taken to draw attention to this problem of too many small districts in the State.

When you go to do something about it, there is no help available. School districts are left on their own. The incentives in the statute don't work. The emphasis on property tax differentials makes it nearly impossible, which is why we don't have any school district consolidation. I think that is an important point that needs to receive attention. Whether it's through this process or not, I'm not sure.

SENATOR EWING: Or separate legislation, certainly.

SENATOR MacINNES: It might require separate legislation. I know it's a hornet's nest, but it's a very good point. We have to do more than just penalize people and districts for being small. We've got to have some program of active assistance and some incentives, as well as the stick.

I just wanted to emphasize again what Ms. John was saying.

SENATOR EWING: Carole Beris, Division of Adult and Continuing Education.

C A R O L E B E R I S: Good afternoon. My name is Carole Beris. I am the Director of Adult and Continuing Education for the Plainfield School District, and the Principal of the Adult High School. Annually, we serve over 1000 adults and out-of-school youth who need high school diplomas, basic skills, and English for nonnative speakers.

I am very concerned with the Department of Education's "Comprehensive Plan for Educational Improvement and Financing" which eliminates funding for accredited adult school programs which are also known as adult high schools.

Plainfield is a city struggling to overcome the effects of a continually changing population and depressed

economy. Located in central New Jersey with a population of 46,567, Plainfield's median age is a relatively young 29 years. Our community has been hit hard by a tidal wave of interconnected problems. Dwindling job opportunities, stagnant incomes, disease and substance abuse, disintegrating families, and undereducation are but a few of the problems confronting this urban city, as well as many others.

The Plainfield Adult High School has graduated 530 students since it began. The adult high school's credit-based diploma program has offered adults and out-of-school youth the opportunity to earn a district high school diploma, as well as the opportunity to achieve higher levels of skills necessary to pass the State graduation test which is also an adult high school requirement for graduation. This diploma helps prepare students to become contributing members of our community and is an important step in preparing for the technology that the job market now demands.

Several of our graduates have entered military service, a field only available to high school graduates and not available to those with a GED State diploma. Many of our other graduates have met with great success in terms of improving their lives and finding jobs.

I'll just mention one: Nakise, a single mother who was forced to live in a shelter as a result of a volatile family situation, including a drug addicted mother. At the age of 22, she earned her Plainfield High School diploma and now works as a bank teller for First Fidelity Bank in Plainfield. She is now able to support herself and her daughter in their own apartment. Hopefully, in the not too distant future, she also will be able

fulfill her dream of going to college and becoming a social worker.

It is critical that the "Comprehensive Plan for Educational Improvement and Financing" maintain its current support of formula-based funding for adult high schools. The current State aid funding formula counts each adult high school student on roll, as of October 15, as .5 on the district's application for State school aid. This generates half the amount of funds allotted for regular day school students, providing the student's education plan indicates scheduling for a minimum of 15 credits.

In addition, many other adults who enroll after October 15 are also served without any additional cost to the district or the State. Eighty-one such students were educated by the Plainfield Adult High School in 1994-1995. Adult high school is a cost-effective program.

As of 1992, 8300 Plainfield adults over the age of 25 -- or 29 percent -- did not have a high school diploma and 11 percent of this age group had 8 or fewer years of education. Over 12 percent of Plainfield's population fell below the poverty line.

We must educate and empower people to open doors to improve the quality of their lives which will lead to job opportunities and job training. We also must provide the necessary sustenance for families so that we can have educated parents to act as role models and to promote education in their homes.

Literate, educated parents become partners with schools in producing children who can achieve academic

standards. It is common knowledge that the children of uneducated parents are at a severe disadvantage. Without a high school diploma and a high degree of literacy, the career choices for many will be limited to welfare, participating in the world of crime, potential homelessness, and either low-paying or no-paying jobs.

The adult high school helps to address the problem that statewide approximately 50 percent of New Jersey's adults only function at the two lowest levels of literacy as defined in the National Adult Literacy Survey. The Survey also verified that low literacy skills were closely linked to low income and limited employment opportunities. It is clear that improving the level of literacy of the population needs to be a high priority for all those concerned with the future of New Jersey.

More than 1.5 million adults in New Jersey need high school diplomas. The degree of need speaks for itself. Over 15,000 youth drop out of New Jersey high schools each year. In the school years from 1988-1989 through 1993-1994, over 10,000 students throughout the State of New Jersey earned their adult high school diplomas.

I call upon you to support the continued funding of adult high schools, thereby, not discriminating against the adult population lacking diplomas, as well as the large number of 16- to 18-year-old dropouts whom we service.

Thank you.

SENATOR EWING: Thank you very much.

Randall Kanter, Morris Hills Regional District Adult High School and New Jersey Association for Lifelong Learning.

**R A N D A L L K A N T E R:** Good afternoon, Chairman Ewing, and honored members of this Joint Committee.

My name is Randall Kanter. I am the Principal of the Morris Hills Regional District Adult High School Program and also a member of the Executive Board of the New Jersey Association for Lifelong Learning. We are a professional association that represents the 53 adult high schools in the State.

My purpose for being here today is to address the Department's solution for improving education and public school financing; that is, the Comprehensive Plan document. I would prefer to speak on the document as a whole, for I find many of its elements both appealing and yet disturbing for the future of public education in this State.

In my limited time, however, I would like to focus on the Department's recommendations found on page 62 of the Plan that call for the elimination of the current funding of accredited adult schools, which are also known as adult high schools, which you just heard about.

The Department's Plan, in one fell swoop, eliminates adult high schools that have been a part of New Jersey's educational infrastructure since the end of World War I. Public evening schools for adults have been a part of the State's basic aid package to districts since the late 1940s.

The Department's new Plan suggests that adult high schools could be funded through separate grant programs. Now, I could spend the next half hour reviewing with this Committee the number of grant programs that are actually found in statutes but which never get funded.

Just within the sphere of adult education you have the evening vocational grants, which have not been funded in five years; the Supervisor of adult education grants, which hasn't been funded for a number of years; evening school for foreign-born grants, which have been partially funded up until this year.

So the track record for going with the grant process is not a good one and, I believe, would really mean the end of adult high schools in this State.

The other argument I'm sure that the Department may argue is, "Well, without adult high schools, they can always get a GED or an equivalency diploma." Unfortunately, the GED equivalency diploma has lost some credibility amongst employers and colleges. The military does not recognize it at all in terms of admission into the service.

In order to compensate for this GED credibility problem, we see across the country now a tremendous growth in adult high schools; that is the trend. The Department's recommendation flies in the face of that trend.

The adult high school in contrast to the GED -- I want to make this important, because it is a different program -- offers a State-endorsed, locally issued diploma and with it all the merits associated with a regular high school diploma. With this diploma comes employability, higher pay, and other benefits.

And, ladies and gentlemen, the dollar you spend on the adult high schools is, perhaps, your best investment. It's a two-for-one kind of investment. It's the only educational investment that you make that seeps into the child's home.

Recent research coming out of Headstart programs report a significant correlation between the reading level of the child and the parent.

Our children's parents not only have basic skills deficiencies, but many carry with them negative images of a school system that ultimately did not meet their needs. This is the home environment of too many children who will be attending our public schools in the year 2000. That is an issue that you have to deal with when you talk about school reform.

Now, let us look at the profile of parents of our children for the year 2000. In New Jersey, according to a 1985 Department of Education study, 14 percent -- or 700,000 adults -- 20 years or older are functioning at a very low level of literacy.

As of the 1980 Census, over a million and a half New Jersey residents ages 16 and over had left school without a high school diploma. Since then, thousands of youth have dropped out of school each year, many without the skills they need to get a job.

In the six-year period from 1982 to 1987, 100,000 youth dropped out of school in this State. For the 1987 graduating class, the overall dropout rate was 15.8 percent. Between 1982 and 1987, 150,000 immigrants settled in New Jersey; 95 percent of these immigrants are from non-English-speaking countries. Besides being limited in their English language proficiency, many are illiterate in their own native language. These populations are and will become the parents of the kids in the year 2000.

Now, during the 1994-1995 school year, your 53 adult high schools serviced over 12,000 of our residents with approximately 25 percent of that number within the 16- to 18-year-old age group.

Our look at the Department's Comprehensive Plan and real school reform must address this issue. Abbott v. Burke and the original version of the QEA focused on the disparity in the distribution of resources between school districts. Certainly, providing a foundation level in dollars per pupil will improve the quality of some schools in our poorer communities, but the equation is not that simple.

You may get some improvement in qualities of school, but the quantity of educational achievement will not increase at the same rate. Real school reform must redefine the parameters of the sphere of influence in a child's education. We must begin to integrate the educational goals of our children with those of the parents and the community.

We must expand our mandate, not restrict it. We must coordinate our educational planning between children, parents, and community. Our goal for the year 2000 is to break the cycle so as to give us a generation of children not only having access to a quality education, but also to give us a generation of parents providing a home life which will have a nurturing influence on the child's education and provide support for our schools.

Thank you very much. (applause)

SENATOR EWING: Thank you.

Enrico Prata, Adult Education, Caldwell-West Caldwell School.

**E N R I C O   A .   P R A T A:** Honorable Chairman, Senators, Assembly members, ladies and gentlemen, good afternoon, or almost, good evening. My name is Enrico A. Prata. I am the Director of Adult Education in Caldwell-West Caldwell Public Schools.

Today, I am representing adult educators from Morris, Essex, and Passaic Counties. Our ranks are predominately made up of professionals who work with adults, young learners over the age of 16, and children in a variety of school settings. We administer programs to individuals who need a high school diploma through the locally sponsored adult high schools and General Educational Development -- GED -- Programs and to individuals who need literacy instruction via the Adult Basic Education and volunteer-based programs.

Also, our adult education centers provide programs to those requiring workplace, correctional, and family literacy instruction, job-related training and retraining, and numerous enrichment programs. Consequently, we are familiar with and know the value of strong adult educational programs in all settings, especially in the local public schools.

First of all, let me say that adult educators fully understand that the development of a "Comprehensive Plan for Educational Improvement and Financing" is a monumental task and that much work has gone into the current document. Furthermore, we understand that this difficult task has been exacerbated by diminishing resources at all levels of government, shifting priorities, and by the perceived educational needs in a global economy. It is for these reasons that I am testifying today and

look forward to improved educational opportunities for New Jersey residents of all ages.

A comprehensive plan for improvement should be about the whole educational system in our public schools and not part of the system. The fact that it excludes adult education in its basic thinking makes it a flawed plan. I want to mention at this time that adult education is also excluded from the "Strategic Plan for Systemic Improvement of Education in New Jersey," increasing our concern for New Jersey's undereducated adult residents.

Adult educators question the exclusion and urge the New Jersey Senate and Assembly Education Committees to counteract this potentially harmful move. Removing the adult education programs from the foundation budget and to say that it "could be addressed through a separate grant program" -- as stated on page 62 of the Comprehensive Plan -- would mark the beginning of the end of adult education in many school districts.

That fate was shared by the evening vocational school funding and other grant programs in many school districts throughout New Jersey: here today, gone tomorrow. Adult education aimed at securing a high school diploma is not a frill. These programs are a necessity in today's economy, vis-à-vis the education levels of our adults as reported in the 1990 U.S. Census and the 1993 Adult Literacy Survey. More than 1.5 million of the adults in New Jersey lack a high school diploma.

Yes, it is true that schools will not solve all of society's problems. Adult educators have seen the positive

impact that adult education programs that provide literacy and high school completion have had on individuals within the context of the families, their workplace, and their communities.

The Comprehensive Plan on page 16 states, "Acting alone, the education system, and specifically urban schools, cannot remake society such that drugs, violence, teen pregnancy, disease, and other fundamental problems that ultimately inhibit children's learning are eliminated." However, given the success of adult education programs in New Jersey, we believe that we are in a good position to be of value to the system as it attempts to build capacity.

The long waiting list for adult education currently existing throughout our State is a statement of neglect by our policy makers. It is obvious that thousands of adults see value in adult education. Frequently, students also indicate that the value goes beyond them; it has a positive impact on their families. Do you, who have the power to make a difference, endorse this neglect, or do you see value in adult education?

The Plan should view adult education as an essential component of schools and not as "other elements." As I stated before, they are not frill programs. Adult high schools are, in many instances, the pivotal program on which other service components, such as counseling and employment readiness, are hinged.

Adult education directors and principals report that students demonstrate improvements in cognitive and affective areas. Since adult high schools began, thousands of individuals have participated in complex learning activities which are considered desirable to transition to work, job training,

college, and the military -- and the military does not readily accept the GED diploma. They prefer a locally endorsed diploma.

The December 5, 1995 Star-Ledger reported that Governor Christine Whitman said, "You can't really succeed in this world today without at least a high school diploma or equivalency degree. So that, appropriately, should be a requirement for welfare, to go back and get your degree."

We agree with the Governor; however, if adult programs in public schools are not available, where would they go to get a high school diploma? Almost every district in New Jersey either offers or is near another town offering adult education. We have an open-door policy in adult education. The system, specifically designed to help adult learners, is in place.

Because of these concerns, we recommend that there is a continuation of funding for adult education and the adult high schools. If you want to keep what works, we urge you not to eliminate them from the Comprehensive Plan. Adult students, who often are perceived to have minimal voice in policy, need your support.

Thank you very much for your kind attention.

(applause)

SENATOR EWING: Thank you.

Mary Casatelli, parent.

**M A R Y C A S A T E L L I:** Good afternoon. My name is Mary Casatelli. I am the mother of a young man who was diagnosed with Down's syndrome at birth. I have read the section of the proposed funding Plan that deals with special education, and it brought back memories of a chapter in my life. I would like to share that memory with you this afternoon.

When Chris was just a few months old, I became a member of the local chapter of the New Jersey Association of Retarded Children. It was through association with other parents with children older than mine that I learned what I would need to do in order to get my son into a special education class, even though his education was mandated.

First, my son attended a preschool class which was operated by ARC -- this was to teach retarded children how to sit, play, and behave in what otherwise would be a normal kindergarten class -- for one year, prior to his fifth birthday and the request to the local school board that he be enrolled in school.

Second, the local chapter of ARC made arrangements for parents who were requesting enrollment of their retarded children in local schools to have a psychological evaluation of the child performed by a highly respected psychologist in the area, Dr. Irving Feldman (phonetic spelling). This was done in anticipation of the psychologist for the local district finding that the child was not quite ready for school and would benefit from another year at home; this was exactly what happened.

Only when Dr. Feldman contacted the school psychologist to request a meeting for the purpose of discussing the differences in the two evaluations did the school psychologist state that in reviewing the file, he found that he had failed to properly total the score and that, of course, Chris should enter school that year and, in fact, was enrolled in a mentally retarded-trainable class.

Then, the following year my husband accepted a change in employment which necessitated a move. With regard to a

transfer to a new school, this was not a problem for my two normal children. But for Chris, that would be a different story and a more difficult issue, as would be true of many other aspects of life with a disabled child.

First, not every town has a special education class, and even if it has, it might not be a class that deals with your child's disability.

Second, if the town you move to doesn't have a class for your child's disability, the local school district can send your child to a class in another town, a receiving district, if they have a slot available. Note that a class held not more than 10 students and residents of the town in which the class was located were given priority.

Third, if the local district cannot place your child in a class in a receiving district, they will send a tutor to the home for a few hours twice a week. In this instance, this would be the only education the child would receive.

If you have a disabled child and this was the only opportunity for one of your children for an education, what would you do?

In order to ensure that Chris would have the best chance of getting into a class, we had to look for a home in a town that contained a special education class for mentally retarded-trainable. We did, and we moved into Hillsdale where, for the next 10 years, Chris attended special education classes in two different K through 8 elementary schools.

In the local school system, the quality of the special education was totally dependent upon the teacher who was

teaching the class. There was no criteria, no curriculum, and no accountability for the appropriateness of the daily program.

For the first four years, Chris had a teacher who specialized in coloring turtles and balloons and naps. Bear in mind that this was only a half-day class. Then, we got lucky. Hillsdale started a second mentally retarded-trainable class and moved the older children to another school and another teacher. At the end of the school year, Chris was reading from a first grade primer.

The following year there was a budget crunch. This teacher did not have tenure, so her contract wasn't renewed. The class was split up, half with the younger class coloring turtles and balloons, and the other half went into the special education class in the Pascack Valley High School. This teacher's speciality was teaching the females to set tables and the males to shave and apply aftershave.

Having seen that my child had the ability to learn, albeit, at a slower pace, I wasn't going to settle for anymore business as usual. In my view, my son wasn't getting an education, let alone a thorough and efficient one, and I met with the school officials and expressed my views.

They suggested I might want to try something new that had been started in Bergen County. My husband and I visited the Life Skills Program in Rockleigh that was operated by Bergen County Special Services School District, and we accepted the offer.

This was the best decision that we have ever made. Their whole approach to educating a disabled person was different. It was progressive and it was most effective. The

caliber and dedication of the staff was excellent. This held the possibility of actually achieving a thorough and efficient education.

The New Jersey Legislature had apparently recognized that there were gross inequities under the system of funding and educating disabled children within the structure of the local school districts, as well as their lack of success in achieving a thorough and efficient education with its students. It was, after all, the New Jersey Legislature that created the special services school district. The first model was established in Bergen County and was quite successful. Subsequently, seven additional special services school districts were established.

What a unique concept, create a school district to effectively and efficiently handle the educational requirements for all developmental disabilities, bring together a team of educators skilled in working with the different disabilities.

Now, by means of this "Comprehensive Plan for Educational Improvement and Financing," you propose to take special education backward almost 30 years, to the time shortly after passage of the Beadleston Act, to the nightmare I related earlier and that I and many other parents have experienced.

By now, you're probably asking yourselves, "Doesn't she know that each child will receive an IEP, that it is mandated?" Yes, I know that an IEP is mandated. However, if it is in the hands of the local district it wouldn't matter. When local funds are involved, special programs that would truly benefit some children could well be overlooked to save dollars, dollars that now become an issue between the majority of the children in a town, the "normal children," versus the smaller

percentage of the children in that town, those with developmental disabilities.

It would only be a matter of time before the local districts would abandon the special services school districts. In each local district there would be people looking to reduce costs or adjust budget figures who would decide that they could utilize vacant classrooms and do a better job by keeping the funds and the classes in town. These people might even suggest that they could join with other nearby towns who might have a different class -- receiving district. Does this ring a familiar bell?

Would you like your child to be the subject of a local school board meeting where your neighbors might be saying that your child is taking funds from their children in normal education and, in reply, having the town fathers explain that they have had to comply with Federal law?

Indeed, have you ever walked through the classrooms of a special services school district and seen the variety of disabilities, as well as the severity of many of those disabilities that would be affected if this proposed funding Plan were allowed to become law?

This Plan proposes that all disabled students are the same and that the needs and requirements of each disability are the same. To say that the needs of a student who is perceptually impaired are the same as a student who is moderately or severely mentally retarded or multiply handicapped is a fallacy. The needs of each of these disabilities are, in fact, quite different.

It is without question that any child who is in a special services school district should be classified as handicapped, and these students should be funded first, by the State, with the balance of funds being dispersed after.

Ultimately, it is the responsibility of the State to educate all of its children. It is by State law that each child -- normal or developmentally disabled -- is guaranteed a thorough and efficient education. The State of New Jersey cannot and should not shirk its responsibility to the disabled children of this State who most need the equity and protection guaranteed by the law.

This being the case, the funds should be dispersed directly to the special services school districts because they do provide a thorough, efficient, and effective education. As a taxpayer, as well as a parent, I certainly would prefer to see my tax dollars being spent effectively with positive results rather than being wasted by regressing in time to an ineffective policy that was considered a failure 30 years ago.

Thank you for allowing me the opportunity to address you this afternoon. (applause)

SENATOR EWING: Thank you, Ms. Casatelli.

Wolfgang Albrecht.

W O L F G A N G A L B R E C H T J R.: Thank you, Mr. Chairman and members of the Committees.

I am testifying in response to your "Comprehensive Plan for Educational Improvement and Financing." As a representative of special education, I commend you for the ideals that guide your proposal but am concerned about the

implications of the methods recommended to transform these ideals into reality.

I am the new Vice President of the Bergen County Board of Special Services, one of the eight regional special services districts in New Jersey. Our district is the largest, providing exemplary services to approximately 21 percent of the State's 5000 severely disabled children.

As a member of the Board of Special Services, I am called upon to participate in decision making concerning fund allocation, administration, and educational program delivery. These multiple perspectives form both my analysis of the Comprehensive Plan and my recommendations for modification to ensure its success.

From an administrative perspective, I commend the State's goal of parity between districts in their provision of quality educational services. From the perspective of special education, I applaud the Plan's call to eliminate "unnecessary" classification. I welcome increased opportunities and support services to enable disabled children to be educated with nondisabled peers. I agree that special education at its best must be a needs-driven and not a label-driven system.

I must voice my deep concern, however, about the impact of proposed changes upon the real ability of all school districts and especially special services school districts to provide appropriate services to our most significantly and severely disabled children.

The reality at impact: The 1027 children currently served by the Bergen County Special Services School District are hearing impaired, multiply handicapped, medically fragile,

autistic, mentally retarded, or psychiatrically diagnosed as emotionally disturbed. These are not arbitrary or unnecessary classifications.

Who are these students? They represent 131 municipalities in northern and central New Jersey and include 14 of the State's 30 Special Needs Districts. They come from families and communities that experience the debilitating realities of coping with the escalating medical and educational costs of providing for the multiple special needs of a disabled child.

What may happen to these students if the Comprehensive Plan becomes law? Home districts may be forced to keep students, even when they cannot afford to offer the essential services provided by the special services school district. What kind of education will these students receive? How will they be assessed and classified? Without concrete answers to these questions, I can assure you that these students will lose any chance of functioning in society.

Severely disabled students stand to lose regular access to specialized therapeutic services, vocational programs, sheltered workshops, feeding therapy, medical therapy, adaptive daily living skills, physical therapy, occupational therapy, and assistive technology. For more than 20 years, these programs and services have effectively transitioned students into society. Is it efficient or feasible for a home district to assume the responsibilities and costs of these programs?

Programs provided by the regional special services districts for moderately disabled students will be reduced or eliminated. Students with severe emotional and behavioral

problems, for example, fall into this category. These students usually come to the special services district after they have failed in the home district. How many of these children will drop out of school and end up on the street?

The costs of educating a moderately or severely disabled child in a home district classroom will greatly exceed the costs of educating that child in a special services district classroom. This encourages duplication of services and is simply not cost-efficient.

Students in need of classification will probably be overlooked by the system. They will probably be informally labeled anyway as "slow learners." This can lead to a new type of abuse: adjusting the IEP to suit the financial needs of the district rather than the educational needs of the child.

I ask you to consider how a few of the elements proposed in the Plan will manifest themselves in the life of the school and the disabled child.

In prior generations, students with learning disabilities were labeled slow learners. The primary intervention was to leave the student back a grade or to pass the student despite his or her level of functioning. Educational research now identifies a variety of disabilities that impede learning. We now recognize that some disabilities do not manifest themselves in severe behavior disruptions and are not always correctly identified by the classroom teacher.

If a 10 percent cap is imposed, its impact upon State aid and local funding may result in a return to the slow learner syndrome. It is possible that some students with cognitive or emotional disabilities may go unnoticed or unclassified until

they reach young adulthood and become another addition to New Jersey's dropout statistics, welfare roles, and unemployment lines.

Educators have long debated the feasibility of equal funding as a means of bringing about equal opportunity for all students. The creation of a "one factor" or "single classification" as the basis of an equal funding formula implies that the needs of all classified children are the same. This is a budget-driven model. The concept of the federally mandated Individualized Education Plan -- IEP -- is an educational model designed to ensure that the delivery of service is driven by the needs of the student not the limits of the budget.

In reality, students' needs differ greatly. This is all the more evident when we look at the most difficult to educate. The real costs associated with providing education for a special education child differ greatly in accordance with the type and degree of disability, the costs of living in a district and region, and the placement of the child. Clearly, a multitiered funding criteria is required to adequately reflect the costs associated with differing needs of the child and his or her disability.

The special services school districts currently provide consistent services and cost under a particular medical category. The shift of direct aid from the special services school districts to the home districts fosters competition between the public schools and private schools. This may drive down costs and quality of services at the expense of the student.

The real potential of intermittent cash flow and the uncertain budget interferes with the regional district's ability to hire and retain quality staff, rent facilities, pay utility bills, contract for services, and participate in cost-efficient volume purchasing.

The model provided in the Plan proposes a quota for students placed out-of-district. This quota is arbitrary and does not consider the number of students who may need service.

Let us examine the impact by example. One district within our region currently sends 32 of its students to our special services district. In the proposed model, only 12 students could be placed without additional local tax dollars.

The lifelong prognosis for children who may be inadequately served is limited. We have seen what happened several years ago when the mentally ill were deinstitutionalized. Local studies now reveal that over 50 percent of society's homeless are mentally ill, now residing on street corners and park benches.

Do we truly wish to create a new homeless population of emotionally disturbed youth? Special education can prevent emotionally disturbed youth from becoming homeless, committing delinquent acts, or harming themselves and others. We cannot, however, solve these problems after they have occurred.

How can we prevent these problems and ensure that quality and adequate educational services be preserved for our most difficult to serve students?

Provide the incentive to local districts to scrutinize their classification process. An arbitrary 10 percent

classification cap is a disincentive to the provision of quality and appropriate education for the disabled.

Create incentives for special services and home districts to work together. Direct full payment for all severely disabled students to the special services school districts. The proposed quota system is a disincentive to collaboration and creates the potential for costly duplication.

Provide a level of State aid that addresses the real costs of thorough and efficient education -- a level that accounts for regional costs of living.

Create a needs-driven, not budget-driven, multitiered approach to funding.

Ask yourself the question: Is equal opportunity really fostered by equal State aid or by addressing the individual educational needs of the child?

Thank you on behalf of the Bergen County Board of Special Services for your time and attention. (applause)

SENATOR EWING: Thank you, Mr. Albrecht.

Dr. Robert Noonan.

**R O B E R T W. N O O N A N, Ed.D.:** Good evening. My comments today reflect both my role as the Secretary of the New Jersey Council of County Vocational Schools, which represents all 21 county vocational school districts, and my role as Superintendent of the Essex County Vocational-Technical School District. I also bring to this perspective my experience as an educational staff advisor to the Senate Majority during the period when the Quality Education Act was formulated and passed.

From this last perspective, knowing the complexity of this task, I must commend the Commissioner and the Department of

Education for the extraordinary effort that was made in producing this detailed, analytical, and at times, insightful document attempting to redefine thorough and efficient education and our State funding formula.

Because of the special nature of the Essex County Vocational Schools as a comprehensive urban vocational school system, my perspective is somewhat unique even among vocational school advocates. The Essex County Vocational District serves a population of over 2100 high school students of which 95 percent come from the Special Needs Districts of Newark, East Orange, Irvington, and Orange, and 70 percent of the students meet the State's low-income definition of "at risk."

Over 92 percent of these students attend our four high schools full time, taking both academic programs that mandate algebra and a full vocational-technical program. Last year's 11th grade -- we're very proud of -- achieved a 95 percent passage rate on the HSPT math test and over 60 percent of our graduates are attending postsecondary programs.

The one recommendation in the Plan that Essex and all 21 county vocational school systems strongly support is the continuation of categorical vocational aid as essentially unchanged. Though there is little direct mention of county vocational schools in the Plan, this proposal affirms our special mission as regional occupation and technical learning centers.

The additional cost factor recognizes the high cost of providing state-of-the-art technical education and quality school-to-work programs. Our only concern -- and we think it's

technical -- is that the money targeted be allowed to grow to reflect cost of living and growth in populations.

As an urban vocational Superintendent, I am very supportive of the proposed changes in the at-risk aid. Low income is the one factor that all studies indicate is an impediment to high academic achievement. The Plan recognizes this fact and expands the definition of Special Needs Districts by directing at-risk aid to 180 districts with high concentrations of low-income students.

The targeting of this money to social services and specific education programs is very appropriate. The inclusion of youth apprenticeship programs in the suggested list of programs is a point of view that vocational educators, of course, support. I would suggest that with pending reductions in Chapter 1 basic skills aid that the base foundation aid as suggested may not support sufficient remedial and supplemental services in the future and at-risk aid may be allowed to be used to maintain these programs when necessary.

The additional proposal under at-risk aid to provide tax relief for districts with 60 percent or more low-income students is also something our district supports very strongly. Municipal overburden is a reality. Our only concern is that counties are not left out of this program. Essex and other urban counties with their huge burden of courts, jails, and welfare programs are certainly in need of tax relief.

The 10 percent cap on special education aid creates a special concern for county vocational districts. As receiving districts and schools of choice, we classify very few of our own students. Essex has a special education population of about 14

percent. Some vocational districts have as high as 30 percent special education students and more.

This proposal would place financial pressure on our districts to accept special education students only up to 10 percent. In light of the fact that the current State plan for special education requires that all special education students have a career plan in their IEP by 1997, does it make sense to limit our ability to provide occupational training for these students? We would suggest an alternative to the 10 percent cap needs to be developed for county vocational schools.

The area of greatest concern for the Council of County Vocational Schools is the statement in the Plan that adult vocational education is outside the scope of thorough and efficient education and as a result should not receive funding under the new formula. Currently, the county vocational schools receive both Foundation Aid and categorical vocational aid for full-time adult students.

Though it may be true that adult education is not a focus of the Supreme Court's funding decision, the State nevertheless has a need to train and retrain its workforce, and the county vocational schools have the expertise and technology to provide high quality training.

Statewide there are thousands of full-time adult students in county vocational schools and thousands more part-time students and supervised apprentices. In Essex, the oldest county vocational school in the State, we have been providing such training for over 75 years. We anticipate, with the reforms proposed for welfare -- with 32,000 families receiving AFDC in this county -- that the challenge to providing

adult training to be growing immensely in the next several years, and our capacity to provide it is quite limited.

If the Department of Education excludes county vocational schools from State aid for adult students, the State will lose a major cost-effective component of its workforce training capability. The Vocational Council strongly recommends that funding for adult education in general, including adult high schools that many of the districts provide, and adult vocational aid, in particular, be continued.

In spite of its detail and its many insights, much in the proposal, understandably, needs to be clarified and developed by specific legislation and policy.

I am grateful for the opportunity I and my colleagues have been afforded so far to participate in this process and look forward to continuing the dialogue.

Thank you. (applause)

SENATOR EWING: Thank you.

Frank Gargiulo, Superintendent, Hudson County Vocational.

SENATOR MacINNES: Mr. Chairman, shouldn't we remark that I think I heard some favorable words for the Plan in that last testimony? (laughter)

SENATOR EWING: We've got it right here.

SENATOR MacINNES: You broke the ice there, Bob.

SENATOR EWING: A good man.

ASSEMBLYMAN GARCIA: Just by way of introduction--

**F R A N K J. G A R G I U L O:** Mr. Chairman, members of the Committees, thank you for affording me the opportunity to testify before you today. My name is Frank Gargiulo. I'm the

Superintendent at the Hudson County Area Vocational-Technical Schools.

I, like many others, understand the need for a new approach to the constitutional mandate of a thorough and efficient education and the development of a stable method of funding education in the State of New Jersey. However, I am here today on behalf of over 3500 students who are served through our district's adult high school and postsecondary programs. We are the largest adult high school in the state of New Jersey.

In Hudson County, adult education programs have become the cornerstone for increased employment and educational opportunities. It would be impossible to document the thousands of personal success stories that our present and former students could tell as a result of their education in our programs. Thus, I am asking for you to seriously consider opposing the "Comprehensive Plan for Education Improvement and Financing" that eliminates the current funding for accredited adult high schools and postsecondary programs.

According to the 1990 Census, Hudson County leads the State with approximately 133,000 -- 36 percent of the population of people who have not obtained a high school diploma. Many of these individuals are functionally illiterate and are unable to complete a basic job application.

Hudson County encompasses 5 of the 30 Special Needs Districts. Through adult education programs, parents are able to learn the skills and technology necessary to assist and support their children's education. Research clearly indicates that literate, educated parents not only promote education at

home, but are more likely to become partners with the school in encouraging positive behaviors and high academic standards.

Students who enroll in the Adult High School Program are no different from any other secondary students in New Jersey. They must complete a minimum of 110 credits, including all subject areas and core proficiencies, as well as successfully pass all three sections of the High School Proficiency Test.

Since 1990, over 1100 individuals have successfully completed these requirements and have graduated with a regular high school diploma. As a direct result of this educational opportunity, many of the graduates have been placed in local colleges and postsecondary programs. Most importantly, countless numbers of these students have secured gainful employment or have advanced in their present fields. Many of these graduates were welfare recipients who are now supporting themselves and their families.

Given the high percentages of dropouts and at-risk students in Hudson County, the adult high school is the only viable alternative for the 800 individuals who are 16 to 21 years old that have enrolled in the past semester in our school. In fact, each year the Adult High School Program enrolls 1000 to 1200 students in this age group who have left school.

Considering the lack of opportunities for this group and given the extensive research presented on this subject, the State would eventually be paying a much higher price in welfare, criminal justice, and homelessness costs should these students be turned away.

Although State aid is based on the number of students enrolled on October 15 of each year, the Adult High School Program conducts open enrollment twice a year on a semester basis. Due to the high demand for these educational services, the waiting list for the program exceeds hundreds of individuals every semester. It should also be noted that the current State aid funding formula counts each adult high school student as .5 on the district's application for State aid. This generates less than half the amount of funds allocated for a typical secondary student.

The National Center for Educational Statistics in the United States Department of Education recently reported that "People with more education rely less on welfare and public assistance," and further stated, "In 1992, 17 percent of high school dropouts ages 25 to 34 received public assistance." Only one-third as many -- 6 percent -- high school graduates in this group who do not go to college receive public assistance.

In recent years, the adult program has expanded to include a teen parent program. This program addresses the needed call for welfare reform as recently advocated by the Governor. These young parents are now able to receive child care services, academic and remedial course work, vocational training, parenting classes, and career preparation through a one site/one provider approach. After graduation, these individuals break the cycle of dependency upon welfare and are empowered to become self-sufficient families.

Most of our students wish they had been able to complete high school. Most of our students wish they had been able to complete it when they were younger, but life doesn't

always give those opportunities. We can't tell these students that it's just too bad they didn't finish high school and they must suffer for the rest of their lives.

There are many people who use a lack of basic education as an excuse for unemployment and do not take advantage of opportunities for self-improvement. Our students use it as a source of motivation to improve their situations for themselves and their families. They are to be commended for their efforts, and they should be given the chance to continue their education at any age.

Postsecondary programs were designed to afford the adult student the opportunity to increase the knowledge and skills required to compete in a highly technological and changing job market. Given the high unemployment rate in Hudson County, coupled with the need for a qualified, skilled, and technologically competent workforce, it is imperative that the educational system respond to the needs of a changing job market.

Our postsecondary programs have a placement rate of 82 percent. These students scored above the average on the SOCATS, as well as other nationally recognized tests of vocational competencies. These students are placed in a career upon graduation -- and sometimes before -- with a guarantee that they are ready for the field they have chosen.

Adult education programs assist the 50 percent of the adult population in New Jersey that function at the two lowest levels of literacy, as well as those 1.5 million who have not attained a high school education. It should also be noted that the "National Education Goals for the Year 2000" stated that "By

the year 2000 the high school graduation rate will increase to at least 90 percent," and further, "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Thus, if we value education as important for the future of this State, then we must realize that our quality of life, our economic prosperity, our social and scientific progress, and our democratic institutions are directly affected by the knowledge, skills, and values of our citizens.

Thus, I call upon you to support the continued funding of adult high schools and postsecondary programs. The results of an uneducated and unskilled adult citizenry would be far more disastrous and costly in the long run.

In light of the seriousness of adult education not being included in the Department of Education's mission and the exclusion of adult education in foundation aid funding, I have addressed my testimony to this issue. However, I offer a few more points on some of the other plans:

I agree that pupils with disabilities should be educated with nondisabled peers in regular classrooms but with additional support. Having disincentives for special education placements over a specific classification rate -- namely 10 percent -- limits the number of special children we can accept and accommodate. Hudson County includes five of the largest urban Special Needs Districts and contains one of the largest populations of classified children.

As typical of an urban area, 17 percent of our high school population is classified, with another 5 percent

mainstreamed and not considered classified. It should be noted that Hudson County does not have a special services district. Thus, it is not surprising that we have a large waiting list in these programs.

Shared State funding of the public school means shared control over distribution of education services to students. In this proposal, local tax leeway will be closely regulated and constrained. The local school property tax eventually will become a State school property tax.

This alternative would place less and less allocation decisions in the hands of local authorities. The local public taxpayers will play a smaller role in the governance of its school districts. Fiscal parity should never mean we must level down to create an even playing field. We must always strive to do the best we can.

Instead of stating that New Jersey has the highest per-pupil cost in the country, which is a negative statement in itself, we should be acknowledging the fact that we are the first to support our education.

If our standards will incorporate appropriate school-to-work applications, details for this should be included in the model of a thorough and efficient education program and curriculum standards. It is not to be found in the model.

In conclusion, few would argue that New Jersey schools need to educate more students to considerably higher levels of achievement, and we need to use our resources more effectively in doing so. But the State cannot lead independently of or clearly at odds with the locals districts.

Because education is a constitutional responsibility of the State, it has the authority to define the policy environment in which it occurs and to define a successful product of the educational systems. It is my belief that the State should stimulate local diversity and experimentation, not stifle it.

The State faces the challenge of creating an appropriate balance between central control and local autonomy, a balance between setting goals, standards, and expectations, and providing districts with enough authority and flexibility to choose their own paths.

Thank you very much for your time.

SENATOR EWING: Thank you.

Frank, can we have a copy of that?

MR. GARGIULO: Sure.

SENATOR EWING: Emerson Dickman, New Jersey ARC and the Orton Dyslexia Society.

Please start.

G. E M E R S O N D I C K M A N III, ESQ.: Thank you.

I've asked to be heard today as a parent of four children -- my oldest has Down's syndrome, my youngest is learning disabled -- and as an advocate.

My comments, which are limited to the section on special education, are supported by the Bergen County Special Services School District; the Bergen County Vocational-Technical School District; the New Jersey Orton Dyslexia Society; the New Jersey Learning Disabilities Association; and the New Jersey Protection and Advocacy, Incorporated, which is the privatized public advocate for the developmentally disabled.

There are many issues I would like to specifically address, some of them positive and complementary. Unfortunately, I have time only to address the points I consider most in need of change.

By providing funding to sending districts to use as they please, this Plan encourages the demise of valuable public regionalized service delivery for a variety of low-incidence populations. Quality, regionalized public programs will not be able to compete with private programs that are free from the collectively bargained burden of the public sector, such as pay scales, pensions, tenure, etc.

Presently, private sector alternatives are forced to be unique and to provide services not otherwise available in order to survive. When public sector competition for low-incidence populations withdraws, the private sector will lose its motivation to compete based upon innovation and excellence and focus on cutting costs to provide the least appropriate at the least expense.

This Plan blatantly encourages underidentification and watered-down services without addressing the real reasons for overidentification by:

1. Limiting the classification rate for full funding to 10 percent, and;
2. Essentially "block granting" categorical aid and permitting its use for purposes unrelated to special education.

The absurdity of putting a cap on classification rates is amply illustrated in research. One major study, perhaps, the most significant study ever attempted in the field of learning disabilities, the "Connecticut Longitudinal Project," has

followed one of the largest longitudinal cohorts of children in the world since they were in kindergarten. This project has been conducted by the Yale University Learning Disability Research Center with Federal funding through the National Institute of Child Health and Human Development since 1983.

All children in this study -- with and without disabilities -- were tested with individually administered, standardized measures. Such procedures, which do not rely on school failure to identify disabilities, identified 17.5 percent as sufficiently reading disordered to be classified as learning disabled and eligible for special education.

This figure does not include the mentally retarded, the autistic, emotionally disturbed, or other eligible disabilities. New Jersey is not overidentifying children for special education. New Jersey, like every other state, is underidentifying children in need of special education.

Research also indicates that, under our present system, adolescents with learning disabilities are 500 percent more likely to be under court supervision than their peers without learning disabilities. What we need to do is create more effective ways of identifying children at risk rather than establishing an arbitrary cap on how many we can help.

Also, who is this cap going to hurt most? It won't reduce the number of Down's syndrome children, autistic, multiply handicapped, or severely emotionally disturbed. Therefore, any cut in identification will be borne virtually exclusively by children who do not evidence their disability with obvious intellectual deficits or aberrant behavior.

Once again we experience the shortsightedness of a reactionary economic environment. Bigger and bigger prisons are not the answer to holding back the social consequence of failing to stem the tide of these underserved children with wasted potential.

By directing funding only to the district and not the service, by failing to require that such funds be dedicated to special education, and by putting a cap on classifications rates, this Plan, in essence, incorporates special education expense in regular education budgets.

Our children with disabilities will, once again, be seen as competing for the regular education dollar. As a result, our children with more severe disabilities will, once again, wear a sign identifying them as a burden to society and our children with less severe disabilities will, once again, hide and be overlooked.

Conjecture and assumption couched in authoritative sounding rhetoric establishes the shallow footings upon which the architecture of this elaborate Plan depends. This Plan repeatedly promises educational equity, but insofar as special education is concerned, all it addresses is fiscal equity. It criticizes past efforts for focusing on "increased spending amounts rather than on appropriate uses of adequate funding to achieve educational results," while the new Plan focuses exclusively on the method of spending. We still have the cart before the horse. The method of education, as well as the method of spending, must be addressed.

You can't put a price on the pride of having a job, of being a functional, contributing member of a community, or

participating in life in a minimally restrictive environment. But you can calculate the cost to society in dollars and cents of a person with a disability who could have had a job but does not, who could have contributed to his community but cannot, or who could have experienced independence but requires supervision.

This Plan severely compromises the infrastructure of educational service delivery to our least fortunate children.

Thank you. (applause)

SENATOR EWING: Thank you. Just a minute, there is a question.

MR. DICKMAN: Yes.

SENATOR MacINNES: Mr. Dickman, I don't mean to put you on the spot.

MR. DICKMAN: That's okay.

SENATOR MacINNES: The districts receive a set amount for each classified student, as I understand it. What prevents them from continuing to make use of either private or special services districts in spending that money? It seems to me that your testimony suggested that wouldn't be practical under the Commissioner's Plan. I just wasn't sure how that is true.

MR. DICKMAN: Well, as an advocate I've had an opportunity-- I'm an attorney and have done educational advocacy for many years, and as an advocate I've had the opportunity to evaluate private sector programs that are competing with similar public sector programs. It has been my experience that my advice to my clients has been -- eight out of ten times -- that the public sector offers the more comprehensive program.

The private sector has certain advantages. It certainly packages its product much better than the public sector. On the other hand, sometimes what is in the package is not as complete. One thing that will happen that I believe in this particular situation is, because of the expense of, again, collective bargaining agreements with teachers -- as the Senator pointed out earlier -- public sector programs are quite expensive if you evaluate them based upon a per-pupil cost.

Private sector programs that are not burdened by these same collectively bargained costs can come in with minimally appropriate programs and provide a cost-effective alternative to the public sector, virtually doing away with the public sector on a regionalized basis; that would be special services school districts, even vocational-technical school districts that might provide services to classified populations.

In Bergen County we also have regions and consortiums that would be hurt very badly.

Does that answer your question?

SENATOR MacINNES: I think it does. The costs that would be allowed under the Commissioner's Plan are not adequate to sustain the programs particularly for the higher cost services required by the more seriously handicapped kids.

MR. DICKMAN: That is correct. That would be one focus on my presentation. Thank you for bringing that up.

SENATOR MacINNES: Thank you, Mr. Dickman.

Thank you, Mr. Chairman.

SENATOR EWING: Thank you.

MR. DICKMAN: Thank you very much.

SENATOR EWING: Do we have copies?

MR. DICKMAN: Yes.

SENATOR EWING: Thank you very much.

Peter Karycki, Principal of Spotswood High School.

**P E T E R   K A R Y C K I:** Before I begin, I wish to mention that David Nash, who is seated to my right, is with me this afternoon. David is the Assistant Director of Government Relations with the New Jersey Principals and Supervisors Association.

Thank you for the opportunity to testify before you today regarding the "Comprehensive Plan for Educational Improvement and Financing." In addition to serving as Principal of Spotswood High School in Middlesex County, I am also Vice President of the New Jersey Principals and Supervisors Association. For the past six months, I have Chaired a special NJPSA ad hoc committee charged with reviewing the proposed Comprehensive Plan. I am here today on behalf of the more than 5000 school leaders our Association represents.

Our members understand and appreciate the tremendous challenges faced by the Legislature and the administration in trying to develop a new school funding formula. In order to assist in this process, NJPSA has identified seven guiding principles that we believe should serve as a conceptual framework for the development of a new school funding plan. A list of these principles is attached to our testimony.

We believe that a number of these core principles are reflected in the Comprehensive Plan. We applaud the Department of Education's efforts to develop a substantive definition of what constitutes a thorough and efficient education. For too many years, the State has failed to exert the leadership needed

to engage in this debate and ultimately develop a statewide consensus on this critical issue.

We agree that the development of a common set of Core Curriculum Content Standards is a necessary first step in this process. These standards must be sufficiently comprehensive and rigorous to ensure that all New Jersey students, regardless of where they live, can compete with any student in the world.

We also agree with the Comprehensive Plan's emphasis on professional development and technology as necessary building blocks in the effort to promote systemic educational reform. Clearly, our schools need state-of-the-art equipment and well-trained personnel in order to prepare our students for the 21st century.

Despite these positive aspects, we believe that the Plan before you today is destined to failure without major revisions. While we have a number of concerns, I would like to focus my comments today on the adequacy of the Comprehensive Plan's model school district.

As it currently stands, this model district can hardly be described as adequate, let alone world-class. For example, the model does not contemplate any staffing for advanced placement or honors classes. Full-time kindergarten, common in many of our highest achieving districts, is considered nonessential. Disparities in opportunity will grow as districts are forced to fund such supposedly "excessive" programs from local taxes. In our State's many "lighthouse" districts where students commonly exceed minimal standards, the glow of high achievement will invariably be dimmed.

The model fails to recognize the critical role played by supervisors in the educational process. The State's ideal school district includes absolutely no supervisors at the elementary or middle school levels. Who, we wonder, will plan and conduct the necessary professional development to enable teachers to provide students with the knowledge and skills to meet the new Core Curriculum Content Standards? Who will spearhead the massive effort necessary to revise each district's curriculum? Without supervisors to carry out these nuts-and-bolts functions, this latest effort at school reform will be nothing more than illusion.

In addition to the loss of supervisors, the Plan will force major cutbacks in other areas as well. Our analysis shows that the Plan will force drastic increase in class size. Districts will also be forced to make impossible choices between eliminating supervisors, guidance counselors, child study team members, and media specialists.

The Plan includes no staffing for world languages or performing arts, two areas where districts will have to expand their programs offerings to meet new standards. We are hard pressed to believe that any elementary school teacher can be expected to effectively teach French, Spanish, or other languages with, perhaps, a few hours of in-service training. In sum, it is difficult to imagine districts maintaining current achievement levels, let alone reaching higher standards under this minimalist approach.

While we have shared with you a number of concerns, we believe New Jersey has a historic opportunity to craft a school funding plan that lays the foundation for excellence in every

school in our State. This great promise will only be realized if we insist on excellence, not just adequacy.

None of our students will be served by a Plan that dismantles our best school systems in the name of parity. Our Association will continue to analyze the proposed Comprehensive Plan and share the expertise of our members. Working together, we can ensure a world-class education for every New Jersey student.

Thank you. (applause)

SENATOR EWING: Thank you very much.

Jeffrey Swanson from Morris Hills Regional. Is Jeffrey Swanson here?

UNIDENTIFIED MEMBER OF AUDIENCE: He left.

SENATOR EWING: What?

UNIDENTIFIED MEMBER OF AUDIENCE: He left.

SENATOR EWING: He left.

Dr. Fred Stokley. He didn't leave.

F R E D E R I C K J. S T O K L E Y, Ed.D.: Good evening. My name is Fred Stokley. I am Chairman of the School Funding Committee of the Garden State Coalition and also Superintendent of Schools in Ridgewood, New Jersey.

Many of you know the Garden State Coalition of Schools is a statewide organization of 110 public school districts, primarily suburban. The Coalition was formed in response to the Quality Education Act back in 1990 and seeks to continue providing quality education for the children in the State. However, the Coalition believes it is possible to maintain this quality and achieve funding equity without severely reducing education programs and eliminating teachers.

I'm going to give you a snapshot of one school district. It's going to be a little different testimony from what we have heard so far. Attached to the statement that I've distributed is a worksheet describing how the Ridgewood School District would be affected if the Comprehensive Plan is implemented as currently stated.

This school year, the Plan would call for a foundation budget of \$33 million. Our current expense budget, excluding transportation and special education, is \$41.8 million. The amount that would require voter approval is \$8.6 million.

The Plan presents a scenario calling for the Ridgewood School Board to have a public vote for expenditures that are called "excessive and unnecessary." The last three pages of the Plan's Section VII, entitled, "Unnecessary Municipal Spending on Schools," uses the words "unnecessary and excessive" and other words relating to overspending 31 times. The likelihood of Ridgewood voters supporting an overage of \$8.6 million in a context described by the State as "unnecessary and excessive" I believe is slim.

Ridgewood's public school population is 4900, the largest in Bergen County, and is growing. Since 1991-1992, the elementary pupil population has increased by 10 percent. Twenty percent of the town's population attends local public schools. The State average is 14 percent. People move to Ridgewood for the schools, and that is like many other districts in the State.

The school district is recognized nationally and locally for excellence in education. Its SAT scores are among the top five in the State, while its per-pupil costs are at the average level for northern New Jersey.

Since 1991-1992, special education costs have increased by 55 percent, while State aid has been frozen with no significant increases. State aid for special ed has been reduced from 44 percent to 31 percent of actual costs. Ridgewood's special education population is 6 percent of the total pupil population, while the State average is 15 percent.

In 1991-1992, State aid supported 8 percent of the total budget. Today, State aid supports 5 percent, a 39 percent reduction over four years. Ninety-five percent of Ridgewood's school budget is supported by the local taxpayer.

Since school year 1991-1992, when the Quality Education Act became law, the Ridgewood School Board has made the following reductions:

We eliminated 29 teachers: 20 at the high school, 6 at the two middle schools, and 3 specialists at the elementary level. We eliminated two high school guidance counselors, changing the pupil-to-counselor ratio from 150 to 200 to 1.

We eliminated one high school TV coordinator, eliminated three central office administrators, including an assistant superintendent, eliminated three central office secretaries and two school secretaries.

We eliminated 65 custodial and maintenance personnel from our budget, because we contracted out these services for a savings of \$1.1 million per year. We eliminated seven bus drivers at the same time. We contracted out these services for a net savings of \$171,000 per year. This was done three years ago. We privatized food services to operate in the black.

Since 1991-1992, the average budget increase has been 3 percent per year. The average tax increase has been 4

percent, and the average home tax increase has been \$200 per year.

The Governor's budget this year again reduced State aid by \$156,000 -- a 6 percent reduction -- and increased special education funding by 2 percent, while special education expenses increased over 20 percent.

Should the Comprehensive Plan be implemented as it is currently written, the following could take place in the Ridgewood School District based on past budget decisions and reduction trends over the past four years:

At least 35 percent of teaching positions would be eliminated, substantially increasing class size at all levels -- K to 12.

More high school guidance counselors would be eliminated and these needed services decreased further.

Art and music programs and library services would be further cut back at the elementary school level.

More district administrators would be eliminated, pushing their required tasks out to the local school level causing principals, who are instructionally oriented, to become full-time building managers with little time for leading curriculum development and instructional practices. If all the district administrators were eliminated, only one-third of the excess would be removed.

Many extracurricular and interscholastic programs would be eliminated, and those that remain would serve smaller populations. Parents would pay the full cost for extracurricular and interscholastic activities.

Students would be placed at a competitive disadvantage due to our inability to provide them access to computer technology.

Costs for transportation now provided for safety reasons -- referred to as courtesy bussing -- would either be eliminated or the full cost charged to parents of children being transported.

Building maintenance would be deferred or neglected.

When thinking about funding and the State's role, please remember: The State is responsible for the education of all public school children and, by legislation, delegates and shares this responsibility with local school boards. The State and local communities are partners not adversaries.

When thinking about funding and the State's role as partner with local communities, I recommend you consider proposing legislation which: expands categorical aid to include State mandates, particularly those passed since 1990; provides some minimum level of funding annually for all children; provides funding for the use of technology in schools at the rate of \$100 per pupil annually and not \$8; fully funds special education and other mandated categories; funds Special Needs Districts to receive needed program improvements -- progress toward equity in funding requires that Special Needs Districts receive, at least, full aid entitlement.

Reductions over the past four years have caused the Ridgewood School District to cut to the bone. The quality of education now offered is less than that provided in 1991. Should the Comprehensive Plan be implemented as written, Ridgewood will no longer provide a superior education. We will

provide similar to what has happened in districts in Massachusetts and California, an average or mediocre education stressing only the so-called basics.

I believe you in the legislative branch of government are knowledgeable about public education issues and can see the inherent deficiencies in this Plan. The funding formula proposed will ratchet down the outstanding work now being done in many of the districts in New Jersey.

Thank you. (applause)

SENATOR MacINNES: Dr. Stokley, in a move he may regret, Chairman Ewing asked me to preside while he is off the stand.

How closely does Ridgewood match up right now to the model schools that are proposed by the Commissioner in his Plan in terms of the teacher/student ratios?

For example, at the elementary school level I seem to remember it was like 21 as the suggested ratio. Are you close to that now?

DR. STOKLEY: We're pretty close to that, yes. We're, I'd say, about 20 to 1.

SENATOR MacINNES: So that the effect of the funding Plan, as you apply it to Ridgewood, would be that it would take you from compliance with the model--

DR. STOKLEY: Right.

SENATOR MacINNES: --with the preferred level of teacher attention to kids and necessarily would drive your ratios far above that?

DR. STOKLEY: That's right.

SENATOR MacINNES: I mean, you're talking about laying off 35 percent of your teachers if the voters don't approve the 21 percent, as I calculate it--

DR. STOKLEY: Right.

SENATOR MacINNES: --that your program would be above the amount permitted by the Commissioner's Plan.

DR. STOKLEY: Well, right. If the Plan is voted down in the context that I described, it goes to the mayor and the village council who, politically, need to reduce the budget.

SENATOR MacINNES: Well, under the Commissioner's Plan, once it's voted down, it's voted down, as I understand it.

DR. STOKLEY: The excess, yes.

SENATOR MacINNES: The excess, is that right?

DR. STOKLEY: But the appeal is to the village--

SENATOR MacINNES: Then the municipality has a shot, okay.

DR. STOKLEY: Yes, the appeal is to the municipality.

SENATOR MacINNES: But they don't usually increase it.

DR. STOKLEY: No, they can't. How can they?

SENATOR MacINNES: They don't usually bring it back at the level that is approved by the school board?

DR. STOKLEY: No. It would be a heroic mayor that would do that, right.

SENATOR MacINNES: So the consequence of voting it down could lead to the cuts that you're--

DR. STOKLEY: That's what I mean by "ratcheting down." It would, over time, move us to the formula. Right now, the snapshot calls for an \$8.6 million reduction. That is not counting social security and pensions, which would be \$6.5

million. I just recall the State's burden that is being assumed by the local taxpayer is around \$6.5 million, and that is also alluded to in the Plan. I'm not even referring to--

SENATOR MacINNES: Well, we don't know how that is going to work yet, but it doesn't sound like, when it's added into the mix, it's going to benefit districts like Ridgewood.

DR. STOKLEY: I mean, the QEA got us upset. This is far worse than QEA.

SENATOR MacINNES: Thank you very much, Dr. Stokley.

DR. STOKLEY: Thank you.

SENATOR MacINNES: John Grieco, the Superintendent of the Bergen County Special Services and Bergen County Technical Schools.

J O H N G R I E C O, Ed.D.: I would have started off "good afternoon," but I guess I'm going to say good evening. Thank you for the opportunity to speak.

My name is John Grieco. I'm the Superintendent of Bergen County Board of Special Services, a position which I recently assumed in a move to consolidate administrative and educational services in our county.

I also serve as Superintendent of Bergen County Technical Schools and Chief Administrator of Bergen County's Job Training Partnership Program. My new roles hold me responsible for education for the most severely disabled children, to adults who are homeless and out of work, to high school students who are specially talented in the sciences, technical, or vocational subjects, or who seek vocational training.

I have carefully reviewed the Commissioner's "Comprehensive Plan for Educational Improvement and Financing,"

and I commend him for the quality of this document. It is the best thing I have seen coming from State government in my 30-year career as an educator. However -- the famous eraser word -- I would like to take a different approach and not talk numbers to you, but talk about the document and what the document says to us.

Contrary to its title, it is not a comprehensive plan, nor is it about educational improvement. It is a budget plan. More precisely, it is a funding formula for implementing a financial approach to education.

I take this opportunity to shift the focus from budget to education, to examine the impact upon education when education is viewed from the perspective of dollars. I will continue my comments and my remarks around this special education sector.

Simply put, the Plan costs too much. Permit me to explain:

The Plan devotes a full 77 pages to developing a fiscal model that can be reduced to arithmetic. This Plan's arithmetic, which is basically a block grant to local school districts, consists of the law of averages -- a slightly more sophisticated scale of standard deviation to compute how much and at what rate State aid will diminish for districts whose accidental birth rate, for example, has burdened them with special needs children beyond the arbitrary cap of 10 percent.

There is a corresponding percentage method to restrict State funding only to at-risk children who reside in districts that boast a 20 percent impoverishment rate. Those disadvantaged children whose misfortune it is to live in a

district that lacks a sufficient concentration of their kind, are ineligible for State funded preschool and a host of other State funded human and social resources, which the document itself claims are necessary to provide the same children educational opportunity.

Adults, despite well documented and serious literacy needs critical to our economy, are not even mentioned except to observe that the State Constitution does not mandate educational services for adults.

I submit that the Plan's funding model for education -- if we are about equity and quality -- is intellectually unsupportable. As a statement of public policy of monumental consequence, the Plan's guiding premise requires rigorous explication. The Plan, in fact, needs a mountain of evidence to support its stunningly simplistic premise. In plain language, this premise amounts to saying, without supplying proof, that applying the law of averages creates equity and a thorough and efficient education for all New Jersey children.

The document provides not a shred of evidence to support this equation. The text is punctuated with frequent references to extensive educational research. Yet it provides no discussion of the quality and kind of research upon which its validity depends, not even a bibliography.

Ernest Boyer (phonetic spelling) died last week, an ironic coincidence with the promulgation of this Plan. Ernest Boyer, you may recall, was the prominent educator who rallied Americans in "A Nation at Risk" and called for changes in schooling which emphasized good theory, smaller classes, better counseling, and more creative teaching.

These building blocks for a better system have been validated time after time with an incredible amount of research and overwhelming evidence from educational giants, such as Howard Gardner and Ted Sizer (phonetic spellings), all in support of the theories Boyer set forth in 1983.

The Plan bypasses substantive educational concerns and offers, instead, a hypothetical funding model with hypothetical numbers. No rationale for the model's integrity or its applicability to education is provided except to solidify the tired, old traditional model which Boyer and others correctly challenged in the past decade.

Instead, the public is given a bill in advance of an agreed upon definition, much less a delivery of goods. The formula allegedly leads to a thorough and efficient education. But if the reader looks carefully, he or she will find none. Instead of definition, we get promises about a yet-to-be-released core curriculum and not one word about how the Plan affects the welfare of children. Again, the Plan costs too much.

The Plan speaks loudly and most truthfully of its purposes in its subtext, the words in between the words. Therein lies the Plan's major weakness. We pick up clues of the Plan's intent similar to the cuts suggested by the hypothetical low numbers in the Plan. The hints are not so subtle, although they are indirect.

The language of the Plan blames current educational practice for devoting energies and moneys to issues and concerns which are irrelevant to education. Therefore, by cutting out these aspects, not defined up front and available for public

debate, we justify the threatened budget cuts and still achieve a thorough and efficient education. However, this justification remains undefined and unsupported by the genuine consensus to which the document commits itself.

The Economic Policy Institute's new educational spending study, "Where's the Money Gone?" presents quite a different view. We keep hearing about rising pupil costs of education and questionable gains in student achievement. This study, which was released this week, rejects outright the overly simplistic explanation of return on investment and explains school spending growth in the following terms:

Price of inflation for goods and services purchased; new responsibilities for new programs mandated by Congress and the courts; and the cost of education for students with special needs, students who in an earlier era would not have had an opportunity for any type of education.

The Plan's method of analysis is illogical and, at times, irresponsible. We do not have a clear plan. We would hardly expect a contractor to present us with an estimate for our signature and approval before we had agreed upon what the proposed building was to look like, how many rooms and of what dimensions it would consist, with what materials it would be constructed, and a myriad of other design specifications. Yet the architects of this Plan ask the public to accept the Plan by proceeding just in this manner.

Substituting abstract models and unfounded premises for critical reflection and compelling documentation serves to hide the Plan's flaws. Its claim to equity is untenable. Remember that the formula and the rhetorical subtext suggest, on

the one hand, only one thing: a method to decrease and substantially diminish State funding for education across the board. On the other hand, it suggests another: increased property taxes for those communities who can afford more services.

Other economic forces and realities do the rest of the job. These guarantee the very opposite of what the Plan pretends. Wealthy districts who, by definition, have the resources to vote for educational funds to support quality education for their children will continue to do so. Those, however, in the middle and lower socioeconomic districts in the grip of the same inexorable economic forces will find educational improvements beyond their reach.

Even if these less privileged districts value and understand the importance of investing in education to the future of their children, they may not be able to afford it. In the narrowest sense of equity then -- that is, by confining it to fiscal terms -- this Plan simply fails. It actually accomplishes the opposite. Similar to other negative economic trends, it widens the gap between the fewer and fewer haves and the swelling number of have nots.

The implications for special education children in the Plan are dangerous. The Plan allows for the following scenario, which you've heard over and over again. A district exceeds the arbitrary 10 percent cap on its nonspeech classified students; it also exhausts the standard deviation range which allows any State funding for special education of some of its children; and then, it has one, two, three, or ten children who simply cannot be plugged into its mathematical equation. The district goes to

the taxpayer to request excess funds. The taxpayer declines. The Plan provides no court of appeal except the mayor and council. The logic of the Plan, therefore, permits a situation in which no State funding is available to meet the special needs of multihandicapped children.

It will just take one case of underfunding a disabled student to fracture the State's partnership with the parents of disabled children. At least the medical model and the category labels gave parents an understanding of the services their children needed. In less dramatic, but probably more numerous cases, it forebodes diluted educational environments for both special needs and regular students.

Whatever the final outcome of the debate on this Plan, the 5000 severely disabled children and their parents must be assured of consistent and reliable services. Therefore, I strongly recommend that the State absorb all costs for these children, especially those children who attend the eight special needs school districts. The special services school districts should be preserved and funded directly before you begin any discussion of equity among other student populations.

Putting ourselves in the shoes of the disabled or the disadvantaged parent whose child is not eligible for preschool or the disabled child who must stake a special claim for "excess" funding dramatizes the fundamental fallacies of this Plan. Its intellectual weakness speaks to our minds, but its ethical implications compel our conscience to pose a moral perspective.

In "The Divine Comedy," a masterpiece that forms the moral pillars of our society, indeed, our civilization, Dante

brilliantly illuminates the nature of wrong and evil. Immoral acts happens when we confuse the living with the inorganic, when we treat children as if they were numbers, or determine destinies by one's place before or after the decimal point.

The Plan suffers grievously from backward and regressive priorities. It makes money more important than serving human need, and it misnames these choices "fiscal efficiency." It makes formulas more important than questions and debate around education.

Following the logic of its misplaced priorities gives us more than the average chance of spiraling down into the bottom circle of hell where Dante confines those who hold life in contempt or not dear enough to protect or cultivate.

But what this Plan doesn't say is more disastrous still. The Plan costs too much. It accents efficiency in the form of fiscal formulas while it is silent on the value of education, on the significance of individual children, on a commitment to quality that has substance. It resoundingly proclaims the proposition that money is first and children, their educations, and their futures are second.

In the long run, this is not smart. It is surely not wise. Bottom-line approaches and efficiency models may be appropriate for municipal waste management; garbage composts to fertile matter and generates future life. Pursuit of this Plan can result in a withdrawal of commitment to all children. Neglected children become social liabilities and costs of regeneration are burdens we bequeath to the future.

A society in a state that elects the bottom line ensures mediocrity at best. At worst, from its failure to care

for vital matters, such as those of the heart, it risks moral corruption. We do need improved education. We do need to create equity. We must also be accountable. But the bottom line and fiscal efficiency in this model is not the answer.

I leave you with: The Plan simply costs too much.

Thank you. (applause)

SENATOR MacINNES: Thank you.

If I could: You mentioned 5000 severely disabled children and their parents must be assured of-- That seemed to be dropped down. Are you referring to a specific number of--

DR. GRIECO: Yes, I am. There are between 4000 and 5000 students served by the Board of Special Services throughout the State.

SENATOR MacINNES: Okay, so it refers to those students who are served by operations like yours across the State.

DR. GRIECO: Yes.

SENATOR MacINNES: Okay. Thank you.

DR. GRIECO: We serve approximately 1200 -- between 1000 and 1200 of those children for the north New Jersey region of a four- or five-state area.

SENATOR MacINNES: Right. We heard about that.

Thank you very much, Dr. Grieco.

ASSEMBLYMAN GARCIA: Mr. Chairman.

SENATOR MacINNES: Oh, sorry. Assemblyman Garcia.

ASSEMBLYMAN GARCIA: Just one question. I've only been around for two years in the Legislature. You say that you've been in education for 30, and you said, in the introduction, that you commend the quality of this document and

that it's the best that you've seen in your 30-year career as an educator. That kind of falls when you keep reading the document.

What did the other models look like compared to this?

DR. GRIECO: My comment about it being the best document I've read in 30 years is a mild statement to the statement I really want to make. This thing has been thought about by a bunch of people who have MBA backgrounds. It actually has demonic tones to it. (laughter)

Thank you.

SENATOR MacINNES: Thank you, Dr. Grieco.

Phyllis Mincieli from South Plainfield Adult High School.

**P H Y L L I S C. M I N C I E L I:** Much of what I have to say this evening -- and it's brief -- has already been said. I do not know any of the other people who have spoken about adult high schools, but we seem to be on the same wavelength.

So first, thank you for affording me the opportunity to address this panel today. I don't know if what I have to say will make a difference, but perhaps some of my insights into adult education may shed a different light on the topic.

My name is Phyllis Mincieli, and I am a part-time Counselor at the South Plainfield Adult High School. Before I begin, let me just give you a few statistics about the South Plainfield Adult High School Program. Our program also includes English for the Foreign Born classes and Adult Basic Education classes -- both exceptional programs -- however, today I wish to address the Adult High School Diploma Program.

Since its inception, we have graduated over 900 students. Currently 61 percent of our enrollment are 18 years old or younger. Our cost per pupil is \$970. Again, my affiliation with the program is on a part-time basis, and this is my seventh year as Counselor in this evening program.

Presently, in my 25th year as an educator on the high school level, the hardest thing for me to still deal with is when a student gives up, packs it in, and quits school with the idealistic view of getting a job and working. As we know, all too often that dream doesn't happen, and they come back to visit wishing they had never left.

If any of you are or were educators, you know what I am saying. But for me, working at the South Plainfield Adult High School, I have seen what can happen for some of those who left and are now given another opportunity to get that diploma and, more likely, to get the job they thought was so easy to obtain.

It seems to me that it has become fashionable to want to do away with programs that help people, that give people a second chance, and that give people the opportunity to improve self-respect. The Adult High School Program in my estimation does all of the above and more. Let me relate just a few of the cases that I have experienced just in seven years.

There was a 28-year-old mother of three stuck in an abusive marriage who is now on her own with her children after getting her diploma and working with the counselors who put her in touch with women's groups. A GED would not have given her the personal counseling.

Many of our graduates go on to higher education, beginning at the county colleges and have gone on to Rutgers and Kean. As the counselor, I have worked with them on financial aid applications and college applications. This personal involvement is an important part of any adult high school program.

Another example is the young married man with two children, working two jobs, and having trouble making ends meet. He refused to apply for assistance, and on nights he was not working attended South Plainfield Adult High School, got his diploma, and is currently employed as a firefighter.

Also, the number of men and women who needed a diploma, not a GED, to enter the military has grown over the years. Just recently there was the 18-year-old who couldn't handle the day school, needed only to take her State licensing test to become a hair stylist, and felt, because of her age, an adult high school diploma was better. She is currently employed.

As I speak, there is a 42-year-old, self-employed gentleman taking classes so his children will be proud of him, and he will no longer think of himself as a dropout. And perhaps the one that made the strongest impression on me was the youth with a learning disability attending private school, who could not pass her required English course. She left school, traveled 19 miles one way to South Plainfield Adult High School, received the attention she needed, and was able to pass her class and graduate. She is now working full-time and supporting herself.

If nothing else, self-respect is gained with an adult high school diploma. It is earned not by seven tests over three days, but worked at, homework and tests. The GED is not to be discounted, but it costs money, which, if given a choice, many of our students find what they feel is a better use, especially if they have children.

Adult high school students run the gamut of socioeconomic, racial, and ethnic groups. There is no stereotypical adult high school student. I have met young and older, rich and poorer, daughters of politicians, self-employed people, and young people who, for whatever reason, were unable to make it in the day school. Not all adult high school young students are pregnant young women, substance addicted juveniles, or problem children.

In a recent conversation with an adult who felt that her son never had any "special treatment" and did very well in high school, I responded, "But isn't it comforting to know that it was there if he did need it." Doing away with the Adult High School Program is not the answer if we think it will keep young people in school.

I applaud Governor Whitman's proposal that teen mothers must be pursuing a high school diploma in order to qualify for welfare. The Adult High School Program, not just the GED, must be considered. I have found that many of the young people prefer the adult high school diploma rather than the GED because their peers and family look more favorably upon it. Personally, I feel that employers and colleges do also, especially with the young people.

Although it may be trivial to us, they also are proud to walk up on graduation night and receive that bound diploma. It is part of self-respect and a sense of accomplishment. I wish you could attend a South Plainfield Adult High School graduation ceremony. Our students are nervous and excited. Their parents are emotional and appreciative. It has become a reality. But unless you are part of it and have experienced this, it is impossible to understand.

The Adult High School Program affords this opportunity to achieve what some felt was achievable and gain self-respect. I hope you will consider what I have shared. The program may cost the State and local districts money, but with the jobless rate rising in New Jersey, shouldn't we be doing something to help those who may need that little extra push? The adult high school does this.

Thank you.

SENATOR EWING: Thank you very much. Do we have a copy of your testimony?

SENATOR MacINNES: Yes, we do.

SENATOR EWING: Thank you.

John Riccio.

SENATOR MacINNES: What happened to our Rockaway Township people?

SENATOR EWING: What?

SENATOR MacINNES: What happened to the Rockaway Township people?

SENATOR EWING: He is with them.

Aren't you with Rockaway?

J O H N R I C C I O: (from audience) Right.

SENATOR EWING: Yes.

SENATOR MacINNES: Hey, John, how are you?

SENATOR EWING: You want to know your district, Senator.

SENATOR MacINNES: No, no, I know John. I was thinking that there were a couple of people from Rockaway Township immediately before--

MR. RICCIO: Well, they wrote up "Township," but we're from the Borough. We've got three other people on there who couldn't make it today.

SENATOR EWING: He's not running for three years. Would you mind starting the testimony, please? (laughter)

Did Taylor and those people come, too?

MR. RICCIO: No, he ended up with surgery.

SENATOR EWING: That's all right. What about Klopzmann?

MR. RICCIO: He couldn't make it either.

SENATOR EWING: Burnside?

MR. RICCIO: She couldn't make it and neither could--

SENATOR EWING: Mary Machie?

MR. RICCIO: Machie. She couldn't make it either. Her husband got laid off, and she is working two jobs.

SENATOR EWING: Kenneth Williams?

UNIDENTIFIED MEMBER OF AUDIENCE: Ken is right here.

SENATOR EWING: Good. Okay.

MR. RICCIO: First of all, my name is John Riccio. I would like to thank you, ladies and gentlemen, for allowing us to represent some of the older folks in our community who have helped us put this thing together.

Up to this point, you've heard testimony from people on how much money they need to fund it. We wrote this up around Abbott v. Burke, which I think is what this was originally intended to be for, which doesn't have to do so much with how much we're going to spend for the system but where are we going to get the money.

What we're asking for, first of all, is the subject of taking school funding off of the back of the property taxpayers. Abbott v. Burke has claimed that it's unconstitutional, and I believe this is what you gentlemen are supposed to be working on, right?

Well, Michigan did this back in 1994. I gave Senator MacInnes some information on that about a year ago. They did not have income tax instituted in their state, but I think they did have a sales tax. I understand they are doing very well with what they're doing, because I have read nothing on it and haven't been able to find anything on it that the school system is floundering because they took the tax dollars for schooling off the property.

Another thing this would do, if you went that route, is it would take the tax burden off of the seniors, and it would keep them off of some of the State funding programs because they would have an extra couple of thousand dollars to deal with.

Rents should go down on properties not only for the individuals like you and I -- because you people are paying as much as I am on it -- but also for businesses. And as a result of taking tax money to fund schooling, there are a lot of small businesses which have had to fold. They've gone out of business, and of course, that doesn't help our State's economy.

These funds can be made up through the income tax which we have or with product taxes which we also have. There would be people who do not support the school funding system in any manner whatsoever that would be supporting them at this point in time.

For instance, you have a lot of single fellows who are living at home, don't pay a dime towards supporting a school system. By putting in an income tax, they would have to pay a certain percentage which would be very small, because you would be spreading the load out further.

This should also satisfy the courts on the Public School Education Act of 1975/1985, which I imagine this whole Committee has put together for them.

On school budget use what we're requesting is it should be controlled by law. Salaries and overhead should not be more than maybe 60 percent or 70 percent of the total budget. Now, as voters we cannot control the budget. When you and I go to the poll to vote on a budget, the most we can vote on is possibly 10 percent. Everything else is already committed and you can't change that. If the budget is voted down and it goes to the Commissioner, the part that the Commissioner puts back is the part that has been cut out of the budget to support the children.

Now, I've got an example of this in our Morris Hills School District for 1994-1995. They originally set aside \$814 per student, and that was to fund the student with all the educational material he needed, including basketball, football, or whatever other sports that he would get involved in. They actually used \$722 by the end of the school year. The rest of

the money was salaries and overhead, which included a total of over 90 percent of the budget.

From the State mandates -- which we ran into this with our school in the Borough -- they have to hire an architect just to say, "Yes, they can get this size classroom built." I think the State should step into that and mandate what the square footage should be on whatever it happens to be -- in this case, it happens to be per student.

Why should the school funding have to hire an architect just to say, "Yes, the State says you have four square feet or six square feet per child, so we have to build the room 20 by 30." I mean if these people are educators, they should be able to know this through a State mandate, not needing an architect.

School Board types: According to N.J.S.A. 18A: 9-1, ETSE Q, there are three types, and two of those three types call for somebody from the council to sit on them. I don't know of a school board that has a councilman on the board. We believe that the Commissioner or somebody from Trenton should send somebody out and look into this and find out why you have a law that is not being adhered to.

State aid: Much of the State aid could be dispensed with once the income tax would be taken for whatever percentage might be needed -- the people would pay into that -- and it would be divided amongst a per-student basis.

Thank you.

Ken.

**K E N N E T H   W I L L I A M S:** I'm Ken Williams, one of the senior citizens of Rockaway, a long-time resident of Morris County.

My subject is in regard to teachers' pay. Now, the teachers' pay should be based on local pay and not on the amount of schooling and degrees they have; that is my opinion.

For example, this is the only industry where a person gets a license without serving an apprenticeship. This should be changed -- the number of steps with pay increases, plus longevity and the cost of living. They should have a cap on pay after the last step. There is no limit at the present time, to my knowledge.

Another thing, on the subject of vouchers: Allow parents to have them if they want them. Parents should have their option. Right now, Senator Dole is working on them -- on the new voucher system. Parents who have vouchers could exchange them for tuition for the schools of their choice.

School building and properties: This should be controlled by a town mayor and council in conjunction with the State. School boards -- got to get my glasses on for this one -- would save on liability insurances. One policy would cover the town and all the schools. It would be cheaper for town personnel to handle many of the repair functions. They would know more about many repair functions. This would stop paying contractors when a town has the equipment to do it.

For example, removal of oil tanks, sewer line problems, dirt and rock removal. We know that the EPA has been involved in some of these cases. The problem is it takes money out of the town.

Now, on the subject of moneys for salaries: They should be looked into as no other industry has the complete coverage such as health benefits. I've worked for the government for 42 years, and I had to pay towards my health insurance. I understand that some of the schools, their health benefits are paid for 100 percent, holiday, vacation time, sick time, and gratuities.

Now, thorough and efficient education--

Want to get in on that, John?

MR. RICCIO: A thorough and efficient education: If you read the mandate by the judge on Abbott v. Burke, he makes the comment in that that moneys, per se, are not necessary to get a thorough and efficient education. I have a few of the things written down here: reading in two languages; writing in two languages; arithmetic should be proficient in adding, subtraction, and geometry; class periods should maybe be longer than they are; and science and computers should be taught and maybe mandated.

These things here should be up to the school districts, maybe, along with the Commissioner as to exactly what should be mandated, what should be gone through, and what not.

Tenure, we all know that is-- Nobody has tenure in any industry except the school industry. You can work for somebody for 5 years, 10 years, 15 years, and they say, "We're going to downsize. Goodbye." You go. When it comes to tenure, it's pretty hard to do that.

On the subject of special education: Now, this comes out of our chancellor school which we have right in the Borough. If you have the type of disabilities and disturbed children and

students -- which I could not get the figure on -- come out of broken homes-- Thirty of the 46 students that were up there were out of broken homes for some reason or another. Fatherless homes: I couldn't get the answer on that. Abusive homes and behaviors: we couldn't get the answer on that. We were trying to find out what part divorce plays with special education and multipartners. Now, that's an expensive deal for the State and for the town.

On the subject of loss of property due to taxes coupled with job loss: You take Newark, I think over 50 percent of the land has become public property. And the schools -- the only people who can support the school system in Newark has got to be the guy who owns the property. Yet, the people who are living in public housing have the right to vote and say, "Hey, you're going to have to support my kids in school according to the manner of what the State says." Some consideration should be given there, and this is why we feel that property tax for schooling should be done away with, such as the example of Michigan.

I think it might be wise for the Committees or somebody to look into this, see how they're working out and what they're coming up with.

Losses due to delinquent mortgage payments are approximately 80 units per month, and this came out of the Morris County Sheriff's sale. So that is quite a few for just one county. Now, you multiply that by the counties we have, you're talking a lot of bucks the State has to pick up in other areas besides schooling.

In closing the statement, gentlemen and ladies, I would like to thank you for the time and opportunity to be here. May God bless you and give you the strength and patience to do your job, because you're going to need it. God bless you.

SENATOR MacINNES: You're right about that, John.

SENATOR EWING: Thank you. Thank you very much.

John Lamkin.

J O H N T. L A M K I N: That will be a hard act to follow.

I thought I was the only one or was one of the few speakers who was not a professional educator here this evening. But, in essence, I feel not as threatened by the specter of a voter reaction to noncore courses as some of the previous speakers.

In response to Senator MacInnes, I think that voters, as a whole, would be in favor of any plan that starts out or at least provides the taxpayer with the opportunity for some definitive control over the school budget without appeal to some State agency.

In that regard, I come as a taxpayer and property owner of the South Orange-Maplewood School District. This school district is the only New Jersey school district classified as a Type II with a Board of School Estimate imposed by statute. As such, the right of citizens to vote on school board budgets and capital expenditures is circumvented by provisions of N.J.S.A. 18A:22-3 to 18A:22-6.

Most recently the impact of this unique circumstance manifested itself in a 6.7 percent tax increase -- one of the highest in the State -- approved by the Board of School Estimate

despite unanimous objection of the Citizens Budget Advisory Boards from both townships.

We've heard tonight that Section VII of the Plan would allow for voting by the voters on the noncore portions of the curriculum. Should the Legislature elect to extend these basic democratic notions to the voters, please remember that without rescission of the above sections, the citizens of South Orange and Maplewood will again be denied the liberties enjoyed by all other property owners in New Jersey.

My request tonight is that you consider rescinding those sections should you elect to provide the voters with the right to vote on the noncore sections of the budget.

Thank you.

SENATOR EWING: Thank you.

Dr. Thomas Bistocchi, New Jersey Council of County Vocational Schools.

**T H O M A S B I S T O C C H I, Ed.D.:** Good evening. My name is Thomas Bistocchi. I am the Superintendent of the Union County Vocational-Technical Schools. Today, I am representing the New Jersey Council of County Vocational Schools.

I appreciate the opportunity that you have provided to comment on this very important document prepared by the Department of Education. While recognizing that the Plan addresses a broad range of issues, my comments will focus on selected provisions of this report dealing with county vocational schools.

The New Jersey Council of County Vocational Schools is pleased that the Commissioner's report acknowledges the critical role of vocational-technical education and continues our direct

participation in the Foundation Aid Program. The direct funding of county vocational districts and the inclusion of our students as resident enrollment is an important issue and an expression of support for the role of technical, occupational, and vocational program opportunities for all students.

The Commissioner has also recommended the continuation of categorical aid for county vocational-technical programs to assist our districts with the extra costs associated with vocational-technical education. We are concerned, however, that the categorical-aid program is funded only at its present dollar value.

Although the report does not describe a method for adjusting the cost factor over time, it is assumed that such adjustment would be made every two years as recommended by the Commissioner for the foundation amounts. This provision for adjustment should be specified in the legislation, for without it, vocational-technical programs would become underfunded.

A most significant omission of the Comprehensive Plan deals with adult high school and postsecondary programs. On page 62 the report concludes that these programs are not required by the Constitution and, therefore, are not included in the foundation budget consideration. The report suggests that these programs could be addressed by grant programs separate from the State's Foundation Aid Program.

I would like to take this opportunity to explain what these two program are, who is served by them, and why the Council of County Vocational Schools deems their continued funding imperative.

Adult high school programs in county vocational-technical schools provide the opportunity for thousands of citizens to complete their regular high school graduation requirements while receiving vocational-technical training. These citizens range from the 16-year-old high school dropout to the parent of four children who is attempting to improve their situation in life.

In Union County -- the county I represent -- one out of four adults over the age of 25 is without a high school diploma. These are frequently individuals looking for a second chance in the system which either they failed initially or which failed them. Although the premise has been presented that the Constitution does not require the State to give these opportunities a second chance, it is apparent that such a second opportunity could lead to a healthier, better educated society.

We heartily recommend that the State continue to provide support to these important programs. The county vocational-technical school delivery system offers a cost-effective means to an end for both academic high school graduation requirements, as well as vocational-technical training.

Postsecondary programs are clearly essential to the economic life of our counties and the State as a whole. Postsecondary programs at county vocational-technical schools are a critical component of workforce training, as well as for upgrading the skills of the existing workforce, retraining of the unemployed and underemployed, and matching employer needs with a suitably trained workforce. These occupational, technical, and vocational training programs serve both the

economy of the State of New Jersey and promote the well-being of individual citizens.

On November 27, 1995, Governor Whitman visited our campus at Union County Vocational-Technical Schools. I had the personal pleasure of escorting the Governor, as well as the Commissioner of Labor, Peter Calderone, and Senate President Donald DiFrancesco on a tour of our campus.

The Governor was at our school to view a pilot project that has as its centerpiece a newly created adult vocational-technical high school geared to out-of-school, at-risk youth. Of our 88 students on roll, 84 of them are under the age of 21 and the majority of them have been adjudicated. Because of fiscal constraints, we are not able to accept another 35 to 40 students who are on a waiting list.

In her comments to all in attendance, Governor Whitman stated that "cutback in State and Federal education funding should not interfere with the pilot project in Union County to bring high school dropouts back to the classroom." Governor Whitman further stated that "We're going to be looking very carefully at what it takes to keep vo-tech schools not only going, but also expanding." While touring with the Governor, I was able to discuss with her the impact of severing these populations, adult high school and postsecondary, from the proposed funding formula. They are a population that is already underserved.

The New Jersey Council of County Vocational Schools is in agreement with the Governor's assessment of our institutions. We sincerely hope that you concur also. The Commissioner's Plan and the legislation that follows should fund both adult high

schools and postsecondary workforce programs. The consequence of not doing so could be disastrous. The benefits of funding these programs are essential to the continued development of the New Jersey workforce.

I appreciate your attention to my comments and recommendations on behalf of the New Jersey Council of County Vocational Schools. I am available to respond to any questions you may have.

Thank you.

SENATOR EWING: Thank you very much, Dr. Bistocchi.

Chris Parker, Arts and Education/Traumatic Brain Injured. Is Chris Parker here? (no response) Dr. William Librera.

**B E T T Y   H U D S O N:** (from audience) In a dress.

SENATOR EWING: You're Betty Hudson.

MS. HUDSON: That's right.

SENATOR EWING: Well, I didn't know. Nowadays you can't tell. (laughter)

MS. HUDSON: Thank you, Senator Ewing. I am Betty Hudson. I am President of the Montclair Board of Education. In the interest of time, Dr. Librera and I are going to try and fold our testimony together, and I'm still going to try to do it in the five-minute limit that you guys have given us. (applause) What a concept, huh? Five minutes, everybody plays along with the rules.

Let me--

SENATOR EWING: No demonstrations, please. (laughter)

MS. HUDSON: No, I've paid them lavishly to demonstrate on cue. (laughter)

Let me say at the beginning that there have been a lot of interesting comments made tonight. We particularly were impressed with Glen Ridge and Ridgewood with the financial analysis. A number of the issues that they brought up are absolutely the kind of thing that we will face should this Plan be implemented this way.

We also agree with a lot of what the senior citizens groups said. We are for, as you know, Senator Ewing, tax reform, and an income tax based model would be something we would love to see the Legislature take a look at.

We, too, understand the complexities inherent in devising any kind of plan, and we applaud the Commissioner for giving us something to react to. But we don't think that a one-basic-size-fits-all model really has much of a chance of working. We have concerns that we believe transcend Montclair.

So let me address a number of them with the caveat that trying to look at this Plan without some of the critical components such as curriculum is like trying to build a stool without knowing how long the legs are supposed to be. It doesn't make much sense.

In Montclair, we have great difficulty with any formula which sets a minimum level or a critical mass threshold for at-risk children in a school district for that district to receive at-risk aid -- as if an individual child's needs would be less acute because there are a few less children like him or her in a given district.

Applying the draft Plan's formula to Montclair, because we fall just below that threshold, we would, therefore, lose the at-risk aid we now receive, which is approximately \$1

million. That is an amount that has not changed for four years despite the fact that we have an increased number of children and, therefore, on a percentage basis an increased number of at-risk children to serve. The State should fund at-risk children, not at-risk districts. Without the intervention and help now, tragically, we will in all probability qualify for this aid in a few years.

We believe the Plan needs clarification around the issue of inclusion. We are working hard to implement a successful inclusion program in our schools, and we're proud of our progress. The State Department of Education affirmed our leadership in this area when they cosponsored an institute we organized on the subject this past summer.

The reality is that properly done, inclusion is better for special needs children, appropriate for other children in the classroom, and ultimately less costly to the entire system. But any funding approach that doesn't clearly address the requirement for appropriate in-classroom support will ultimately result in a substandard experience for everyone involved.

My testimony says we are extremely frustrated by the suggested manner in which prekindergarten or early childhood education programs would receive aid. I would say we are mind boggled. For more than 20 years, Montclair has been one of the few districts in the State to provide all-day prekindergarten education because we know what common sense and educational experts tell us. The earlier children are in a learning environment, the better they do and the lower the long-term costs of remediation.

Our internationally recognized program is today at risk of being ended because of funding and space problems. We are chagrined by the document's implication that only those districts with the at-risk profile will get aid for such a program when early childhood education is essential for all communities.

While I have your attention, we could use your help right now in getting legislative clarification as to our ability to charge tuition on a sliding-scale basis, since the State Department of Education issued a ruling that undid our successfully implemented tuition program just this past year. I'll digress for a second to tell you what happened.

We implemented a sliding-scale tuition. We raised \$500,000 in our district from parents to support the pre-K program. We had gotten a ruling from the Department of Education that said there was nothing on the books that said we couldn't do this.

We subsequently had our tuition program blown out -- despite the fact that there are other districts in the State that do charge tuition for the few pre-K programs that exist -- because the new interpretation from the legal beagles is that there is nothing in the statute that says that we can.

While we are appealing this process, we would very much love to see a legislative clarification that would empower us to charge the tuition. Our parents -- those above \$50,000 -- are willing to pay and it would help. A half a million dollars, guys.

But back to the case. Overall, we are having a hard time reconciling the oft stated desire of our State leadership

to encourage school districts to find new and better models to deliver educational services to children with the highly formulated approach we see in this document. We don't see the concept of incentives addressed.

We, for example, agree that appropriately constructed, larger school districts could make a great deal of sense for the State. We've tried very hard to find ways to partner with our neighboring districts, but frankly, this is not going to happen in our lifetime unless you come up with a way to reward, rather than punish, districts that develop collaboration initiatives.

As many of you know, we are a school district that has been a model for desegregation throughout the country. For 20 years, we have been struggling with important issues while others have not yet even begun. One would think that New Jersey, with its deplorable record of being ranked fourth from the bottom nationally in successfully integrating its schools, would incorporate funding incentives to school districts which can demonstrate meaningful desegregation programs. If you don't have them you wouldn't get the money. If you did have them you would.

Montclair is a below State average school spending district. We're fourth from the bottom in Essex County. We have a 25 percent above average property tax burden. We're struggling to preserve the quality of our innovative, nationally recognized magnet school system. But, as I said at the beginning, it's not just about Montclair.

We believe that we are simply representative of the kind of creative thinking and solutions that are available throughout this State from people who care about children and

education if we're not forced into a cookie-cutter model that ignores our differences.

In the report it says there is too much attention given to process and not enough to results. We totally agree, and we challenge the State to heed its own words.

Dr. Librera wanted me to be sure to include the two paragraphs of his statement which he wanted read out loud.

"The provision for additional spending above the T and E specified level contradicts" -- in his estimation -- "the mandate from the court regarding parity. We have always had that opportunity, as is evident in wealthy budgets, passing budgets and spending well in excess of many urban and rural districts. That created the very basis for the Abbott case and 20 years of unconstitutional funding. Why the Plan would again encourage this growth and spending gap when the charge from the court was to eliminate it astounds me.

"I strongly encourage you to alter this document to begin with an educational rationale which drives funding, which provides financial support for all of our children in a way that does not reflect where they may live. We are certainly aware of the significant economic issues involved in providing quality education. Our goal must be to clearly define a quality education for all students and, then, develop the funding. This Plan proceeds in the opposite direction, and at a minimum, we should postpone any decisions until the curriculum standards are defined."

Thank you for listening. (applause)

SENATOR EWING: Thank you, Betty.

MS. HUDSON: Five minutes, how did I do?

SENATOR EWING: It was nice to see you again. Are you going to give us a copy?

MS. HUDSON: Yes, I did. Are you going to pass me a bill? (laughter)

SENATOR EWING: What?

MS. HUDSON: Are you going to pass me a bill? Okay, good. I'm going to take that as a commitment.

SENATOR EWING: No, I just answered that we'll start looking at it.

MS. HUDSON: Okay.

SENATOR EWING: Thank you, Betty, very much.

Dr. Del Tufo

**A N T H O N Y D E L T U F O, Ed.D.:** Senator, when I walked in here tonight I was 68 years old. I think now I'm celebrating like Old Blue Eyes -- my 80th. (laughter)

SENATOR EWING: Well, I'm up to about 102. (laughter)

DR. DEL TUFO: But I do want you to know that you prove, again, your dedication to education by listening to us. I really appreciate that, for the children of this State, and likewise, the rest of the people who have stayed on appreciate it.

My name is Dr. Anthony Del Tufo, and I represent the Livingston Board of Education. First of all, let me say that we support the positions of the New Jersey School Boards, as well as the Garden State Coalition.

I have been a Board member for 11 years and have made a major commitment of time and energy working with other board members, the administration, and the staff of the Livingston

schools to help create one of the premier districts in the State of New Jersey.

Without being immodest, I believe that Livingston is truly a model of what excellence in education can be. The State report card data, which came out this week, ranks Livingston as one of the top districts in pupil performance at all levels of the school system: elementary, middle, and high school.

In fact, several articles about this very school, Heritage Middle School, were published just a week ago in The Star-Ledger highlighting the quality of the school program and the extensive services we provide for our students.

I truly believe that the implementation of this proposed Comprehensive Plan will have a devastating effect on the quality of the program and services that the Livingston School District could continue to deliver. In fact, let's compare this middle school, Heritage, to the model middle school outlined in the Plan.

We would have to eliminate the full-time equivalent of 11 staff. Primarily, these reductions would be in the arts, technology, foreign language, physical education, speech, guidance, basic skills, and gifted and talented. These, as you all know, are the very areas that allow a district to expand and broaden its level of service. These are the very areas that add another qualitative dimension to the school.

These programs and services are not frills. They are not extras, but are integral parts of the comprehensive middle school program. Achieving the goal of a middle school, to foster well-rounded, lifetime learning, is the direct result of

the educational programs which provide both academic and exploratory opportunities.

As a district, based on the models provided in the Plan, Livingston would have to reduce its instructional budget costs by about \$17 million to be in compliance with the proposed T and E school staff and support guidelines. This represents a 34 percent reduction in direct service to students. Given the State's scenario for staffing, we would have to eliminate approximately 90 teaching positions. There simply is no way we could avoid a catastrophic impact on Livingston's excellent educational program.

One may argue that the local district can spend more than the State's model but that extra spending would need to be approved by the voters. Yes, the Livingston community has been most supportive of its public schools and has a long track record of passing school budgets. In fact, a couple of years ago, we even passed two CAP waivers -- not too common during these times.

The problem now, however, is that the State is sending a very, very clear and loud message to the voters that they are going to vote on frills and extras, not the essentials. We strongly disagree with that thinking. We firmly believe that the services we provide in the arts, in technology, in basic skills, in gifted education, in physical education are not extras. They are essentials.

Frankly, we think that the support we offer in all our programs, in fact, holds down costs in other areas. This is a very important point. I hope you will take it with you to your colleagues.

For example: The State Department recently highlighted Livingston in a positive sense -- and we here in Livingston don't often hear that these days -- when it made reference to our low percentage of special education students. The State Plan calls for a target of 10 percent, and Livingston is at 7.9 percent. We believe it is precisely because we spend more on supervision, on administration, and particularly, support programs that we have less need to classify students.

It is our contention that the State's definition of equity would force the top performing districts to come down to some artificial and shrinking middle level and that this goal is misguided. The State's effort should be focused on recognizing the lighthouse districts' efforts and providing support for the poorer performing districts so they can be elevated to a higher level.

We believe the Commissioner's Plan will do far more to reduce the quality of educational programs and services than it does to bring about equity. We look to the Commissioner for educational leadership, not political decision making.

As one of the districts that has resources to provide an excellent program, we are sympathetic to the needs of districts that do not have such resources. We do not ask that you divert resources from those districts to help Livingston. We do ask, however, that you not destroy the quality programs we have built.

Thank you very, very much. (applause)

SENATOR EWING: Tony, on the comparison of the \$17 million or so dollars that you would lose, you're basing it on what?

DR. DEL TUFO: I'm sorry, Senator?

SENATOR EWING: What figure are you multiplying your students by of aid from the State?

DR. DEL TUFO: The example was used based on the elementary 5872, the State middle school 6346.

SENATOR EWING: And it compares to what in your district?

DR. DEL TUFO: To our actual costs are at these levels based on, let's see, average expenditures for 1993-1994.

SENATOR EWING: Which included transportation, special ed, etc., etc.?

DR. DEL TUFO: Just regular education, Senator.

SENATOR EWING: Just regular education only. Okay?

DR. DEL TUFO: Just regular education.

SENATOR EWING: None of those others were added in?

DR. DEL TUFO: No.

SENATOR EWING: Okay.

DR. DEL TUFO: Thank you very much.

SENATOR EWING: Thank you, Tony.

DR. DEL TUFO: We're glad to have you here in Livingston.

SENATOR EWING: Well, it was nice to be here.

ASSEMBLYMAN GARCIA: Thank you for having us.

SENATOR EWING: You don't look an awful lot older.  
(laughter)

Is Mary Jane Whitman (phonetic spelling) here from Summit, by any chance? (no response) I think she left.

Dagmar Finkle, School Librarian, Educational Media Association.

**D A G M A R F I N K L E:** Thank you, Chairman Ewing and panel, for this opportunity to testify.

I'm Dagmar Finkle, President of the Educational Media Association of New Jersey which represents more than 1200 school library media specialists, K through 12, and vo-tech high schools.

"The Comprehensive Plan for Educational Improvement and Financing," as submitted by Commissioner Leo Klagholz, attempts to establish a foundation to implement a thorough and efficient education for all children in the State of New Jersey. We are encouraged to note that school libraries staffed by certified school library media specialists and library aides are included.

However, there are some areas of this document for which clarification is needed. They are as follows:

Item one: What portion of funding has been allocated to school library media centers for resources in all formats, such as books, equipment, software, and library supplies? While calls for classroom supplies, textbooks, and equipment have been noted, funding for resources which support all curricula, all students, and all staff in this cost-effective, central location has not been included.

Item number two: What portion of funding has been allocated to school library media centers for computers and other technology hardware? While funding for classrooms has been established at one computer for every five pupils, no such criteria for library media centers has been proposed. Even if classrooms have access to technological resources, the library

media center is the logical site for networking these technological resources.

Item number three: All three grade level models developed by the Department of Education are insufficient to meet the needs of the thorough and efficient education. These models do not reflect either the actual needs of the school district or the present realities of most school districts throughout New Jersey.

Those models should be adjusted to reflect the recommended staffing as noted on page 9.29 of the Educational Media Association of New Jersey's library media program model which states, "At minimum, a certified library media specialist, who is a member of the teaching staff, must be available to students and staff at all times when classes are in session." A copy of that model is enclosed in your packet.

Item number four: Although the roles of the library media specialist at the elementary level are different from the middle school and high school in curriculum content, they are not any less labor intensive. Teaching younger students is not less teaching or preparation. Why does the Department of Education use a different salary based on the grade level of the students rather than the education level of the teacher?

While the inclusion of certified staff, specifically the school library media specialist, is commendable, it is evident that a lack of acknowledgment exists regarding the three major roles of the library media specialist; that of teacher, information technology specialist, and instructional consultant. The fact that the position of the school library media specialist in the elementary school model is designated at half-

time for 500 students is reminiscent of inadequate programs of the past.

Following this model with an assumed enrollment of 500 students and an average class size of 21 students in grades K through 3, we now have 23 classes with possibly one special education class of 7 students coming to the library media center in two and a half days. Or, to put it in another way, approximately 30 minutes per group of students, or 1.3 minutes per student for one-on-one instruction.

In actuality, these would be 24 different groups scheduled into the library in the traditional schedule of providing coverage for teacher preparation time which results in isolated skills classes and book selection. This leaves no time for teacher collaboration, management of the library media facility, or implementation of programs. In addition, a schedule of this sort limits every elementary student to a maximum of 30 minutes access to their library and denies them opportunities to satisfy individual access of information.

Research has long recognized the impact on academic achievement of library programs which support curriculum at time of need, meeting students not only in large class situations, but in small groups and also on an individual basis and meeting them as often as needed to attain the educational goals desired.

As technological resources are available in the library media centers, it is even more vital that certified school library media specialists are available for collaboration with teachers to implement instruction on all days that schools are in session.

A part-time position at the elementary level, in effect, closes the library by eliminating the one person who can most effectively guide students and teachers to their information needs. The result is limited access to library resources. Since the most logical hub for networking CD-ROMS and on-line databases is the library media center, moneys would be spent on technology that would be used effectively for only half the time. If the goal of the Department of Education is to provide thorough and efficient education, students must have access to the professionally staffed library media center at point of need.

Finally, what system of checks and balances does the Department of Education plan to implement to guarantee that the funds provided to the district are used for staffing and resources as defined in this model?

In closing, legislation which you prepare to implement the Commissioner's proposal should reflect the changes that I have recommended.

I thank you. (applause)

SENATOR EWING: Thank you very much.

Diana Autin, Statewide Parent Advocacy Network.

**D I A N A A U T I N:** Thank you for the opportunity to testify this evening on behalf of the Statewide Parent Advocacy Network, New Jersey's special education parent training and information center.

SPAN is now expanding our work to assist families of all children in New Jersey to obtain quality education for their children. We strongly support educational policies, practices, and funding that will provide all New Jersey children with the

inputs necessary to help them reach their maximum potential. That is why we strongly oppose this Plan, which is clearly intended to reduce the State's financial commitment to education in spite of its rhetoric.

Research and practice have identified the essential elements to quality education. In preparing our testimony we analyzed the proposed Plan against those essential elements. An optimal funding formula would provide sufficient funds to ensure that children have educated, effective parents and concerned educators involved in all decisions effecting their education.

It would not just provide token parent involvement amounts for districts eligible for at-risk funding. It would provide sufficient funding to ensure that teachers can meet with parents and each other to discuss student needs, progress, and strategies to help children learn; this proposal does not.

An optimal funding proposal would provide schools with funds for a range of in-class supports for students and teachers so that children could benefit from integrated, heterogenous settings responsive to their different learning styles and abilities; this proposal does not.

SPAN appreciates the major step taken by the Commissioner in publicly identifying the need to reduce unnecessary segregation of classified pupils by providing aid to support them in regular classes. We support proposed elimination of the current program-weighted pupil count which links funding to placement and disability category.

However, this proposal is flawed because it discourages districts from identifying, classifying, and providing special education services to children who need them

once they reach the 10 percent cap. It eliminates the due process and participation rights of parents and children with speech and other disabilities by folding them into general education funding. Services to these children could be reduced or eliminated at the sole discretion of the district because it would no longer be subject to IDEA protections.

It discourages districts from providing appropriate services to these children by not giving sufficient funds to districts in the general education formula to meet their specialized intermedial needs and discourages districts from providing sufficient quality services to children, especially those with more significant disabilities, by providing only one low, excess cost rate regardless of the nature and intensity of services required.

An optimal special education funding plan would provide sufficient reimbursement for special education in light of the nature and intensity of services required regardless of placement; this proposal does not.

An optimal funding formula would analyze the needs of children from diverse backgrounds for comprehensible, culturally supportive, and developmentally appropriate curriculum and teaching strategies and, then, identify the funds necessary to meet those needs; this proposal does not.

For example, it simply continues the existing funding approach for bilingual education without any effort to determine its adequacy.

An optimal funding formula would further the ability of schools and educators to ensure that all children receive an equitable opportunity to acquire the knowledge and skills they

need to succeed in life by creating and supporting interactive classrooms, modified curricular instructional materials that meet the needs of all children, including children with disabilities and other special learning needs; this proposal does not.

Instead, it contains assumptions concerning the general types of programs, services, activities, and materials that are needed to foster students' achievement without identifying the research or factual basis for those assumptions. This is policy making by anecdote.

An optimal funding proposal would contain financial support for districts and schools to develop and implement broadly based assessments of children's academic progress; this proposal does not. Rather, it provides rewards for schools and districts based on standardized test scores perpetuating our State's undue reliance on this one form of assessment.

An optimal funding proposal would provide significant funding for a broad range of support services that address the individual needs of children and families, support services that are essential for many students to be able to learn in our troubled society; this proposal does not.

An optimal funding proposal would provide funds for implementation of effective programs to address prejudicial attitudes and practices toward children based on race, disability, etc. It would provide funds to reward districts for desegregation efforts and supportive inclusion efforts. It would provide sufficient funds to bring all schools up to physically decent standards and make all schools physically accessible; this proposal does not.

An optimal funding proposal would provide funds for schools to support positive behavior and reduce inappropriate behavior of children so that children would not need to be excluded from school for their behavior. If children are temporarily excluded, a proposal would fund quality alternative instruction and help children deal with the underlying causes of their inappropriate behavior; this proposal does not.

An optimal funding proposal would provide significant funds for professional development so that children are taught by teachers who hold high expectations for all students and who are fully prepared to meet the challenges of diverse classrooms; this proposal does not.

It minimizes the need for professional development by allocating a miserly 2 percent of salaries for professional development when it is widely recognized that increased professional development is crucial to ensure that all children, including children with disabilities, reach their full potential.

Finally, an optimal funding formula would provide all children with an equal educational opportunity supported by the provision of sufficient resources to all schools and greater resources to schools serving students most vulnerable to school failure, based on careful studies of the costs of the programs that are needed to meet the special educational needs of disadvantaged students and students with disabilities; this proposal does not.

Rather, it starts with a decision about available funds and, from that, backs into an educational program that might be purchased for its available amount, as stated by the

Education Law Center, and reflects alarmingly low anticipated excess costs for special education, as stated by the ARC.

"This Plan is based on conjecture and assumption couched in authoritative sounding rhetoric," to quote Emerson Dickman.

While espousing educational equity, this Plan does not provide the building blocks necessary to truly achieve educational equity and excellence for New Jersey's children, particularly those with the greatest needs due to disability, poverty, and discrimination.

SPAN urges you to reject this ill-advised Plan and start over to develop a plan that has a realistic chance to meet the lofty goals espoused by the proposal. We're eager to work with you to fashion such a plan and ensure its effective implementation on behalf of an equitable and excellent education for all New Jersey children.

Thank you. (applause)

SENATOR EWING: Ms. Autin, what is the cost of what you're recommending?

MS. AUTIN: It's a cost that is lower than a cost of--

SENATOR EWING: No, no, no. What is the cost in dollars?

MS. AUTIN: Well, I think what we're recommending is that the Legislature and the State Education Department figure out what the cost of it is, because that is what this Plan says that it does but doesn't really. The Plan sets out lofty goals, but then does not provide the funding that is necessary to reach those goals.

SENATOR EWING: Some of the recommendations you've made here will cost money. I was wondering have you costed it out?

MS. AUTIN: No, I haven't costed it out yet. That is what I'm urging the Legislature to do.

SENATOR EWING: Well, it will be interesting to find out what you come up in estimate of what the costs of these different programs would be on a statewide--

MS. AUTIN: We would be happy to work with anybody who is interested in doing that, including the Legislature.

SENATOR EWING: Well, you've given us a lot of good suggestions, maybe, but also the dollars and cents come into it. There are other priorities out there, you know.

MS. AUTIN: Absolutely. I understand that.

SENATOR EWING: So we have to have some idea. I mean, does this cost \$500,000 or \$500 million or \$5 billion?

MS. AUTIN: Well, if you think these are good ideas, then I think we will take some time to try and cost them out and come back and let you know what we think it would cost.

Thank you.

SENATOR EWING: Thank you.

Peter Christiansen, Associate Director of Research,  
N.J.E.A.

**P E T E R C H R I S T I A N S E N:** Thank you. My name is, indeed, Peter Christiansen.

SENATOR EWING: What?

MR. CHRISTIANSEN: I said, my name is, indeed, Peter Christiansen.

SENATOR EWING: Good.

MR. CHRISTIANSEN: Just confirming that fact.

SENATOR EWING: And you're with the N.J.E.A.

MR. CHRISTIANSEN: I am, indeed, with the N.J.E.A.

SENATOR EWING: Good.

MR. CHRISTIANSEN: I am, among other things, their staff Actuary.

I am here to discuss a relatively minor technical issue in the formula itself, and that is, the proposal to allocate pension costs to the districts as part of the excess funding.

The thrust of my remarks is to persuade you not to do this. The reason for not doing this -- reasons -- I will give you, but essentially it is an impractical thing, an infeasible thing, and a not doable thing. It will get you into more trouble, expense, and argumentation than it is worth to you.

Number one, the funding method used by the State for the teachers' pension plan has a built-in bias toward older people. As you get older and closer to retirement -- presumed retirement -- you pay more under this funding method. That is a dangerous thing because it can tempt school districts to act in a way that cuts back on their employment of older people, which is both morally reprehensible and illegal, in fact.

The second reason not to include pension costs in your allocation formula is that it is really quite impractical. I won't go into all actual reasons why, but essentially the funding method that your actuary uses -- or our actuary uses -- does not translate costs or divide costs up among districts very well. So instead of doing one TPAF valuation, your actuary, in order to do this suggested allocation accurately, would have to

do one for every school district. So you would suddenly be doing 600-plus valuations.

My suggestion is he would be delighted to do that because he would then be able to charge a considerable amount more for his services. However, I don't think it would be worth it to you or the taxpayers of the State of New Jersey.

So doing this thing right is, for a lot of reasons, almost -- is certainly infeasible and might well be impossible. Even if you could do it right and did do it right and paid the actuary the money to do it right, you're still going to get arguments.

Incidentally, if you don't do it right-- A lot of businesses -- private businesses -- use estimation and approximation techniques for exactly this sort of thing. They allocate pension costs to their various plants and employee locations, and they do it by approximation techniques.

If you try that, however, in this kind of environment, you are going to be involved in an endless series of squabbles about actuarial numbers and the propriety of the cost that is being assessed against the various districts. These squabbles are going to be an actuarial minutia. They are going to be headache making, and they are going to be entirely frustrating to all parties.

Even, however, if you go through the considerably onerous procedure of doing all of this correctly -- that is, allocating these pension costs correctly -- you're still going to get arguments. The reason is because actuarial costs are, in this situation, dependent on actuarial assumptions -- economic

assumptions such as salary scale, future inflation rates, future interest rates.

Districts will come to you and say, "My God, well, the State actuary is using a 6 percent salary scale and no matter what we've given up until now -- and we may have, indeed, an excess of salary guide by State standards, but quite frankly, we're tightening our belts -- there is no way in hell we're going to submit to a 6 percent salary increase in the near-term or intermediate-term future." So, even if you do the numbers right, they're going to argue with you.

All of this is good reason not to do them. I think the final nail in the pension allocation coffin is that pension costs are only 6 percent to 10 percent of payroll anyway. So you're talking about something on the margin. It's something that cannot be calculated easily, if at all, and is, in fact, relatively marginal.

So I highly recommend for everybody's convenience that this formula simply not include any assessment for pension costs.

Thank you.

SENATOR EWING: Thank you very much.

MR. CHRISTIANSEN: You're welcome.

SENATOR EWING: Molly Emiliani, President of the Parent Teacher Council.

L A Y N I E G E R S H O I N: I am not Molly Emiliani. I am Laynie Gershoin the townwide Chairperson of Legislation for the Parent Teacher Council of Livingston. Molly could not be here today. She is suffering a personal difficulty and asked me to represent her.

The thoughts and feelings expressed in the prepared testimony of Molly Emiliani reiterate much of what has already been stated by so many of the speakers today. Only in the interest of time, I regretfully relinquish the opportunity to make a substantial impact with a verbal presentation and yield to the time already given to the very eloquent Dr. Tony Del Tufo of Livingston.

I would like to advise you of one point of information contained in this testimony and that is:

"Many of the parents in districts that are part of the Garden State Coalition have been working on forming a parent network. There are many issues that face public education that parents need to be educated and informed about. This parent network would work closely with the Garden State Coalition to do just that.

"I would like to take this opportunity to extend an invitation to each of you to a statewide meeting of the combined Garden State Parent Network and member districts' open house on public school funding. This meeting will be held on February 7, 1996 at the Livingston High School from 7:30 to 9:30 p.m. I hope you will consider attending."

Thank you.

SENATOR EWING: Thank you very much.

Ken Rempell, Board of Education, Millburn.

**K E N N E T H R E M P E L L:** Good evening. I know the hour is late, and you've heard from a lot of people already. I believe my remarks are not going to be repetitive, so I am going to go through them in total. I appreciate the opportunity to

share with you some of my thoughts about the Plan that is on the table today.

By its very name the Comprehensive Plan suggests a great deal more than what we find in this document. You've heard about that from other speakers today. Undoubtedly, the probable consequences extend well beyond the narrow issue of financing which this particular document addresses. You heard a lot of that today, as well.

My focus is going to be on what should be the comprehensive plan which mandates a discussion of three essential and critical concepts: thorough, efficient, and funding. This Plan, in front of us today, addresses all of those, and I think we have to step back and look at it in that context.

As the Department of Education itself acknowledges, the financing plan is subject to the final determination of the core curriculum standards, which in turn must relate to the strategic plan. These three documents along with a host of other studies and documents that are being generated, taken together as a whole, really define how New Jersey funds a thorough and efficient education for its citizens in the years ahead.

Let me address probably the easiest part of this trilogy to talk about, and that is "thorough." Now, even though the Department laments the imprecision it sees in attempting to define what students ought to learn as a consequence of their education, let me suggest to you that this is an opportune moment for those who truly want to lead the process of education reform in New Jersey.

Goals 2000, the Educate America Act, is predicated on one very simple principle: All elements of the education system should support the achievement of challenging academic standards by all children -- should support the achievements. The Act requires those states applying for funding to develop or adopt challenging content and performance standards.

Already many states have embarked down this road, and they provide for all of us a bounty of source material. I've reviewed, just in the last month, eight states and what they're doing in this area, and it could be instructive for all of us.

The core curriculum standards that are due in January must set the standard for thorough. What is a thorough education? It must be consistent with the educational mission to be adopted by the State Board according to the first goal in their strategic Plan.

If you look at the strategic Plan, the first goal it states is that all activities of the public school system should aspire far beyond "the enhancement of student academic achievement." We can and we must do better than that as our mission. That may be consistent -- although I think even this funding Plan would fall short -- with the Plan in front of us, but we have to do better.

Two other quick points in regard to the thorough education, and you can also relate this, I might add, back to the Abbott v. Burke decision. What the judge talked about in there, before he went to the equalized funding formula -- he was looking for a definition of thorough.

I do support, wholeheartedly, the recommendation in today's Plan for a multiagency approach for our at-risk

population. But in addition to the strategies offered in the strategic Plan, we must leverage our social health and educational resources to ensure that all children -- and you heard the President of the Montclair Board of Education describe the impact there-- But it has to be for all children, because that is what we must do. All children must be ready when they go to school to learn. We cannot leave anyone behind. To do this, it will require a shared vision across the agencies of the government that focuses on the same policy goal.

You've heard an awful lot about the special ed group, and I have just one short comment. You've heard a lot of good feedback on it tonight. One other specific-- That is another group at risk in this Plan. You must not allow the Plan, or any other plan that eventually is decided upon, to turn the clock back on the right to education for all handicapped children as was established in 1975 by the Education for All Handicapped Children's Act -- now IDEA -- following the court decisions in PARC and Mills, which guaranteed under the Constitution clause of equal protection this right to those children.

Let me turn to efficient. It has been stated by others -- and I heard it down in Atlantic City -- that this Comprehensive Plan defines how to efficiently deliver a thorough education, and they give us a model. Now, it's an inviting formulation without for a moment debating the amounts and the categories, but I believe it is fundamentally, by its design, flawed in defining efficient.

If we accept this definition, it may lead all of us to conclude that to lower the cost means we've increased the efficiency of the system. This may or may not be true; it all

depends on the circumstances of the particular case. Instead, I would argue that an efficient system maximizes resource utilization to maximize desired outcomes as we might look toward in the curriculum content standards.

Now, maximization of resource utilization can be influenced by numerous nonmonetary factors, some of which I'll discuss in a moment. Now, financial analysis is critical to understanding the relative allocation of resources within a system or in comparison to like systems. This process of financial analysis advances rational, targeted decision making.

For example, I want to examine with you for a moment the allocation of education dollars within New Jersey as compared to other states, which is often talked about by the Commissioner. We've heard him express on many occasions, including in this report, that "Recent and past U.S. DOE reports rank New Jersey's educational system near the bottom of all states in the proportion of its educational dollars that are used directly to support classroom instruction." That is a factual statement.

From that factual statement, I assume the Commissioner wants us to infer something: To agree that the current system -- and in his words again -- "does not systematically target funds toward academic priorities and student results." Sounds reasonable, but I have to say, might not be true and may sacrifice building a truly efficient educational system.

Those same U.S. DOE statistics happen to also include a category of allocations to activities which support instruction, including staff training, curriculum development, media and computer centers. Now, when we include this category

to the other area of instruction spending, we find that New Jersey allocated 66.56 percent of its budget directly to or in support of instruction.

That is not at the bottom nationally, gentlemen and ladies, that is 13th in the nation.

Now, ultimately, it may be proven more efficient to allocate resources to indirect support of instruction than it does to direct support of instruction. If we read about technology, if we read about professional development, you will see that these concepts are supportable.

We don't know the answer yet, but we are about to embark on adopting what I hope will be high standards for all of our children. We must implement those standards. That will require a significant amount of indirect spending to support instruction.

Here is another interesting-- If we're looking to save money -- and many people have stated here today that's what this is all about -- can we do it in a different way? Financial analysis does help us identify areas where we may, in fact, not be efficient. Again, let's look at the U.S. DOE numbers. In 1992-1993 -- just for reference you should know the year I'm looking at, the latest that was available down in Washington -- New Jersey spent 6.59 percent of its dollars for general administration. Now, that is more than two standard deviations away from the national average percentage, so we're way out there somewhere.

Now, a reduction to just one standard deviation, still keeping us above the national average -- that would, by the way, be 4.4 percent -- would save us \$254 million in 1992-1993. Now,

this analysis screams out that something is very wrong with our general administration expenses. As you are all aware, we have the administrative penalty. However, an administrative penalty does not necessarily relate directly to this category.

There are many things, as you found out on the first go-around, that are included in the administrative penalty that actually, one could say, indirectly support instruction that have nothing to do with general administration. If we want to solve the problem of general administration, I submit to you that we can identify many of the items that cause general administration to be high.

In fact you've heard about them today. They are systemic to our system. They can be identified with precision, and it will take political courage and will to deal with them. But that will save us money, give us money for other things, and truly support an efficient system.

One last comment on systemic efficiency before turning to the notion of funding. For the State to demand efficiency -- and this is a nonmonetary issue -- those responsible for managing, the principals and the superintendents, must have the necessary authority to deliver what we ask them. Just as I urge you to hold every district and every district board of education accountable for achieving its goals and a thorough education, the local boards must hold their superintendents accountable for the goals they agree upon, and in turn, the superintendent must depend upon the performance of our principals and our professional staff.

The work rules must reflect the fundamental truth that in order to achieve a truly efficient system, we must release

and reward the creative energy and potential that exists within our schools. I submit further that this would create a better work environment for our professionals. I submit to you that our professionals would respond better to this, and it would carry over and change the culture within our schools.

I commend Senator Ewing and Senator MacInnes for their bill, Senate Bill No. 627, which tries to start addressing this particular issue, and I wholeheartedly support that.

Now, we can also look to examples of other states. I'm not going to go through them, but I'll refer you to one since that is the state where the foundation -- the idea for the foundation base comes from, Massachusetts. We should look at what they've done to reform their work rules. We should look at what they've done on the issue of certification and how they have handled the issue of tenure. I must say, they recognize the stark reality that exists.

You've heard about funding, and let me try and address this a little bit. Two fundamental principles should guide a resolution of school funding, and that's somewhat the issue of Abbott v. Burke.

First, we must establish that the State has an obligation to administer a fair, equitable, and stable financial support system for public education.

Secondly, the State has the further responsibility to develop standards of equity to ensure that no community is forced to unfairly tax its property owners beyond a certain point to fund its schools.

Yes, I agree with Glen Ridge that their burden, in terms of where they are if you take the equalized property tax

of \$1.21 -- they're way too high relative to that. The State cannot allow municipalities, after some level of equity -- cannot allow that burden to be imposed on our schools.

However, I do not advocate the abolishment of the property tax. It is proven -- and a lot is written about it -- that it is a stable tax. It doesn't vary with the economy of the State. The other states have tried to, as you know, do away with it. Both California and Oregon come to mind as examples--

SENATOR EWING: Mr. Rempell, I've got to interrupt you, really, because you've been more than five minutes.

UNIDENTIFIED MEMBER OF AUDIENCE: Thank you.

SENATOR EWING: This bill does not cover the taxes as to what we're going to do or not going to do on taxes. So can you summarize what you have-- Do you have a copy of your testimony?

MR. REMPELL: I have copies, Senator, and I will--

I will just make a comment on the foundation base which is in this piece of legislation, because we ought to understand -- and you heard it today -- in Massachusetts, when they implemented the foundation base, 71 percent of their districts were below the base. So what it meant for them was increased funding for 71 percent of the districts. The state committed to \$150 million a year through the year 2000 to fund that difference to meet the high standards.

I only have one more comment, and that is, I urge the Department of Education to shift its focus from that of a regulatory agency to that of a customer-driven service organization. I think that would change the tone of this

discussion you've heard today and maybe on other days. It might change the debate and really lead to a quality education.

Thank you.

SENATOR EWING: Thank you very much.

Are you going to give us that copy?

MR. REMPELL: I'm going to give you a bunch of copies.

SENATOR EWING: Okay. Thank you.

Sue Goldman. Is she here?

G R A C E B A C H M A N N: (from audience) I'm Grace Bachmann. Sue is not speaking tonight.

SENATOR EWING: You're Grace Bachmann.

MS. BACHMANN: I'm on the--

SENATOR EWING: Yes, you're on the list.

UNIDENTIFIED MEMBER OF STAFF: Watch out. (witness was about to trip over suspended wire from PA mike)

ASSEMBLYMAN GARCIA: Some excitement here. All right.

MS. BACHMANN: First of all I'd like to say that I am a teacher, and I'm proud of it. I set rules, I abide by rules, and this will definitely be three minutes. Maybe I should have gone--

SENATOR EWING: Do all your children abide by the rules, too -- I mean, your students?

MS. BACHMANN: I certainly make them. I try to make them.

SENATOR EWING: You try. Okay.

MS. BACHMANN: Absolutely.

Members of the Committees: I hope since you're still here that you're listening and not just hearing. I will begin by saying that "The Comprehensive Plan for Educational

Improvement and Financing" states on page 43, "The current system encourages the inappropriate classification of some students in the categories perceptually impaired and eligible for speech correction services."

We would like to address the issue relative to eligible for speech correction services or eligible for speech/language services, as it is better known as ESLS. Why would the Committee propose elimination of the classification of ESLS students? Why not monitor those districts where you believe there is inappropriate classification?

Additionally, there is a need to develop and to put into code specific guidelines for classification of those students who require speech and language intervention in order to achieve educational success. This request was made by representatives of the New Jersey Speech and Hearing Association when they met with Barbara Gantwerk (phonetic spelling) in the spring of 1995.

We believe that if this Plan goes into effect, the wealthier districts may continue to provide speech and language services to students who are not eligible for classification by Child Study Teams, but poorer districts will be financially unable to provide these services. The result will be educational inequality.

This document contains the same flaw as the New Jersey Special Education Code 6:28. Speech and language services are not addressed specifically. Whether the classification ESLS remains or whether the cost of speech services is calculated into the foundation budget as planned, the establishment of

specific criteria for speech and language services is essential. The Committee needs to answer these questions:

What will be used as the criteria for children to receive speech services who are not classified by Child Study Teams?

Who will be responsible for identification?

What training, background, and competency will be required to provide services?

Who will develop the remedial plans?

Who will oversee that the plans are implemented appropriately?

Who will determine that the problem has been remediated and that the child will no longer receive speech and/or language services?

Who will respond to the parents of students who may not receive services because districts decide to eliminate programs to save money?

How will these children be provided a fair and appropriate public education as guaranteed by the Individuals With Disabilities Education Act?

I appreciate having had this opportunity to speak before you on behalf of myself, Marion Glantz, Sue Goldman, and Lynn Shereshevsky. We are speech and language specialists in various parts of the State. Definitely, we welcome an opportunity to serve on a committee or to speak with you at any time.

Thank you.

SENATOR EWING: Thank you very much.

ASSEMBLYMAN GARCIA: Watch the wire. (laughter)

SENATOR EWING: Sam Perelli. Is he here?

SAMUEL PERELLI: (from audience) Are you sure? Is there anybody else in New Jersey who wants to speak?

SENATOR EWING: Are you Sam Perelli?

MR. PERELLI: How late do we have the hall, Senator?

SENATOR EWING: We can stay here till 1:00 they said.

MR. PERELLI: My name is Sam Perelli, and I am the State Chairman of the United Taxpayers of New Jersey. I'm proud to say that we've survived over 25 years of embattlement, quite frankly, on this subject. I appreciate the opportunity to offer my comments, comments that no one is unfamiliar with on the Trenton scene. Because whenever anyone anywhere in New Jersey offers something new, bold, and innovative, we want to be right there to help implement that plan.

Our hats are off. Hallelujah, hallelujah to Dr. Klagholz and company for this bold new initiative. A plan, that I might add, was -- to paraphrase -- dead on arrival by the Education Law Foundation that has no plan to offer, and they've been around 25 years -- no plan to offer.

I feel confident to say that I speak for many thousands of New Jerseyans who literally fear getting involved with this public debate with regard to school funding. Why, you ask? I personally know executives who will go into a boardroom, beat their fists on a table, demand excellence, demand productivity, and have no fear of pointing to the door and saying, "Anyone in this room who can't produce, who will not produce, there is the damn door, leave now."

Yet, the fact of the matter is, these same people will not come before a local Board of Education and speak the same

words, words of frustration, words demanding excellence, words demanding productivity. Why? No one likes to be called antieducation if you have an idea and it doesn't sit well with 144,000 union members and every school board that they can buy and every school member that they can buy. In the last election, \$400,000 worth of buying they did in the last election. Pretty good. Pretty damn good.

I have no fear of being criticized. Over 25 years your skin gets a little thicker and you really don't care who throws the brickbats. You don't care. If the shoe fits, let them wear it; that is exactly how the taxpayers feel.

I must say that in listening to the arguments here today, I could almost see the editorial being written in one of our local newspapers saying, "No, Virginia, New Jersey taxpayers are not as terrible and uncaring as most folks here would have you believe. No, Virginia."

Typical of so many hearings that I have personally attended over these years in Trenton, when we talk about innovation, when we talk about change, when we talk about money, there are two routines. It's either the sky is going to fall or the sky is falling, and that is what you heard here today.

You didn't hear people come here with numbers, with facts and figures to prove their points. You heard fear, fearmongering. Don't touch this system. Don't touch this system, and don't you trust the voters of your community when you go to them and say, "Look, here is what we're going to be getting from the State, and now it's time for us to say 'Do we want to fund the school system the way it should have been funded?'"

Now, remember there were a lot of people who came here before you, Senators and Assemblymen, who were experts. Everybody's an expert. But I remind you that in 1976, in the ensuing battle prior to that of the new thorough and efficient education, where the courts shut our system down, it was those same experts, I remind you, that came up with this Plan.

They had everything in mind, everything was taken care of, and they said, "This will stabilize property taxes." A lie from the first mouth it came out of. They knew damn well it would not, and here we are today, again. Again, playing games instead of going on, instead of moving forward, instead of thinking about our children and our grandchildren. Why do we worry about whose toes we're going to be stepping on? Whose job is at stake? Whose job is at stake?

I suggest that you listen to the message from the average taxpayer in this State, who is more than willing to fund a system that is well run, that is productive, a system that leaves no child waiting -- no child. I know of no taxpayer group in this State -- no taxpayer group in this State -- that disagrees with what I am saying to you right now.

You know, I always carry a bunch of pennies in my pocket to remind the Legislature that these are the pennies that got us in trouble over the years. You'll remember every time we had an increase in our Board of Education budgets, "It's only pennies. It's only pennies."

Here are the pennies. (gesturing) The pennies that got us in trouble. The pennies that fund today damn near \$13 billion -- with a capital "B" -- in our educational system. I challenge anybody to prove that that is wrong. Almost \$13

billion, the second largest industry in this State. The first one is tourism.

Education is an industry. It protects itself like an industry. Anybody who doesn't believe that, believes in the tooth fairy, because those, ladies and gentlemen, are the facts of life.

In closing, I just offered to you what we at the taxpayer associations around this State are calling the "Three R Program." There is a message there; it's "radical, restructuring, or ruin." Let's get on with the program. Let's try something new, because it has been a failure. All the experts are there to protect their hides. Let's stop playing games.

Thank you for your time, and I don't expect any applause.

SENATOR EWING: Thank you, Sam, very much.

ASSEMBLYMAN GARCIA: How about a question?

SENATOR EWING: No.

MR. PERELLI: I can't wait.

ASSEMBLYMAN GARCIA: Please, Sam, just indulge me. I just have a question for you.

We heard testimony today from, I don't know, someone in the Ridgewood Public School system. They are below the State average in spending. Some of their programs have been recognized as some of the finest in the State. He testified that under this proposal his property taxes -- the local property taxes -- would increase to the tune of over \$3 million in Ridgewood alone. How do you mesh your endorsement of this Plan with his testimony?

MR. PERELLI: I say that the answer to that question is with the voters of Ridgewood -- with the taxpayers of Ridgewood. That's what I submit to you. I can't answer that question. I say to you that the odds are the voters of Ridgewood would say, "Let's spend a few a more bucks."

ASSEMBLYMAN GARCIA: But, I mean, they're spending--

MR. PERELLI: But that gentleman did not trust those voters. I don't think he did.

ASSEMBLYMAN GARCIA: Well, one of the things that he pointed to was the fact that to maintain the current system of education that he has now, without having to go to the voters of Ridgewood -- under the current plan, just the way it is without any change -- they're spending "X" amount of dollars. If this Plan were in effect, to give the identical, same system of education he would have to go to the local property taxpayers for the greater portion of the same funding.

SENATOR EWING: Well, Rudy, one thing we would have to find out -- just as I asked the other question -- is what are they comparing to? Are they comparing it to the \$6300 against this year's budget, which includes transportation, special education?

ASSEMBLYMAN GARCIA: No, I think what he said was--

SENATOR EWING: Well, we don't know. You think. You think.

ASSEMBLYMAN GARCIA: Well, that was his testimony.

SENATOR EWING: Yes, but we didn't ask him the question as to what he was comparing-- He was saying that they spend "X" dollars today.

ASSEMBLYMAN GARCIA: Yes, I think that was on the 1993-1994 budget cycle.

MR. PERELLI: Those were comments, Assemblyman, comments. Testimony is when you raise your hand on the Bible. Those are comments.

ASSEMBLYMAN GARCIA: Well, I take him at his word.

MR. PERELLI: Oh, okay.

ASSEMBLYMAN GARCIA: That is just one of the problems that I have with the spending Plan. I agree with you. Local property taxpayers can ill afford to continue funding, especially at increased levels, local education.

What is happening is that under this Plan, my fear is that for these districts like Ridgewood, even like Livingston -- and Dr. Del Tufo is still here--

SENATOR EWING: Yes.

ASSEMBLYMAN GARCIA: --these districts and the taxpayers in these districts are going to be asked to go into their pockets for more of those same pennies that you just produced. The problem is that instead of going away from a formula that relies on local property taxes, we're going fully entrenched into a local property--

MR. PERELLI: It depends on who is interpreting the formula, that's what I believe. I believe that each district has its own interpretation of what thorough and efficient is. Here we're trying to get down to some kind of an answer. We're trying to get down to some kind of a reasonable answer -- reasonable.

SENATOR EWING: Rudy, let me point out something. I knew somebody that lived up in Livingston. This was, maybe, it

had to be 10, 12, 15 years ago. But, at that time in the Livingston High School, her son was offered something like 103 courses -- extra courses -- if he wanted to take any one of these things. I mean to have that selection, great, it's lovely to have. I mean, I'd love to drive a Mercedes, but you can't be all things to all people.

ASSEMBLYMAN GARCIA: I agree with you, Jack.

SENATOR EWING: So Livingston has a very fine educational system, but maybe this is something that they're going to have to spend the money on, decide they want to keep it going or cut back a bit.

MR. PERELLI: Assemblyman--

SENATOR EWING: The State has to fund a certain level, definitely, and let the districts decide what they want to do.

ASSEMBLYMAN GARCIA: But the whole problem that I see with this Plan -- and I'm saying this from a taxpayers perspective -- is that instead of going toward more of a focus toward the State spending for education, there is a greater reliance on the local property taxpayer. I think it's not the same thing, and I think this is where you get into disparities of wealth between the two districts.

Maybe there will be districts that do not have the local resources to be able, even if they wanted to, to go into their pockets and spend a few more pennies to even maintain a level slightly above this adequacy standard that is being set by this core curriculum.

MR. PERELLI: Home rule costs bucks, and it's up to the taxpayers of that town to see how much they want that home rule to cost them. It's that simple. If you want a better

system, let the voters of that community tell you at what levels.

You know, there is a thing called the community's ability to pay.

ASSEMBLYMAN GARCIA: That's right, and what--

MR. PERELLI: Recently, up in Morris County, Judge Stanton, for the first time in the history of our State, actually rejected a binding arbitration on behalf of the Sheriff's Department. I think they got a 25 percent pay raise, and he rejected it. It was arbitrated. So the normal system-- He said, "You missed one point. You forgot about the community's ability to pay." It's that simple. If a community wants to pay it, let them decide to pay it.

ASSEMBLYMAN GARCIA: But, Sam, I just go back to the whole reason why the Abbott v. Burke hearings and the rulings in that case were to make sure there was not only quality, but also parity of education. Certainly, I agree we have to get away from a dollars formula and that all dollars must match dollar for dollar what is spent in the rich and poor districts. But if you're not giving a level field--

We're under a State mandate to educate all of our children equally. Some of those districts that we talk about, some of the richer districts, may be able to say, "Yes," and may be able to afford, through home rule, to provide those so-called enhanced services for which, just recently, we've given them commendations on the great work they're doing in education.

At the same time, now, some of those poorer districts are not going to be able to afford to give that so-called enhanced level of service above the core curriculum.

MR. PERELLI: Robinson v. Cahill was supposed to do that, too.

ASSEMBLYMAN GARCIA: But it didn't.

MR. PERELLI: It didn't, and I don't think Abbott, essentially, is going to do it. But we've got to get off the dime, and we've got to go to new programs. I don't believe that Dr. Klagholz wants to see the education system of this State destroyed. He's an honorable man.

ASSEMBLYMAN GARCIA: Absolutely.

MR. PERELLI: He has done a lot of study in this, and people around him are dedicated, more dedicated than I've seen in years from anybody in any department in this State. So I believe what we should do is give this program a chance.

ASSEMBLYMAN GARCIA: Thank you, Sam.

MR. PERELLI: Give it a chance.

SENATOR EWING: All right. Let's see, is there a Stacy Holmes here?

Mr. Holmes.

**S T A C Y J. H O L M E S:** Thank you for this opportunity to address the Department of Education's Comprehensive Plan. I will shorten my remarks in appreciation of your continuing this hearing for some four hours. I appreciate you being here. I'll let my written comments stand.

We have raised in Glen Ridge, at hearings with the State Department -- where we have invited them into our high school, numerous places where we have appeared-- Yes, we have brought 20 pages of spreadsheets with us, and every time we have laid them on you, as recently as last Tuesday in the Capital and again tonight.

We're waiting for answers to the questions, and I think that is one of the things -- not only the substance of this thing, but the process -- that has gotten to be irksome and angering; that we've had the State Department be unresponsive to specific questions when they have promised to engage in dialogue.

I would like to make two specific points, based on last Tuesday, that kind of illustrate, I think, some of the serious problems that we're at with this thing.

Last Tuesday, I witnessed the Commissioner's colloquy with Senator Gordon MacInnes. The Senator stated that all of the school districts in Morris County were noticeably above the cost-per-pupil limit the Commissioner had established for his hypothetical model school district.

The Commissioner and his various assistants responded that there might be some transportation, technology, or special education calculations that would change how many Morris County districts were above the cost-per-pupil limit the Commissioner has established for his hypothetical model school district.

The Commissioner did not say to the Senator how these undisclosed calculations might be made. He did not say which districts would be below the limit as a result of them, nor did he say when he might release this private information. This illustrates a serious concern with this process. If a State Senator can't get a straight answer from the Commissioner, what chance do the rest of us have?

We can't really discuss this Plan until it is complete and there are no matters being held back in indecision or secrecy by the State Department.

Let me just skip on to one other thing drawn out of last Tuesday's session in the Capital, and that was really Senator Ewing's challenge to the critics of the Comprehensive Plan to propose something they would support. I can well appreciate the frustration legislators must be feeling at this point, as one after another of us come to speak against this proposed Plan from the Department of Education.

Let me assure you that I think a lot of people are ready for change in New Jersey. This is not a matter of people defending the status quo. I personally can support some of the ideas in the Commissioner's Plan if they are turned toward the purposes of education instead of the apparent purpose of reducing the State's constitutional responsibility to children.

Let me reference specific ways that the Commissioner's own ideas can be put into something that might be useful to children. I support using a model district as a standard. Choose a real district, however. New Jersey has many outstanding districts. Tell me which one comes closest to the Commissioner's concept of thorough and efficient, and I will begin tomorrow to see where Glen Ridge can improve to match or exceed that district's accomplishments. Point it out to me. Where is it?

I support defining thorough and efficient. The New Jersey Supreme Court pointed out the need to define this key constitutional phrase in Abbott v. Burke, but please, save us another court case. Do not try to make the word "thorough" mean minimum. Do not try to make the word "efficient" mean minimum.

While we're playing with words, let excellence be the word we use for our State's finest educational programs. Let's

stop right here the false labeling of some of New Jersey's most thorough and most efficient school programs as unnecessary and excessive.

I support saving money by changing local practices that are not cost effective. You're welcome to come along to any of the places I've been as Superintendent in the last 12 years and see what we've done. I'm proud of it. I hope you support changing State laws and State institutions that are also not cost effective.

I support a local vote on the portion of the school budget that exceeds the foundation amount. The foundation amount, however, must be at least what is already in existence in the school community. The Commissioner's nonexistent, unproven model does not represent an acceptable foundation education for Glen Ridge or, I suspect, much of anywhere else.

I support using property taxes to fund local education. The quality of local schools is a key factor in the value of local property in many communities already, and it should be so everywhere. The impact of a tax levied to support a State function, however -- such as public education -- must have an equitable impact statewide. You've heard about that earlier tonight. Again, we have presented the facts and figures on that repeatedly to the State Department for years.

I offer this specific support for education and a willingness, even an eagerness, to change. I am sure most of us who have come here tonight are just as supportive of education and are just as willing to change. At the same time, many of us will come before you as often as necessary to resist any effort

to curtail the State of New Jersey's constitutional and moral obligation to the State's children.

Thanks. (applause)

SENATOR EWING: Are you a mayor, a superintendent, a principal, both, or what?

MR. HOLMES: I'm Superintendent of Schools in Glen Ridge.

SENATOR EWING: In Glen Ridge. Oh, okay.

Thank you very much.

MR. HOLMES: Thank you, Senator.

SENATOR EWING: Is Pat Schaefer here from Livingston?

PATRICIA SCHAEFER: I can only assume that you realize that I have a very brief statement. I probably live the closest to this building than anyone in the building. I live a two-minute ride from here.

I started out with good afternoon, and I'm ready, almost, for good morning. Thank you for the opportunity to testify before the Committees. I am Patricia Schaefer, President of the Livingston Education Association and a long-time resident of the township.

I will not repeat the testimony of others who have described the disastrous impact the implementation of this arbitrary, bare-bones educational model would have on the excellent, comprehensive educational system that exists in Livingston and many similar districts. This is one thing where Dr. Del Tufo, I think, has very clearly described to you what the impact on Livingston would be. This is one thing where Tony and I would probably surprise you. Dr. Del Tufo and I often

agree. We are not necessarily adversary, even though I have been President for seven years.

An often overlooked effect of this educational downgrading is the impact of a mediocre school system on our property values. Our homes, for many of us, represent one of our major financial assets. The value of this property would be considerably reduced if the excellent education now being offered to the children of Livingston is downgraded to a mediocre system.

The larger impact of this leveling down of the many excellent school districts in New Jersey would also adversely effect the ability of the State to attract high technology, professional firms to New Jersey. These companies are concerned with the quality of life available to their employees. A mediocre public school system is not an attraction. These companies desire public schools that will provide an excellent education for all of their employees' children.

Nonpublic schools cannot provide this education. By their nature they are selective, and the educational programs are designed to fulfill the particular specialized goals of their institutions. I can relate to this very closely because I have adult children.

One daughter was employed by a firm that relocated from New York City to Princeton, and the attraction of Princeton -- the Forrestal Center -- was the excellent school systems in the area. These people could well afford private schools, but they wanted to be sure their children would be admitted to an excellent public school system. They relocated there, and the people are happy there.

She has since changed jobs. She is still in the same field. The company she now is employed by is contemplating -- is going to move out of New York City, and one of the places they're looking at is Westchester County.

One of the considerations her colleagues are discussing is the fact that they could move across the Tappan Zee Bridge and relocate to New Jersey, because her colleagues want a house in a town where the school system is excellent. They will not consider New Jersey -- the Bergen County communities -- if you downgrade those excellent school systems.

I have another child who lives in New Jersey, and his company will probably remain in New Jersey. I have a grandson, a kindergartner. I want that child to be able to have a good education in the State of New Jersey. I don't want my son to have to go looking for a private school for his two sons because he wants to provide them with a good education.

In conclusion, New Jersey must continue to support the many excellent public school systems that now exist in our State. Our obligation should be to lift up the Special Needs Districts and assist them in meeting their needs to their pupils, not the expense of students in districts such as Livingston.

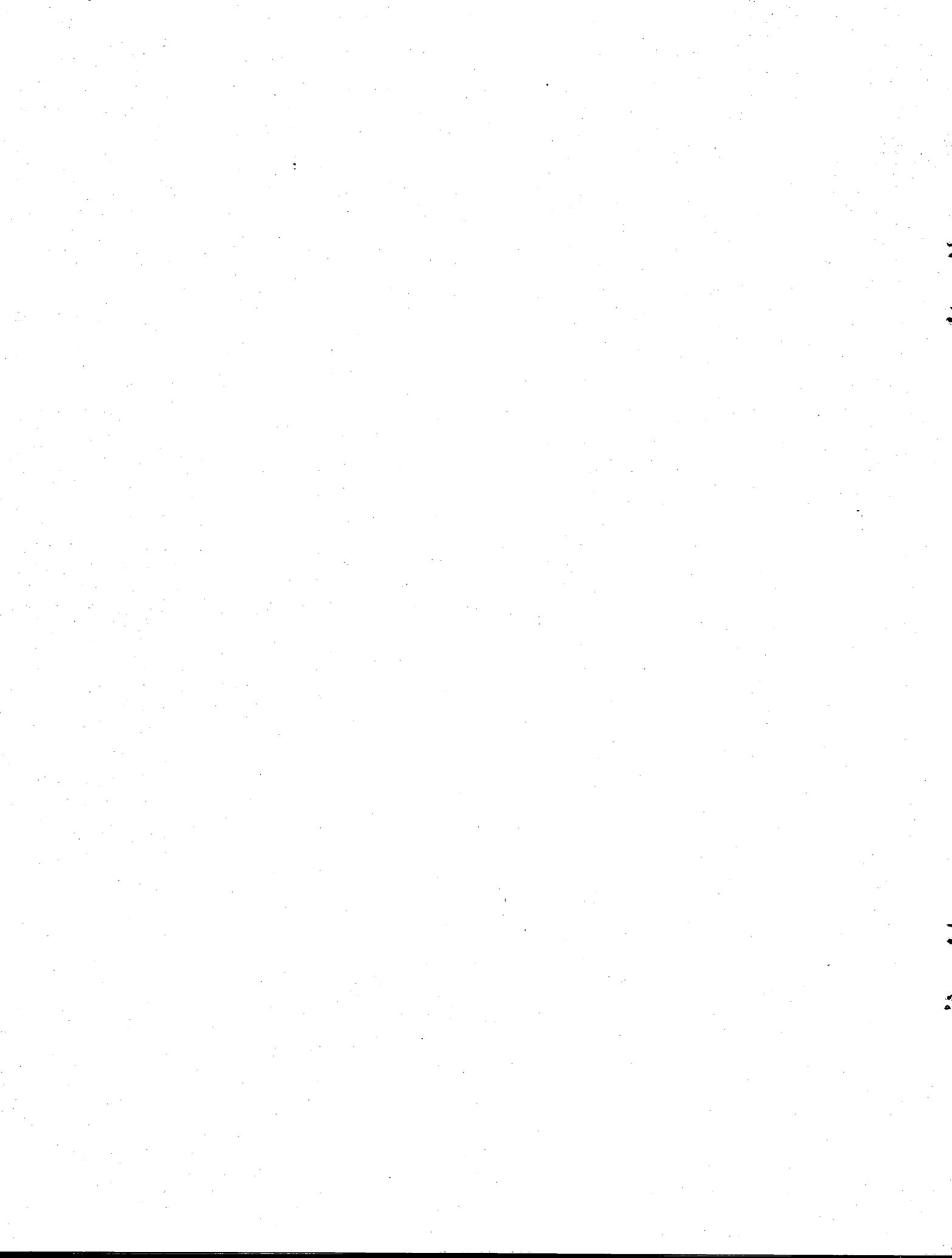
Thank you. (applause)

SENATOR EWING: Thank you very much. Sorry it was so late.

I don't have anybody else on the list. I am not going to ask anybody to talk who was not on the list, because it would be unfair.

**(HEARING CONCLUDED)**

APPENDIX





## COUNTY OF BERGEN

Administration Building • Court Plaza South • 21 Main St. • Room 300E • Hackensack, N.J. 07601-7000  
(201) 646-3630

William P. Schuber  
County Executive

December 6, 1995

Commissioner Leo Klagholz  
Department of Education  
225 W. State Street  
CN 500  
Trenton, NJ 08625-0500

Dear Commissioner Klagholz:

I have reviewed in detail your "Comprehensive Plan for Educational Improvement and Financing." I commend you for the thorough research, creative planning, and extensive public review which went into the proposal.

As an attorney, a former member of the state legislature and now as chief executive of the most populated county in New Jersey, I have had a number of opportunities to consider plans for complying with New Jersey Supreme Court decisions on the constitutionality of various state school aid formulas. This is the first plan that I have seen to take such a positive approach. It is a well crafted attempt to clearly define what students ought to achieve academically at every level and what types of programs and services are necessary for this achievement to occur; to design a "model" school/district organization to provide these programs and services in a cost effective manner; and to project the per-pupil costs of providing this minimum "model" and develop a state aid formula and other measures to ensure that all districts provide it.

The purpose of this letter, however, is to ask your consideration of some apparent implications for Bergen County which your proposal may not have anticipated or may not have intended.

***1. Will there be a significant reduction in state aid provided to Bergen County?***

In each of the last few years, Bergen County's 75 school districts have received approximately \$106 million in state school aid. Some of these districts have property values and personal income levels which your proposal suggests would result in the

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elimination of all state aid to them. I suggest that, if this is done in order to provide more state aid to districts in other counties, and if it results in a significant reduction in the \$106 million currently received in Bergen County, then it means our taxpayers will be shouldering an even larger portion of the state's financial obligations than we have up to now. We cannot support such a proposal.

***2. Will the cost containment steps that we have already taken in Bergen County be recognized?***

Bergen County Technical School has been asked to spearhead our countywide efforts to reduce duplication of services, share resources and contain cost. Its administrative team recently assumed responsibility for the other school district for which the county is directly responsible. As a result we are saving an estimated \$750,000 in annual costs. That same administrative team is operating the county's \$7 million JTPA program, has established a county-wide student transportation cooperative, operates a regional instructional television and library service network, and cooperates with other governmental agencies to provide the kind of health and social service programs your proposal recognizes as essential to student achievement. This year the state department treated Bergen County Technical School's costs for administering these programs as though they only applied to a typical public school system and reduced its state aid. This is a disincentive to resource sharing and cost containment.

***3. Does the proposal make enough provisions for children with severe disabilities and their families?***

The high percentage of students classified with learning disabilities which your research has identified may be skewed by the inclusion of students requiring speech correction. Thirty percent of all classified students fall into this category. When they are removed from the statistical population, New Jersey's percentage of students classified is not so extraordinary. I am persuaded that, in Bergen County at least, the vast majority of classified students remaining are receiving services that are both necessary and in the student's best interest.

Almost 30 years ago, Bergen County Superintendent Archie Hay initiated two efforts to meet the needs of disabled students in a most cost effective manner. He organized seven special education regions and insisted that the school districts within these regions share the special education resources necessary to efficiently serve their disabled students. He also helped to establish the Bergen County Special Services School District which provides programs and services for students with the most profound and low incidence disabilities.

There are now eight such special services school district in the state that serve almost 5,000 students each year. However, if your proposal becomes law, it appears that:

a. Local districts will be encouraged to limit the number of pupils classified with learning disabilities to ten percent of their total population. When numbers exceed this limit, state aid will be reduced, thus requiring an increase in local funds. Because these special education services are mandated by the state, funds otherwise available for typical programs may be reduced. Indeed, the possibility exists that a student may be denied beneficial services because the maximum number of state supported classifications in his/her district has been reached.

b. Even if a student can be classified without exceeding the district's ten percent limit, his/her needs may not be able to be met. Districts will only be able to place four students from each elementary school, eight students from each middle school, and no students from the high school in necessary programs if they are only available outside the school district. This is another arbitrary limit that can subject some disabled students to inadequate services due to circumstances beyond their control.

c. All eight county special services school districts will be significantly impeded in their efforts to provide cost efficient programs for persons with profound and low incidence disabilities due to the single cost categorical aid estimate you have proposed. Our experience clearly shows that there are differentials in the cost for special education which should be addressed in any proposed state formula. The gap between the cost of the proposed "optimum" special education placement and the "extraordinary" out of state and residential placements is just too great. There must be an additional high cost factor to reflect the needs of severely disabled pupils whose expenses range from \$15,000 to \$50,000.

Furthermore, county special services school districts have the same need for predictable funding levels and cash flow as other school districts. It is essential, therefore, that they receive state aid directly rather than indirectly as tuition payments from local school districts as your proposal suggests.

***4. Have the services being provided to adults by the vocational-technical and special needs school districts been taken into consideration?***

In Bergen County, more than 25,000 adult post-secondary students enroll each year in full or part-time general education, career training, and life skills programs. Among them are displaced workers preparing to reenter the workforce, public safety workers improving their skills, and disabled persons seeking a productive place in society. Bergen County provides for them at the Bergen County Technical School and Bergen County Special Services School District in a coordinated effort to meet their needs in a cost effective way.

While your proposal references the potential of separate grants, it does not clearly indicate the level to which the state would provide incentives and support for these programs.

**5. Do you intend to include corrections for regional economic differences?**

Accepted economic indicators show that the cost of living in New York/New Jersey metropolitan area is significantly higher than other areas of the state. While your proposal references the accommodation of legitimate differences in local circumstances, it occurs to me that it does not correct for regional economic differences. In which case the Bergen County area will be negatively impacted in at least three ways:

a. The higher employee salaries commanded in this economic environment will mean that the state established "per-pupil foundation budgets" will be less adequate here than in other areas of the state. Local districts will therefore be required to request additional funds from local taxpayers at a disproportionately higher and unfair rate.

b. The higher property values and per-capita income which prevail in Bergen County will mean that the "required local share" for districts here will be disproportionately higher than other areas of the state and therefore unfair.

c. Finally, the higher regional salaries that prevail here will probably exceed the statewide model and result in teachers' social security and pensions which exceed the model. These cost would also be required to be raised entirely from local taxes.

In summary, please incorporate clarifications or amendments into your proposal to:

**1. Preserve the level of state school aid coming to Bergen County generally and to the Bergen County Technical School District and the Bergen County Special Services School District specifically at least the level we have received during each of the last three years.**

**2. Recognize that many of the programs and services being provided by the state's county vocational schools are so unique that their cost-effectiveness cannot be measured by the same standards applied to local school districts. Provide special incentives to encourage them to expand their roles as regional service providers.**

**3. Abandon the reliance on arbitrary statistical measures to reduce the number of students classified with learning disabilities. Replace it with guidelines driven by humane considerations for the needs of disabled students and their families.**

**4. Provide more state aid for severely disabled pupils whose expenses exceed \$15,000 but do not reach the \$50,000 level for which "extraordinary" assistance is proposed.**

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**5. Include adult-post secondary students in the weighted per-pupil count used to determine state aid to county vocational-technical and special services school districts.**

**6. Factor regional economic differences into any analysis that generates foundation per-pupil expenditures or local fair share.**

**7. Pay state aid directly to special services school districts.**

I would welcome the opportunity to discuss my concerns with you personally or to make a presentation at one of the additional forums planned to discuss the "Comprehensive Plan for Educational Improvement and Financing."

Sincerely,



William "Pat" Schuber  
Bergen County Executive

WPS/ta

Dwight R. Pfennig, Ed. D.  
Superintendent of Schools, Morris School District  
Normandy Parkway, Morristown, NJ 07960  
(201) 292-2010

I thank Senate Education Committee Chair, John Ewing, and Assembly Education Committee Chair, John Rocco, for the opportunity to present comments concerning the final draft of the Comprehensive Plan for Educational Improvement and Financing.

On a positive note, I am most pleased to see that the final draft of the Comprehensive Plan for Educational Improvement and Financing reflects an attempt by the State of New Jersey to foster student learning. The establishment of program standards can only be viewed as a major step forward in placing learning before dollars. Hopefully, the standards discussion will receive more emphasis as the plan is finalized over the next several months.

In reviewing the elements of the final draft of the Comprehensive Plan for Educational Improvement and Financing it is essential that: 1) averages not be used for final computation of per pupil allocations to school districts; 2) that a funding mechanism for fluctuating and spontaneous growth in student enrollment be established to provide emergency relief for school districts; and 3) that the New Jersey State Department of Education and the New Jersey Legislature plan extensive revision to Special Education statutes to meet the requirements of the plan.

1. The State of New Jersey's twenty-one counties reflect a social and economic diversification which may be unparalleled among the other states in the union. To assemble an educational plan which is contingent upon average cost analyses does not reflect that diversification and may be a disservice to taxpayers. The cost of living in Morris County is somewhat different than that of Cape May County. Salaries are more skewed to the higher economic strata and reflect the professional levels of residents.

The costs used to establish a thorough and efficient educational plan for New Jersey have little if any, relevance in the Morris School District. While the district closely reflects the model class size on the all class levels, the average salary of an elementary teacher is \$10,000 higher, the average salary of a middle school teacher is \$9,000 higher, and the average salary of a high school teacher is \$6,000 higher than those in the plan. If the Morris School District is to reach equity with its constituent districts, the process of collective bargaining shall require marked changes. It shall also be incumbent upon the authors of the final plan to suggest, promote, and implement methods through which teaching salaries can be drawn to a level ground over a period of time. Administrative salaries in the Morris School District are also higher than the averages listed in the plan. Principals and Central Office administrators are paid in excess of \$10,000 higher than the averages in the plan. However, the Morris School District has worked diligently and successfully to reduce administrative costs which precipitated an administrative penalty of some \$413,000 last year. While the \$413,000 was restored for the purpose of tax relief, the Morris School District conscientiously followed through with an administrative reorganization which reflects the number of positions which are in the plan. Here, too, it is incumbent upon the authors of the plan to find methods of responsibly leveling salaries.

The program standards in the Morris School District are equally high and there has been a great deal of emphasis placed upon high achievement and fiscal prudence. Morristown High School was cited as one of the top high school's in the country in 1994 by Redbook Magazine. The Morris School District was also selected by School Match as one of 10% of the districts, nationwide, recognized as meeting the needs of families choosing schools. School Match (Columbus, Ohio) is the nation's largest school selection consultant firm. Each of these awards were predicated on the fact that the Morris School District was unique, well structured, and offered the types of programs desirous of those wishing to be challenged by high educational standards. If the final draft of the Comprehensive Plan for Educational Improvement and Financing were put into place today, there would be a massive restructuring of the district which might call

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for substantial program and staff reduction. While the authors of the plan may view many of the Morris School District (and others for that matter) academic offerings as excessive, the taxpayers have come to expect excellence in terms of innovation and motivation. If the Morris School District programs were to be "watered down" substantially and be more reflective of a "just make-do" district with little innovation or motivation to strive for what was "already had and lost," the district would lose substantial enrollment to the "hotbed" of private schools with whom we compete on a regular basis.

It should also be noted that the many fine extra-curricular programs which have supplemented the educational program of the Morris School District and have provided unique learning opportunities for students outside of the regular classroom would vanish by implementing the average costs for such programs suggested by the plan. The costs as presently stated would result in a \$275,000 shortfall and call for the reorganization or reduction of many programs. One only needs to reflect upon the events in California to understand the devastation to extracurricular programs caused by ill conceived educational decisions. While the taxpayers of the community would have the ability to vote "in" or "out" such programs labeled as excessive or extra, that label would unfairly taint a vote which is marginal at best to begin with.

2. While the Comprehensive Plan for Educational Improvement and Financing calls for current year funding, with some sort of escalator built in, there remains a need to create a set formula to adequately provide for fluctuating and growing enrollments. New Jersey, as other states located on the eastern seaboard, is experiencing population shifts which cause district transient rates to rise rapidly. The rapid change in school populations as well as the ability to adjust programs to meet the needs of students must be considered an integral part of the plan.

The Comprehensive Plan for Educational Improvement and Financing should establish funding to meet the needs of districts experiencing severe upward shifts in enrollment be they in categorical groupings (Special Education/ESL bilingual education) or in regular education groupings. The ability of districts to apply for aid from the fund should be predicated on a formula for such growth rather than a distribution of funds in a discretionary manner. There should also be periodic deadlines established throughout the school year for the application process involved in obtaining additional funding. If the fund was not expended at the conclusion of the school year, the balance could be utilized for other fiscal rewards being offered to districts. The provision of "current year" funding in this manner will more appropriately balance local expenditures and not create a hardship for districts requiring immediate additional expenditures due to unforeseen circumstances.

3. The New Jersey State Department of Education needs to establish a more flexible view in the provision of Special Education on a district level. The Morris School District currently has a classification rate of 11% and has worked diligently to reduce that rate as well as the classification rates for minority children. Through that process the district has diligently utilized the services of 15 certified Child Study Team professionals to meet the needs of 454 classified students. It is most difficult to deal with the innuendo within the Comprehensive Plan For Educational Improvement and Financing, that districts classify to receive more funding. The Morris School District receives some \$2,233,680 for a program which costs roughly \$7,000,000 to operate. Incentives to classify students are not there nor have they been.

Under the proposed plan our district could be eligible for about \$150,000 more in Special Education aid. However, the plan also indicates that the Child Study Team staff might be reduced to as few as five members to provide essential services. The authors of the plan offer no suggestions for the achievement of legally prescribed services with a much reduced staff. Cases loads would increase twofold with no relief on reporting deadlines and mandated provision of services.

It behooves those restructuring the plan to view special education as a totality, rather than as a mechanism for garnishing additional funds for school districts. Who will provide services for disaffected

youth, who will provide the guidance to work through the ninety day deadline for classification and who will provide the training for regular education classroom teachers to provide services previously provided by Special Education specialists?

In conclusion, I would like to affirm the importance of these hearings. I remain as cautiously optimistic about the Comprehensive Plan for Educational Improvement and Financing as I was last spring. I sincerely hope that the politics of a Governor's term that is closer to ending than beginning does not have a deleterious effect on the plan. I also hope that New Jersey does not become the next California in de-structuring its educational system on the backs of children. Please allow the plan to be a catalyst for educational reform and benchmark against which all other reform plans for public education will be measured.

Dwight R. Pfennig, Ed.D.  
Superintendent of Schools  
Morris School District

NEW JERSEY SENATE AND ASSEMBLY EDUCATION COMMITTEE HEARING  
THE COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT AND FINANCING  
DECEMBER 12, 1995

LYNN JOHN

FINANCE CHAIR AND LEGISLATIVE CO-CHAIR, GLEN RIDGE BOARD OF EDUCATION  
NJSBA LEGISLATIVE COMMITTEE, REPRESENTATIVE FOR 34TH DISTRICT  
NJSBA BOARD OF DIRECTORS, ALTERNATE FOR ESSEX COUNTY  
GARDEN STATE COALITION OF SCHOOLS, MEMBER

I have spent four years trying to understand what Glen Ridge did to earn the dubious distinction of being the highest taxed transition aid district in the state. My community's and my children's futures are being jeopardized by the political games being played with the education funding formula. Glen Ridge failed to foresee the negative consequences of QEA. I have vowed that it will not happen again.

As you prepare to act on the Comprehensive Plan, please ask yourself four questions:

1.) What is the DOE trying to accomplish with the formula?

When administrative penalties began, the NJSBA Legislative Committee was asked to reject the penalty and bonus system. Glen Ridge would gladly trade our bonus and high tax rate for a penalty. We are penalized every day with the 17th highest tax rate in the state. At the Garden State Coalition funding retreat last September, we had the median per pupil cost but the highest tax rate by far. The Commissioner's proposed model focuses on per pupil costs, but it is the local property tax rate which drives voters' budget decisions. The range in tax rates is too great--from more than 100% over to less than 10% of the state average. Tax rates correlate more closely with per pupil ratables than per pupil costs. Districts with low tax rates have no incentive to control their costs. The state will never close the spending gap if they continue to ignore the formula's impact on property tax rates.

The \$10 million proposed for technology and the \$5 million proposed for rewards and recognition average out to \$8.50 and \$4.25 per student. Why bother? A coalition of conservative businessmen in Virginia pressured that state to put \$100 million into technology--ten times more than New Jersey.

2.) Are the assumptions reasonable?

The Commissioner frequently points out that New Jersey is number one in education spending. He is quick to blame it on the number of districts in New Jersey. What leadership and incentives have the state provided to reduce the number of districts? Three districts that regionalized were given an administrative penalty based on their separate costs the year before. Some incentive! I am not aware of any studies showing that regionalizing has saved taxpayers money in New Jersey.

I have seen no attempt to figure out the real reasons New Jersey spends the most. How much is due to the high cost of living here? How much is due to the fact that we have the fourth oldest teacher population and one of the strongest tenure laws in the US, resulting in more teachers being at the top of the guide? How much is due to mandates, such as a \$5,000 mandated facilities plan that is useless to the district for real planning purposes? How much of the spending leads to higher achievement for our students?

**3.) When is the state going to make needed reforms at the state level?**

The state ties our hands with inefficient benefit, tenure and pension structures and then blames us for the high costs.

Two years ago I testified in front of the Education Funding Review Commission. I begged for reform in health benefits, especially for copays, deductibles and employee contributions that would make employees more aware of and give them an incentive to help control costs. The only change is that we can now leave the State Health Benefits Plan, if we can negotiate that with the union. Reform is being discussed for the SHBP, but how long will it be before it is in place and can have a positive impact on our bottom line? Legislation for Joint Insurance Funds has been passed, but when will the regulations be in place so we can form a JIF?

Pension reform is also needed. Under QEA, the state has continually tried to shift pensions back to the districts. The current pension system increases a teacher's pension for each year of service with no cap. Police officers peak at 20 years. Once a teacher is granted tenure, the district has little control over their longevity and ultimate pension.

**4.) Why has the process been so secretive and one-way?**

The public input part of the plan has been a sham. Glen Ridge testified at both Essex County hearings, participated in the town meetings in Parsipanny and Atlantic City, and hosted our own town meeting with the DOE. Our concerns have been unanswered.

The State is holding all the cards close to the vest. We need open sharing of data and ideas. Experts need to be called in to discuss taxation theory. We need to thoroughly examine other ways of funding education, including a statewide property tax, sales tax, or funding a percentage of every district through progressive taxes such as income tax. This has not been done, at least publicly.

Is the Department of Education seriously asking for support of a funding plan when the numbers are still "in revision"? They are asking us to climb out on the limb and hand them the saw. Glen Ridge did that once with QEA and we are paying the price. We are not stupid enough to do that again. Districts need to know exactly how they will be affected.

The formula needs to provide incentives for what the state is trying to accomplish. Any formula needs to make sense

numerically and statistically. We need some type of "circuit breaker" so that no district will have the extremely high tax rates of Glen Ridge, or New Brunswick or the 80 other districts whose tax rates are 30% or more above the state average. The formula needs to be updated annually. The formula is using 15 year old income data, 5 year old pupil counts, and and nobody knows how valid the property value information is.

The state has got to stop sending mixed messages if we are going to have real change and positive results. The local property tax rate has the biggest impact on taxpayers' funding decisions, yet the state has ignored this in their funding formula. The state wants us to be accountable, yet where is their accountability for the hundreds of millions of dollars of our income taxes that they have given to the special needs districts? The state wants fewer districts, yet where are the incentives? The plan is confusing and misleading to board members, as I am sure it is to legislators.

The court order was to equalize spending by raising the lower districts. The Commissioner has responded with a plan to equalize by leveling everyone down in order to lessen the state's burden. I don't want my children's generation to be the pawns in this ridiculous political game. If the commissioner is not a proponent of quality public education, he should resign. I don't see how he and the others who designed this "Comprehensive Plan" can face themselves in the mirror. Let's stop the finger pointing and games and grow up and fix it.

# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of		Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation			Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State Tax Rate 1.2078	Per Pupil Cost
		District	Cat			Foundation	Categorical	Transition						
Union	Winfield Township	K-8	Found	55,216	188	630,296	174,890	177,179	982,365	1,948,270	824,113	7.538	524.11%	9,840
Camden	Audubon Park	N/O	Found	69,346	132	254,363	67,913	76,823	399,099	809,170	337,832	3.691	205.57%	6,130
Monmouth	Roosevelt Borough	K-8	Found	272,080	151	353,449	100,040	0	453,489	1,584,368	1,137,842	2.770	129.30%	10,493
Camden	Chesterhurst	K-8	Found	138,253	152	720,488	177,919	31,491	929,898	1,513,102	485,899	2.312	91.44%	9,955
Sussex	Wallkill Valley Regional	7-12 Reg	Found	301,158	634	2,816,549	628,372	5,037	3,449,958	7,924,273	4,414,243	2.312	91.42%	12,499
Mercer	East Windsor Regional	K-12	Found	322,093	3,903	5,903,011	4,389,546	443,794	10,738,351	38,175,828	26,351,530	2.096	73.55%	9,781
Sussex	High Point Regional HS	7-12 Reg	Found	338,007	1,001	4,024,781	889,407	0	4,914,188	11,805,733	8,773,536	2.002	65.75%	11,594
Morris	Victory Gardens	N/O	Found	192,795	192	637,746	249,272	0	887,018	1,894,178	739,780	1.999	65.47%	9,866
Middlesex	Highland Park	K-12	Found	398,859	1,530	1,398,087	1,431,208	0	2,827,273	14,805,751	11,659,117	1.920	58.98%	9,548
Hunterdon	High Bridge Borough	K-8	Found	311,518	495	985,832	339,226	0	1,305,058	4,560,518	2,958,328	1.918	58.84%	9,213
Monmouth	Matawan-Aberdeen Regional	K-12	Found	351,910	3,601	8,019,612	2,853,980	0	8,873,572	33,835,909	24,216,599	1.911	58.22%	9,398
Burlington	Mount Holly Township	K-8	Found	210,104	1,178	3,885,605	1,892,224	171,841	5,749,670	10,747,923	4,872,927	1.888	56.32%	9,124
Atlantic	Mainland Regional High	7-12 Reg	Found	381,482	1,049	3,357,352	491,886	0	3,849,238	10,569,132	7,499,570	1.875	55.24%	10,080
Morris	Morris Hills Regional High	7-12 Reg	Found	484,743	2,367	3,739,677	1,875,579	0	5,615,256	26,407,723	21,386,683	1.864	54.33%	11,157
Sussex	Lenape Valley Reg HS Dist	7-12 Reg	Found	330,774	716	2,736,133	669,999	0	3,406,132	7,837,273	4,355,428	1.839	52.28%	10,946
Atlantic	Greater Egg Harbor Reg H	7-12 Reg	Found	274,443	2,385	10,875,039	2,743,054	0	13,618,093	27,780,384	11,925,084	1.837	52.12%	11,748
Essex	Glen Ridge Boro	K-12	Trans	472,288	1,208	0	626,071	188,874	791,946	11,699,692	10,480,230	1.936	61.91%	9,701
Camden	Lawnside Borough	K-8	Found	226,232	478	1,774,803	516,258	55,183	2,346,244	4,359,371	1,971,514	1.823	50.95%	9,120
Cumberland	Greenwich Township	K-8	Found	236,696	98	239,274	132,595	0	371,869	896,474	420,853	1.814	50.22%	9,148
Monmouth	Monmouth Regional High	7-12 Reg	Found	476,433	1,018	2,993,142	1,024,484	0	4,017,626	13,585,957	8,774,643	1.810	49.86%	13,352
Bergen	Pascack Valley Reg	7-12 Reg	Trans	748,940	1,385	0	1,382,020	193,511	1,555,531	21,749,954	18,891,585	1.808	49.71%	15,591
Bergen	Bogota Boro	K-12	Found	353,268	1,098	1,459,971	648,900	0	2,108,871	9,128,487	6,981,848	1.803	49.30%	8,329
Somerset	North Plainfield Borough	K-12	Found	284,284	2,885	5,862,236	2,091,135	0	7,953,371	22,103,114	14,783,878	1.796	48.73%	7,635
Sussex	Franklin Borough	K-8	Found	250,161	645	1,667,277	653,399	0	2,320,676	5,215,072	2,898,987	1.795	48.65%	8,085
Bergen	Bergenfield Boro	K-12	Found	444,398	3,140	1,607,433	1,728,189	181,913	3,517,535	28,058,010	24,952,929	1.788	48.06%	8,935
Union	Roselle Park Boro	K-12	Found	309,893	1,864	3,182,573	1,127,429	85,597	4,395,599	14,985,415	10,313,769	1.786	47.83%	8,029
Camden	Sterling High	7-12 Reg	Found	271,067	680	2,993,586	574,734	0	3,568,320	7,899,583	3,274,480	1.776	47.08%	11,617
Middlesex	Old Bridge Township	K-12	Found	297,692	9,222	19,114,802	8,514,866	484,867	28,094,135	75,053,803	48,758,917	1.776	47.06%	8,139
Passaic	Bloomington Boro	K-8	Found	417,348	988	723,321	984,093	561	1,707,975	9,191,808	7,295,369	1.773	46.78%	9,322
Hunterdon	Hampton Borough	K-8	Found	257,988	205	479,503	64,545	48,122	580,170	1,486,970	936,670	1.771	46.64%	7,254
Union	Roselle Borough	K-12	Found	328,750	2,478	4,379,802	2,525,778	0	6,905,580	20,796,183	14,399,689	1.769	46.50%	8,401
Camden	Lindenwold Borough	K-8	Found	197,075	1,435	3,469,705	1,714,384	0	5,184,089	10,272,846	5,001,913	1.769	46.49%	7,181

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District		Equal Val Per Pupil 8/1/84	Resident Enroll 10/15/84	Foundation	Categorical	Transition	Total Aid	Approved Budget 1984/85	Tax Levy 1984/85	Equalized Tax Rate 1984/85	Above or Below State	Per Pupil Cost
		District	Cat										Tax Rate 1.2078	
Cumberland	Shiloh	K-8	Found	129,060	79	239,391	73,879	11,598	324,868	572,100	179,766	1.763	45.98%	7,242
Monmouth	Henry Hudson Reg	7-12 Reg	Trans	572,583	416	0	591,945	55,475	647,420	5,019,859	4,171,989	1.754	45.19%	12,081
Middlesex	New Brunswick City	K-12	SND	263,808	4,805	13,247,005	8,827,963	0	22,074,968	44,422,178	22,184,322	1.752	45.08%	9,245
Somerset	South Bound Brook	K-8	Found	283,825	596	1,489,678	440,944	19,747	1,950,367	4,879,186	2,950,898	1.744	44.43%	8,187
Ocean	Pinelands Regional	7-12 Reg	Found	328,958	1,436	5,471,720	1,696,040	0	7,167,760	15,203,285	8,237,276	1.744	44.43%	10,591
Passaic	Passaic County Manchester I	7-12 Reg	Found	413,877	631	1,400,725	511,250	0	1,911,975	6,858,041	4,541,324	1.739	43.97%	10,885
Camden	Magnolia Borough	K-8	Found	240,864	452	1,196,128	553,923	0	1,750,049	3,816,104	1,890,586	1.737	43.78%	8,443
Bergen	Dumont	K-12	Found	403,278	2,388	3,034,013	1,145,886	0	4,179,679	20,908,182	18,659,556	1.732	43.38%	8,785
Somerset	Somerville Boro	K-12	Trans	448,895	1,403	0	1,008,062	118,233	1,122,295	18,984,784	10,738,088	1.705	41.14%	12,092
Passaic	Ringwood Boro	K-8	Found	393,011	1,398	1,928,118	1,211,346	0	3,139,464	12,455,864	9,311,821	1.697	40.52%	8,923
Hunterdon	Hunterdon Central Reg. High	7-12 Reg	Found	538,564	1,834	4,095,868	1,814,574	0	5,710,442	21,378,525	16,745,470	1.695	40.37%	11,658
Morris	Netcong	K-8	Found	349,829	323	238,720	174,773	33,508	445,002	2,484,677	1,915,042	1.695	40.32%	7,631
Passaic	Lakeland Regional	7-12 Reg	Found	375,410	1,074	4,114,476	926,627	0	5,041,103	11,657,967	6,830,623	1.694	40.27%	10,855
Morris	Buller Boro	K-12	Found	425,849	980	1,384,764	957,427	0	2,342,191	12,273,489	7,047,244	1.690	39.88%	12,530
Camden	Runnemede Borough	K-8	Found	236,188	936	2,432,022	568,494	18,438	3,018,954	6,816,664	3,725,131	1.685	39.51%	7,283
Morris	Mount Arlington Boro	K-8	Found	425,632	522	340,090	331,797	54,057	725,944	4,605,029	3,732,893	1.682	39.24%	8,830
Bergen	Waldwick Boro	K-12	Found	545,377	1,320	136,725	967,545	154,071	1,258,341	13,407,588	12,022,729	1.671	38.33%	10,161
Passaic	Pompton Lakes Boro	K-12	Found	402,567	1,552	1,403,460	1,005,362	0	2,408,822	13,116,499	10,408,737	1.667	37.88%	8,454
Middlesex	South River	K-12	Found	343,411	1,697	2,081,343	1,565,565	0	3,626,908	13,123,316	9,690,712	1.663	37.72%	7,736
Union	Union County Regional High	7-12 Reg	Trans	783,892	2,166	0	2,181,934	408,741	2,588,675	35,191,200	28,125,406	1.657	37.18%	16,247
Bergen	Oakland Boro	K-8	Trans	571,573	1,252	0	875,860	133,557	1,009,417	13,398,704	11,854,467	1.657	37.15%	10,702
Warren	N Warren Regional School D	7-12 Reg	Found	378,750	805	2,288,744	765,305	0	3,054,049	7,983,900	5,025,880	1.649	36.56%	9,924
Sussex	Lafayette Township	K-8	Found	448,483	245	160,814	302,468	8,822	471,904	2,305,394	1,792,413	1.639	35.87%	9,410
Hunterdon	South Hunterdon Regional	7-12 Reg	Found	630,309	346	193,980	462,015	0	655,995	4,360,417	3,567,697	1.638	35.64%	12,821
Hunterdon	North Hunterdon Regional H	7-12 Reg	Found	539,472	1,904	3,631,735	2,030,130	0	5,661,865	22,884,030	16,827,478	1.638	35.64%	12,019
Warren	Warren Hills Regional	7-12 Reg	Found	301,299	1,607	6,063,567	1,421,529	0	7,485,096	16,143,394	7,928,980	1.638	35.58%	10,046
Burlington	Chesterfield Township	K-8	Found	398,474	251	86,786	157,974	38,379	283,119	2,071,764	1,819,257	1.627	34.72%	8,254
Morris	Pequannock Township	K-12	Found	474,567	2,039	1,292,173	896,778	0	2,188,951	17,545,755	15,737,070	1.627	34.69%	8,607
Middlesex	Dunellen	K-12	Found	350,427	882	1,771,827	760,306	0	2,531,933	7,803,827	5,021,690	1.626	34.60%	8,853
Monmouth	Red Bank Regional High	7-12 Reg	Found	595,848	792	608,512	787,801	155,736	1,550,048	11,929,177	7,845,956	1.621	34.23%	15,072
Morris	Mount Olive Township	K-12	Found	360,141	3,631	8,448,177	3,348,207	0	11,794,384	32,517,581	21,189,138	1.620	34.16%	8,956
Morris	Wharton Boro	K-8	Found	333,549	603	1,020,802	501,151	0	1,521,953	4,835,478	3,256,215	1.619	34.04%	8,019

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below	Per Pupil Cost
													Tax Rate 1.2078	
Essex	Belleville	K-12	Found	348,654	4,007	4,390,676	3,153,987	0	7,544,663	29,471,765	22,435,974	1.615	33.73%	7,355
Camden	Laurel Springs	K-8	Found	267,851	332	877,583	208,831	77,931	1,164,355	2,785,562	1,429,192	1.608	33.16%	8,330
Bergen	River Dell Reg	7-12 Reg	Trans	687,328	1,050	0	728,773	141,472	868,245	12,948,927	11,577,974	1.605	32.89%	12,338
Passaic	Wanaque	K-8	Found	352,049	939	1,645,483	718,973	0	2,364,456	7,500,989	5,293,585	1.602	32.85%	7,983
Essex	So Orange and Maplewood	K-12	Trans	483,707	5,314	0	3,814,415	521,705	4,336,120	44,359,049	39,470,784	1.602	32.83%	8,348
Sussex	Ogdensburg Borough	K-8	Found	214,483	399	1,272,953	285,417	0	1,558,370	3,069,333	1,370,222	1.601	32.58%	7,683
Middlesex	Carteret Borough	K-12	Found	339,889	2,801	4,651,963	2,562,361	0	7,214,324	22,167,279	15,197,771	1.598	32.27%	7,915
Mercer	Ewing Twp	K-12	Trans	499,376	3,536	0	3,298,399	336,065	3,634,464	32,898,047	28,205,788	1.598	32.27%	9,304
Middlesex	Jamesburg	K-8	Found	327,710	684	1,169,743	711,575	19,113	1,900,431	5,358,131	3,577,353	1.596	32.14%	7,834
Morris	Mine Hill Township	K-8	Trans	480,239	420	0	254,384	88,357	342,741	3,770,782	3,214,555	1.596	32.11%	8,989
Bergen	Teaneck Twp	K-12	Trans	601,234	4,334	0	3,968,574	375,367	4,341,941	47,480,698	41,504,149	1.593	31.89%	10,957
Camden	Barrington	K-8	Found	307,095	841	1,581,983	495,993	100,115	2,178,091	6,516,297	4,112,991	1.593	31.85%	7,748
Monmouth	Hazlet Township	K-12	Found	322,897	3,153	7,530,936	2,463,892	0	9,994,828	26,902,787	16,185,509	1.590	31.63%	8,532
Morris	Dover Town	K-12	Found	288,452	2,132	4,208,205	3,080,071	0	7,288,276	19,559,847	9,773,239	1.589	31.58%	9,174
Monmouth	Shore Reg H	7-12 Reg	Trans	685,409	601	0	466,546	122,047	588,593	7,315,898	6,514,225	1.583	31.04%	12,183
Passaic	Paterson City	K-12	SND	120,757	23,410	132,317,608	37,048,243	0	169,365,851	209,352,199	44,700,074	1.581	30.92%	8,943
Sussex	Kittatinny Regional High	7-12 Reg	Found	355,863	1,004	3,547,057	932,235	0	4,479,292	10,390,239	5,615,789	1.573	30.27%	10,354
Morris	Lincoln Park Boro	K-8	Found	491,541	1,287	610,866	976,586	128,124	1,715,576	12,485,395	9,847,445	1.573	30.24%	9,705
Sussex	Fredon Township	K-8	Found	417,232	255	237,502	274,206	2,885	514,593	2,315,122	1,870,071	1.570	29.96%	9,079
Union	Scotch Plains Farwood Reg	K-12	Trans	558,340	3,928	0	3,059,809	348,162	3,405,771	38,562,750	34,390,817	1.568	29.83%	9,817
Middlesex	Spotswood	K-12	Found	328,034	1,086	1,872,328	937,849	0	2,809,977	11,891,177	5,561,727	1.562	29.32%	10,770
Bergen	Northern Valley Reg	7-12 Reg	Found	677,340	1,870	844,080	801,633	283,792	1,909,505	22,103,272	19,758,141	1.560	29.15%	11,820
Camden	Cherry Hill Township	K-12	Found	459,128	10,135	2,859,501	6,613,164	1,519,643	10,992,308	89,298,351	72,334,775	1.554	28.70%	8,810
Somerset	Bound Brook Boro	K-12	Found	324,263	1,373	2,126,682	829,289	0	2,955,971	10,652,271	6,898,461	1.549	28.29%	7,758
Hunterdon	Califon	K-8	Found	391,545	154	104,423	81,876	17,700	203,799	1,151,608	930,912	1.544	27.82%	7,478
Bergen	Northern Highland Reg H	7-12 Reg	Trans	800,485	680	0	589,972	113,401	703,373	9,483,825	8,392,149	1.543	27.74%	13,972
Sussex	Hamburg Borough	K-8	Found	308,499	344	673,536	208,845	0	882,381	2,480,819	1,625,587	1.542	27.65%	7,212
Monmouth	Long Branch City	K-12	SND	332,822	4,125	11,867,091	6,938,865	0	18,805,976	39,653,115	21,103,805	1.537	27.29%	9,614
Middlesex	Metuchen Boro	K-12	Trans	537,395	1,716	0	822,808	203,563	1,026,371	15,566,413	14,146,971	1.535	27.05%	9,074
Bergen	Ramapo Ind Hill Reg	7-12 Reg	Trans	816,587	1,750	0	1,154,182	238,908	1,391,090	23,471,477	21,870,903	1.531	26.75%	13,416
Warren	Belvidere Town	K-12	Found	263,548	545	1,495,737	469,604	0	1,965,341	6,971,862	2,193,849	1.529	26.58%	12,804
Monmouth	Farmingdale Borough	K-8	Found	289,441	207	479,087	142,085	0	621,132	1,524,438	914,588	1.526	26.39%	7,364

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/94	Resident Enroll 10/15/94	Approved Budget 1994/95				Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State Tax Rate 1.2078	Per Pupil Cost	
						Foundation	Categorical	Transition	Total Aid					
Burlington	Rancocas Valley Regional	7-12 Reg	Found	262,825	1,368	6,289,814	1,155,527	0	7,445,341	13,518,608	5,485,026	1.526	26.31%	9,882
Burlington	Riverton	K-8	Trans	460,128	314	0	186,366	98,021	284,387	2,729,904	2,194,416	1.519	25.75%	8,694
Somerset	Millstone Borough	N/O	Trans	600,808	51	0	43,155	4,367	47,522	547,316	464,931	1.518	25.67%	10,732
Morris	Mountain Lakes Boro	K-12	Trans	590,166	913	0	407,076	112,920	519,996	9,923,480	8,176,240	1.517	25.64%	10,869
Warren	Washington Borough	K-8	Found	270,545	649	1,294,714	527,311	0	1,822,025	4,757,114	2,660,220	1.515	25.44%	7,330
Camden	Lower Camden County Reg	7-12 Reg	Found	204,998	5,111	25,360,585	6,353,811	0	31,714,398	48,034,798	15,847,202	1.513	25.23%	9,398
Sussex	Sparta Township	K-12	Found	418,939	2,952	3,173,247	1,936,763	0	5,110,010	23,041,294	18,688,046	1.510	25.00%	7,807
Hunterdon	Glen Gardner Borough	N/O	Found	338,037	210	222,978	163,088	0	386,066	1,487,621	1,071,089	1.509	24.92%	7,084
Camden	Haddon Township	K-12	Found	308,051	2,107	3,845,520	1,208,253	225,927	5,279,700	15,420,750	9,790,896	1.508	24.89%	7,319
Union	Rahway	K-12	Found	401,222	3,246	2,999,826	3,300,719	0	6,300,545	26,245,966	19,613,768	1.506	24.69%	8,086
Morris	West Morris Regional High	7-12 Reg	Found	557,053	1,911	3,898,566	1,620,284	0	5,518,850	21,848,572	16,008,435	1.504	24.51%	11,433
Burlington	Maple Shade Township	K-12	Found	334,063	2,027	1,508,227	1,360,655	170,095	3,038,977	13,809,284	10,176,582	1.503	24.43%	6,813
Ocean	Ocean Township	K-8	Found	352,348	1,043	2,202,843	987,716	0	3,190,559	8,929,291	5,488,820	1.494	23.72%	8,565
Monmouth	Keyport Boro	K-12	Found	310,996	1,014	2,725,964	1,235,981	0	3,961,945	10,171,859	4,707,694	1.494	23.68%	10,036
Middlesex	South Amboy	K-12	Found	319,245	1,081	1,983,252	1,051,580	0	3,034,832	8,425,179	5,149,226	1.493	23.59%	7,797
Camden	Haddonfield Boro	K-12	Trans	489,375	1,867	0	937,045	200,715	1,137,760	15,330,145	13,636,399	1.492	23.57%	8,211
Burlington	Bordontown Regional	K-12	Found	400,931	1,661	2,166,723	1,436,580	0	3,603,303	13,888,620	9,937,136	1.492	23.55%	8,350
Bergen	Lodi Borough	K-12	Found	467,338	2,418	851,841	2,257,921	175,758	3,285,520	19,976,868	16,846,581	1.491	23.46%	8,263
Hunterdon	Lebanon Township	K-8	Found	440,835	743	559,147	577,262	0	1,136,409	6,117,696	4,882,843	1.491	23.43%	8,234
Bergen	Leonia Boro	K-12	Found	484,428	1,359	12,197	977,712	104,759	1,094,668	13,005,956	9,780,156	1.483	22.79%	9,574
Essex	Nutley Town	K-12	Found	473,328	3,714	641,055	1,444,520	497,825	2,583,400	28,955,005	26,034,740	1.481	22.62%	7,796
Middlesex	South Plainfield	K-12	Found	524,666	3,324	1,492,905	1,793,993	0	3,286,898	29,850,187	25,785,339	1.479	22.41%	8,980
Gloucester	South Harrison Township	K-8	Found	289,028	206	617,322	137,182	0	754,504	1,565,424	817,338	1.475	22.11%	7,599
Warren	Hope Twp	K-8	Found	405,078	298	495,898	348,214	0	844,110	2,577,383	1,766,580	1.473	21.99%	8,707
Essex	Montclair Town	K-12	Found	485,065	5,888	2,010,144	5,156,382	287,368	7,433,904	51,108,123	42,056,236	1.473	21.97%	8,683
Essex	West Orange Town	K-12	Trans	604,443	4,718	0	3,954,467	434,115	4,388,582	48,912,900	42,002,878	1.473	21.95%	9,943
Monmouth	Rumson Fair Haven Reg H	7-12 Reg	Trans	703,801	624	0	388,314	99,490	487,804	7,334,440	6,468,922	1.473	21.92%	11,754
Morris	Randolph Township	K-12	Found	419,857	4,200	7,752,584	2,908,900	0	10,659,484	36,139,747	25,930,570	1.471	21.76%	8,606
Camden	Haddon Heights	K-12	Found	400,598	944	750,355	598,992	208,155	1,557,502	10,610,732	5,557,324	1.470	21.67%	11,240
Bergen	New Milford Boro	K-12	Trans	533,362	1,718	0	1,070,472	195,010	1,265,482	15,682,414	13,402,853	1.463	21.14%	9,119
Hudson	Guttenberg Town	K-8	Found	387,840	1,040	176,585	977,057	89,678	1,243,300	6,891,539	5,589,536	1.463	21.10%	6,630
Bergen	Garfield City	K-12	SND	357,693	3,317	5,724,135	3,001,225	0	8,725,360	23,768,554	17,353,117	1.463	21.10%	7,186

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/94	Resident Enroll 10/15/94					Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State Tax Rate 1.2078	Per Pupil Cost
						Foundation	Categorical	Transition	Total Aid					
Sussex	Andover Regional	K-8	Found	448,914	856	606,392	629,843	0	1,236,035	6,976,841	5,616,393	1.462	21.08%	8,155
Burlington	Edgewater Park Township	K-8	Found	258,703	1,187	2,555,262	1,002,710	228,501	3,786,473	8,877,821	4,487,503	1.461	20.99%	7,479
Sussex	Newton	K-12	Found	313,909	1,171	3,095,000	1,224,428	0	4,319,428	13,288,590	5,365,679	1.460	20.86%	11,348
Burlington	Bass River Twp	K-8	Found	251,365	171	536,845	223,522	0	760,367	1,473,851	626,001	1.456	20.58%	8,619
Bergen	Emerson Boro	K-12	Trans	663,778	903	0	649,771	89,744	739,515	10,207,362	8,724,857	1.456	20.52%	11,304
Camden	Stratford Borough	K-8	Found	244,906	805	1,788,693	525,203	0	2,313,896	5,684,456	2,858,550	1.450	20.05%	7,081
Gloucester	Woodbury City	K-12	Found	240,935	1,700	4,822,447	1,436,323	0	6,258,770	12,134,226	5,928,646	1.448	19.88%	7,140
Gloucester	Gateway Regional High	7-12 Reg	Found	222,820	1,062	4,546,905	907,338	0	5,454,243	8,899,129	3,422,698	1.447	19.81%	8,384
Camden	Black Horse Pike Regional	7-12 Reg	Found	208,183	3,410	16,827,068	2,968,889	0	19,795,967	30,154,738	10,231,616	1.441	19.33%	8,843
Hunterdon	Millford Borough	K-8	Found	461,600	139	149,627	93,772	12,443	255,842	1,259,002	923,947	1.440	19.23%	9,058
Burlington	Beverly City	K-8	Found	198,857	431	1,695,903	611,675	0	2,307,578	3,705,398	1,234,000	1.440	19.21%	8,597
Bergen	Harrington Park Boro	K-8	Found	517,278	587	80,248	226,749	48,744	355,741	4,775,991	4,371,311	1.440	19.19%	8,136
Warren	Hackettstown	K-12	Found	356,566	1,249	2,974,985	1,021,205	0	3,996,170	14,642,892	6,406,198	1.439	19.15%	11,728
Monmouth	Keansburg Boro	K-12	SND	161,783	1,890	8,479,439	2,150,952	0	10,630,391	15,002,165	4,398,570	1.439	19.13%	7,940
Camden	Balmaw Borough	K-8	Found	324,620	985	1,305,298	808,236	137,310	2,250,844	7,176,808	4,592,524	1.436	18.92%	7,286
Bergen	Ridgefield Park Township	K-12	Trans	578,065	1,300	0	981,702	161,676	1,143,378	13,996,123	10,784,994	1.436	18.87%	10,770
Sussex	Hampton Township	K-8	Found	381,182	488	485,802	412,528	0	898,330	3,553,981	2,666,733	1.434	18.69%	7,283
Bergen	Glen Rock Boro	K-12	Trans	579,996	1,800	0	712,220	168,312	880,532	16,584,617	14,943,537	1.431	18.51%	9,214
Essex	Newark City	K-12	SND	118,362	47,273	307,577,999	79,983,938	0	387,561,937	467,882,896	80,000,000	1.430	18.38%	9,897
Burlington	N. Burlington County Reg.	7-12 Reg	Found	240,962	1,394	6,123,718	1,173,899	0	7,297,617	13,408,901	4,800,095	1.429	18.32%	9,619
Middlesex	Woodbridge Twp	K-12	Found	516,051	11,825	1,713,816	9,009,069	1,043,245	11,766,130	99,317,077	87,133,724	1.428	18.23%	8,399
Middlesex	Milltown	K-8	Found	471,754	903	151,547	717,206	55,505	924,258	7,391,883	6,067,667	1.425	18.00%	8,190
Monmouth	Howell Township	K-8	Found	269,112	6,233	14,471,936	4,488,470	0	18,960,408	42,714,252	23,880,491	1.424	17.87%	6,853
Bergen	Fair Lawn Boro	K-12	Trans	583,212	4,110	0	2,541,486	200,845	2,742,131	36,828,242	34,079,117	1.422	17.71%	8,961
Bergen	Ridgewood Village	K-12	Trans	557,750	4,785	0	1,994,471	465,421	2,459,892	41,856,263	37,743,983	1.420	17.58%	8,784
Union	Westfield Township	K-12	Trans	608,739	4,697	0	2,503,118	497,012	3,000,130	44,060,416	40,540,736	1.418	17.39%	9,381
Camden	Berlin Township	K-8	Found	322,289	535	1,395,767	504,990	0	1,900,757	4,332,145	2,444,650	1.418	17.39%	8,097
Ocean	Island Heights Boro	K-8	Trans	519,122	140	0	141,319	17,220	158,539	1,244,542	1,029,276	1.416	17.26%	8,890
Essex	Livingston Twp	K-12	Trans	753,320	4,166	0	2,248,815	457,279	2,706,094	46,022,994	44,420,300	1.415	17.19%	11,047
Essex	Bloomfield Twp	K-12	Found	437,400	5,120	428,133	4,225,629	516,857	5,168,619	38,893,175	31,693,922	1.415	17.17%	7,586
Middlesex	East Brunswick Township	K-12	Found	459,780	7,276	7,274,638	5,896,297	0	13,170,935	60,258,852	47,339,858	1.415	17.17%	8,282
Camden	Waterford Township	K-8	Found	214,222	1,079	4,028,212	1,115,395	0	5,143,607	9,635,758	3,267,835	1.414	17.05%	8,930

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation	Categorical	Transition	Total Aid	Approved Budget 1984/85	Tax Levy 1984/85	Equalized Tax Rate 1984/85	Above or	Per Pupil Cost
													Below State Tax Rate 1.2078	
Hunterdon	Bethlehem Township	K-8	Found	419,977	459	650,378	340,602	0	990,980	3,655,111	2,716,262	1.409	16.66%	7,983
Morris	Jefferson Township	K-12	Found	359,888	3,141	6,960,288	2,341,191	0	9,301,479	24,040,004	15,876,838	1.405	16.31%	7,655
Bergen	Hackensack City	K-12	Trans	623,940	3,818	0	4,080,313	173,785	4,264,098	42,267,337	33,389,320	1.402	16.05%	11,071
Sussex	Green Township	K-8	Found	341,418	583	1,452,887	521,173	0	1,974,040	4,731,604	2,788,583	1.400	15.91%	8,116
Camden	Brookdawn	K-8	Found	252,429	310	920,510	271,245	0	1,191,755	2,249,073	1,094,552	1.399	15.81%	7,255
Burlington	Evesham Township	K-8	Found	345,662	4,539	7,164,462	2,573,943	0	9,738,405	30,879,361	21,920,423	1.397	15.68%	6,759
Camden	Pennsauken Township	K-12	Found	264,438	5,518	14,452,328	5,118,076	0	19,570,404	40,105,917	20,380,879	1.395	15.53%	7,268
Somerset	Marville Boro	K-12	Found	406,178	1,257	1,534,820	878,456	0	2,411,276	9,842,841	7,123,536	1.395	15.52%	7,671
Warren	Oxford Township	K-8	Found	321,137	287	524,714	182,028	0	706,742	2,138,188	1,194,000	1.395	15.51%	8,016
Burlington	Moorestown Township	K-12	Trans	549,095	2,789	0	1,864,029	254,345	2,118,374	23,525,614	21,362,904	1.395	15.50%	8,435
Morris	Boonton Town	K-12	Found	535,344	981	217,605	982,860	36,610	1,246,905	13,073,432	7,322,071	1.394	15.43%	13,327
Ocean	Jackson Township	K-12	Found	272,214	6,327	21,085,075	5,209,940	0	26,305,015	48,548,484	23,952,152	1.391	15.15%	7,674
Camden	Collingswood Borough	K-12	Found	224,569	2,168	6,030,897	1,584,392	0	7,615,289	17,382,292	6,763,788	1.389	15.02%	8,022
Monmouth	Freehold Township	K-8	Found	457,537	2,986	2,577,928	1,693,963	0	4,271,889	22,832,511	18,976,439	1.389	15.00%	7,647
Essex	City of Orange Twp	K-12	SND	157,500	4,087	20,876,924	6,111,389	434,551	27,422,864	35,920,127	8,933,346	1.388	14.90%	8,789
Hunterdon	Alexandria Township	K-8	Found	435,677	541	683,241	402,609	0	1,085,850	4,034,240	3,267,578	1.386	14.78%	7,457
Passaic	West Milford	K-12	Found	366,402	4,276	8,790,964	4,171,848	0	12,962,812	34,479,354	21,711,939	1.386	14.75%	8,064
Camden	Merchantville	K-8	Found	344,456	522	819,995	388,351	0	1,208,346	3,629,886	2,491,210	1.385	14.71%	6,954
Morris	Washington Township	K-8	Found	347,048	2,508	5,893,965	1,962,091	0	7,856,056	20,136,122	12,059,307	1.385	14.71%	8,029
Camden	Pine Hill Borough	K-8	Found	151,504	1,027	3,527,331	840,973	0	4,368,304	6,579,545	2,152,898	1.384	14.55%	6,407
Sussex	Hopatcong Borough	K-12	Found	286,336	2,727	8,033,954	2,607,750	0	10,641,704	21,002,141	11,169,811	1.382	14.44%	7,702
Gloucester	Clearview Regional	7-12 Reg	Found	248,872	1,363	5,603,583	1,105,436	0	6,708,999	11,435,503	4,684,591	1.382	14.38%	8,393
Burlington	Tabernacle Township	K-8	Found	229,065	1,065	3,754,703	888,974	0	4,643,677	8,253,358	3,366,228	1.380	14.25%	7,750
Atlantic	Port Republic	K-8	Found	323,705	196	632,838	149,790	0	782,628	1,703,251	875,393	1.380	14.24%	8,690
Monmouth	Millstone Township	K-8	Found	488,511	1,207	782,610	829,379	0	1,611,989	9,088,885	8,125,106	1.379	14.14%	7,533
Hudson	Hoboken City	K-12	SND	548,504	2,982	4,539,136	5,126,808	254,513	9,920,257	32,162,314	22,539,067	1.378	14.09%	10,785
Hudson	Keamy	K-12	Found	353,429	5,086	8,507,597	2,897,771	0	11,405,368	35,204,739	24,641,323	1.376	13.96%	6,950
Morris	Parlippany-Troy Hills Townal	K-12	Trans	680,460	6,200	0	4,982,050	498,359	5,480,409	62,230,241	56,124,150	1.371	13.49%	10,038
Burlington	Pemberton Borough	K-8	Found	151,440	247	982,185	198,771	0	1,180,936	1,747,033	512,710	1.371	13.49%	7,073
Monmouth	Tinton Falls	K-8	Found	427,952	1,727	492,979	1,901,440	0	2,394,419	14,611,954	10,129,877	1.371	13.48%	8,461
Morris	Rockaway Township	K-8	Trans	537,212	2,414	0	1,714,978	174,378	1,889,356	19,892,411	17,769,906	1.370	13.45%	8,240
Union	Hillside	K-12	Found	325,947	2,934	5,997,499	2,638,765	0	8,634,264	21,417,707	13,083,741	1.366	13.10%	7,300

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation	Categorical	Transition	Total Aid	Approved Budget 1984/85	Tax Levy 1984/85	Equalized Tax Rate 1984/85	Above or Below State	Per Pupil Cost
													Tax Rate 1.2078	
Camden	Oaldyn Borough	K-12	Found	282,877	558	1,286,005	427,845	0	1,713,850	4,348,082	2,155,490	1.366	13.08%	7,789
Gloucester	Pitman	K-12	Found	203,778	1,775	5,831,929	1,207,791	0	7,039,720	12,094,623	4,937,450	1.365	13.05%	8,816
Camden	E. Camden County Regional	7-12 Reg	Found	356,308	1,641	5,579,452	928,801	0	6,508,053	14,174,238	7,979,882	1.365	12.99%	8,838
Union	Garwood	K-8	Trans	484,231	415	0	244,680	54,578	299,238	3,203,704	2,791,799	1.361	12.70%	7,720
Camden	Hi Nella	N/O	Found	227,470	113	299,630	113,836	0	413,466	684,324	348,951	1.358	12.40%	7,914
Monmouth	Red Bank Boro	K-8	Trans	575,097	864	0	1,168,531	61,973	1,230,504	8,185,410	8,744,074	1.357	12.38%	9,451
Burlington	Lumberton Township	K-8	Found	320,148	981	1,488,250	733,678	0	2,201,928	6,022,252	4,175,787	1.357	12.38%	8,267
Burlington	Medford Lakes	K-8	Found	348,181	480	438,684	408,697	197,138	1,044,519	4,182,089	2,285,052	1.355	12.22%	8,713
Burlington	Washington Township	K-8	Found	356,344	118	313,357	122,150	0	435,507	1,178,129	589,159	1.354	12.07%	9,884
Monmouth	Bradley Beach Boro	K-8	Trans	542,600	521	0	778,628	107,023	885,651	5,026,821	3,823,045	1.352	11.97%	9,648
Ocean	Barnegat Twp	K-8	Found	184,883	2,778	12,245,834	2,089,949	0	14,335,583	21,781,147	8,938,451	1.351	11.85%	7,835
Warren	Washington Township	K-8	Found	307,181	712	1,218,045	508,256	0	1,722,301	4,387,084	2,947,685	1.348	11.59%	6,134
Mercer	Hamilton Twp	K-12	Found	350,570	11,977	26,243,285	9,488,779	0	35,732,064	84,088,733	58,508,856	1.346	11.43%	7,854
Atlantic	Linwood	K-8	Found	408,560	866	483,656	442,766	123,233	1,049,655	6,048,863	4,758,971	1.345	11.36%	8,985
Middlesex	Piscataway Township	K-12	Found	491,137	6,320	6,402,492	5,937,786	0	12,340,278	54,547,823	41,745,751	1.345	11.35%	8,631
Monmouth	Ocean Township	K-12	Found	421,591	4,255	5,379,537	2,911,694	0	8,291,231	33,326,523	24,115,589	1.344	11.32%	7,833
Bergen	Hilldale Boro	K-8	Trans	576,548	1,047	0	557,711	88,289	644,000	8,884,959	8,089,394	1.342	11.09%	8,582
Sussex	Montague	K-8	Found	377,238	552	887,462	680,154	0	1,567,616	4,287,488	2,783,852	1.342	11.08%	7,767
Monmouth	Neptune Twp	K-12	SND	374,831	3,618	9,958,030	5,087,282	0	15,025,312	37,239,148	18,133,992	1.338	10.77%	10,288
Camden	Gibbsboro	K-8	Found	276,857	311	870,831	212,636	0	1,083,467	2,285,033	1,149,983	1.337	10.68%	7,380
Middlesex	Middlesex Borough	K-12	Found	401,379	1,971	2,678,049	1,115,784	0	3,793,813	14,305,810	10,563,000	1.336	10.58%	7,260
Morris	Roxbury Township	K-12	Found	381,212	3,837	9,937,735	2,728,941	0	12,664,676	33,372,578	19,522,999	1.335	10.52%	8,699
Gloucester	National Park Borough	K-8	Found	139,608	350	1,412,850	285,410	0	1,698,260	2,342,833	650,919	1.332	10.29%	6,694
Burlington	Shamong Township	K-8	Found	236,195	921	3,124,385	794,043	0	3,918,428	7,319,179	2,895,437	1.331	10.20%	7,947
Hurterdon	Holland Township	K-8	Found	445,172	589	1,109,504	517,327	0	1,626,831	4,980,762	3,480,226	1.327	9.89%	8,456
Bergen	River Vale Township	K-8	Trans	811,483	1,088	0	549,733	110,109	659,842	9,804,836	8,889,940	1.326	9.75%	8,830
Union	Cranford Twp	K-12	Trans	570,777	3,088	0	1,704,862	326,645	2,031,307	26,917,685	23,326,121	1.324	9.64%	8,723
Warren	Alpha	K-8	Found	316,780	356	904,889	240,987	0	1,145,876	2,752,049	1,493,379	1.324	9.64%	7,730
Burlington	Pemberton Township	K-12	SND	127,886	6,226	35,717,477	8,833,026	0	44,550,503	54,834,883	10,527,885	1.324	9.64%	8,775
Morris	Rockaway Boro	K-8	Trans	521,807	532	0	310,783	57,241	368,024	4,170,934	3,872,053	1.323	9.58%	7,840
Essex	Irvington Township	K-12	SND	128,994	9,982	50,525,814	11,818,008	837,990	63,181,813	75,983,243	17,035,252	1.323	9.54%	7,612
Sussex	Byram Township	K-8	Found	328,555	1,021	1,920,298	683,488	0	2,583,784	7,007,254	4,431,638	1.321	9.38%	8,883

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 8/1/94	Resident Enroll 10/16/94	Foundation			Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State Tax Rate 1.2078	Per Pupil Cost
						Foundation	Categorical	Transition						
Burlington	Riverside Township	K-12	Found	240,266	1,129	3,046,645	735,702	0	3,782,347	8,022,641	3,576,674	1.319	9.17%	7,106
Hudson	Jersey City	K-12	SND	191,255	31,863	142,292,579	43,371,307	0	185,663,886	238,661,578	80,236,007	1.317	9.01%	7,480
Hunterdon	Delaware Valley Regional Hg	7-12 Reg	Found	418,987	716	2,805,628	545,446	0	3,151,074	6,941,039	3,937,596	1.313	8.67%	9,694
Middlesex	South Brunswick Twp	K-12	Found	539,416	5,096	315,338	4,157,403	243,846	4,716,587	40,395,756	36,043,736	1.311	8.56%	7,927
Monmouth	Freshhold Regional High	7-12 Reg	Found	355,611	7,407	26,709,976	6,641,258	0	33,351,234	67,439,044	34,406,290	1.308	8.15%	9,105
Atlantic	Northfield City	K-8	Found	407,848	777	390,331	469,655	94,743	974,729	5,408,012	4,139,420	1.308	8.15%	6,958
Monmouth	Neptune City	K-8	Found	389,950	565	556,785	510,062	0	1,066,827	4,514,533	2,873,923	1.308	8.10%	7,997
Gloucester	Newfield	K-8	Found	257,152	251	959,201	250,042	0	1,209,243	2,043,350	840,972	1.306	8.09%	8,157
Gloucester	Woodbury Heights Boro	K-8	Found	274,881	299	504,218	124,290	94,729	723,237	1,996,043	1,072,236	1.305	8.01%	6,676
Sussex	Hardyston Township	K-8	Found	387,059	665	930,577	633,579	0	1,564,156	4,947,772	3,356,439	1.304	7.97%	7,440
Monmouth	South Belmar	N/O	Trans	521,617	201	19,777	91,008	28,706	139,491	1,824,394	1,363,626	1.304	7.95%	8,102
Burlington	Burlington City	K-12	SND	308,429	1,310	4,655,891	1,226,155	213,729	6,095,775	13,885,250	5,266,809	1.303	7.92%	10,599
Hunterdon	Bloomsbury	K-8	Found	432,377	143	352,595	110,162	0	462,757	1,304,267	802,430	1.302	7.83%	9,153
Sussex	Frankford Township	K-8	Found	401,170	689	1,204,644	729,375	0	1,934,019	6,426,444	3,590,684	1.299	7.56%	9,330
Atlantic	Hammonton Township	K-12	Found	320,276	1,909	4,751,450	1,696,090	47,942	6,495,482	15,643,548	7,941,835	1.299	7.55%	8,185
Monmouth	Asbury Park City	K-12	SND	122,165	3,220	17,452,560	5,016,431	124,072	22,593,063	28,548,792	5,097,060	1.298	7.30%	8,867
Morris	Kinnelon Boro	K-12	Trans	690,974	1,416	0	1,504,271	87,299	1,591,570	14,254,330	12,676,109	1.298	7.26%	10,067
Morris	Montville Township	K-12	Trans	638,234	2,788	0	1,675,481	245,046	1,920,527	24,220,664	23,033,679	1.294	7.18%	8,688
Bergen	Ramsey Boro	K-12	Trans	710,137	2,160	0	1,374,963	278,530	1,653,493	22,412,855	20,039,518	1.294	7.17%	10,281
Somerset	Hillsborough Township	K-12	Found	369,925	5,733	11,538,519	3,905,903	0	15,444,422	42,555,893	27,437,655	1.294	7.13%	7,424
Burlington	Medford Township	K-8	Found	377,153	2,589	3,272,151	1,893,375	48,215	5,213,741	18,090,677	12,629,636	1.293	7.09%	6,968
Camden	Audubon Boro	K-12	Found	273,931	1,374	3,420,865	802,818	0	4,223,683	11,144,904	4,865,145	1.293	7.02%	8,111
Hunterdon	East Amwell Township	K-8	Found	491,155	513	442,606	401,841	0	844,447	4,106,275	3,255,615	1.292	6.98%	8,004
Burlington	Cinnaminson Township	K-12	Found	407,883	2,188	2,726,527	1,487,095	222,269	4,435,891	16,829,789	11,524,401	1.291	6.92%	7,600
Gloucester	Wenonah	K-8	Found	308,035	230	277,544	116,007	44,269	437,820	1,381,941	914,087	1.290	6.82%	6,006
Camden	Berlin Borough	K-8	Found	304,410	689	1,220,852	432,485	0	1,653,337	4,430,637	2,698,045	1.286	6.51%	6,431
Cumberland	Stow Creek Township	K-8	Found	214,957	180	537,872	214,737	0	752,609	1,247,575	442,401	1.286	6.50%	7,797
Monmouth	Union Beach Borough	K-8	Found	162,089	1,643	5,425,310	1,173,073	0	6,598,383	9,340,223	3,417,920	1.283	6.26%	5,685
Atlantic	Absecon City	K-8	Found	426,255	935	104,968	697,867	155,133	957,968	6,029,190	5,106,410	1.282	6.18%	6,452
Gloucester	So. Gloucester Cty. Reg.	7-12 Reg	Found	180,168	1,688	8,649,693	2,080,418	0	10,710,111	14,692,969	3,899,530	1.282	6.16%	8,704
Bergen	Midland Park Boro	K-12	Found	614,404	955	37,250	560,166	116,338	733,752	9,694,422	7,511,971	1.281	6.05%	10,157
Essex	Caldwell-West Caldwell	K-12	Trans	661,851	2,271	0	1,066,464	224,519	1,312,983	20,803,039	18,251,361	1.281	6.04%	9,160

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation			Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalize d 1994/95	Above or Below State	
						Foundation	Categorical	Transition					Tax Rate 1.2078	Per Pupil Cost
Warren	Blairstown Township	K-8	Found	374,662	574	667,260	497,860	0	1,164,920	4,664,386	2,753,468	1.280	6.01%	8,128
Monmouth	Marlboro Township	K-8	Found	370,941	4,268	5,987,888	2,729,312	0	8,717,180	28,502,160	20,231,663	1.278	5.81%	6,678
Mercer	West Windsor-Plainsboro Bo	K-12	Found	566,087	6,508	2,492,377	4,171,426	0	6,663,803	51,827,651	47,067,352	1.278	5.78%	7,984
Camden	Winslow Township	K-8	Found	198,352	3,266	9,812,872	3,565,208	0	13,378,080	0	8,275,066	1.277	5.76%	0
Gloucester	Deptford Township	K-12	Found	319,268	3,536	9,264,911	3,903,222	276,137	13,444,270	28,461,223	14,401,697	1.278	5.64%	8,050
Burlington	Hainesport Township	K-8	Found	371,670	438	886,720	388,509	0	1,275,229	3,342,772	2,072,719	1.273	5.42%	7,632
Camden	Woodlynne Boro	K-8	Found	97,029	519	2,394,128	571,326	0	2,965,454	3,801,224	640,753	1.272	5.35%	6,939
Bergen	Rutherford	K-12	Found	600,288	2,140	1,248,210	1,296,907	0	2,545,117	18,867,952	16,241,968	1.265	4.71%	8,828
Bergen	Northvale Boro	K-8	Trans	695,661	439	0	335,324	28,984	364,288	4,469,674	3,854,698	1.262	4.50%	10,181
Sussex	Vernon Township	K-12	Found	278,837	5,127	16,027,019	4,240,501	0	20,267,520	37,477,052	17,990,809	1.258	4.19%	7,310
Bergen	Wallington Boro	K-12	Trans	444,901	1,183	0	566,407	127,824	694,231	7,780,353	6,500,000	1.257	4.05%	6,693
Warren	Knowlton Township	K-8	Found	345,831	297	703,863	275,579	0	979,442	2,290,322	1,289,236	1.255	3.92%	7,712
Essex	Verona Boro	K-12	Trans	672,026	1,576	0	955,374	148,149	1,103,523	15,041,656	13,289,779	1.255	3.89%	9,544
Burlington	Delanco Township	K-8	Found	306,758	514	1,415,498	294,446	0	1,709,944	3,807,997	1,978,275	1.255	3.88%	7,409
Gloucester	Glassboro	K-12	Found	233,969	2,375	7,533,222	2,245,739	148,848	9,927,809	16,718,078	6,957,621	1.252	3.67%	7,039
Monmouth	Highlands Boro	K-8	Trans	529,942	268	0	320,995	39,384	360,379	2,308,879	1,774,423	1.252	3.64%	8,624
Somerset	Branchburg Twp	K-8	Trans	708,735	1,820	0	1,314,598	169,240	1,483,838	17,778,527	16,118,133	1.250	3.49%	9,771
Warren	Frelinghuysen Township	K-8	Found	483,522	188	231,467	197,676	0	429,143	1,559,257	1,088,790	1.249	3.45%	8,284
Burlington	Delran Township	K-12	Found	318,398	2,112	5,801,778	1,328,821	0	7,130,599	16,229,112	8,390,561	1.248	3.31%	7,684
Monmouth	Manalapan-Englishtown Regl	K-8	Found	315,578	4,687	9,720,741	3,265,012	0	12,985,753	30,742,143	16,366,421	1.247	3.25%	6,587
Salem	Penna Grove-Cameys Point I	K-12	Found	176,026	2,233	10,816,756	2,287,101	0	12,903,857	18,852,420	4,900,253	1.247	3.24%	8,365
Sussex	Stillwater Township	K-8	Found	271,180	527	1,449,107	528,028	0	1,975,135	3,788,368	1,781,059	1.246	3.18%	7,185
Bergen	Cresskill Boro	K-12	Trans	799,155	1,088	0	551,021	100,179	651,200	11,528,812	10,833,393	1.246	3.16%	10,566
Burlington	Burlington Township	K-12	Found	387,378	1,836	2,878,607	1,530,448	0	4,409,055	13,328,263	9,334,061	1.245	3.05%	6,684
Bergen	Tenafly Boro	K-12	Trans	748,008	2,366	0	1,128,575	203,171	1,331,746	23,682,589	21,836,445	1.243	2.90%	10,010
Bergen	Demarest Boro	K-8	Trans	691,772	550	0	525,846	29,419	555,265	5,541,378	4,723,426	1.241	2.79%	10,075
Monmouth	Middletown Township	K-12	Found	467,184	10,142	6,849,613	8,662,684	0	15,512,297	75,844,616	58,780,517	1.241	2.72%	7,488
Camden	Voorhees Township	K-8	Found	379,113	3,311	4,137,070	1,863,158	0	6,000,228	22,870,224	15,584,559	1.240	2.66%	6,907
Warren	Mansfield Township	K-8	Found	280,687	688	1,023,305	752,791	0	1,776,096	4,323,895	2,397,717	1.239	2.54%	6,482
Monmouth	Upper Freehold Regional	K-12	Found	391,315	939	1,776,836	844,287	0	2,621,123	12,456,874	4,544,956	1.237	2.41%	13,266
Union	Plainfield City	K-12	SND	193,835	7,377	33,180,258	9,829,701	0	42,989,959	58,515,027	17,683,906	1.237	2.40%	7,933
Warren	Alanmucky Twp	K-8	Trans	666,188	404	0	412,706	18,489	431,195	4,090,787	3,323,856	1.237	2.38%	10,138

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupli 9/1/84	Resident Enroll 10/16/94	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or	Per Pupli Cost
													Below State Tax Rate 1.2078	
Ocean	Manchester Twp	K-12	Trans	511,188	2,767	0	3,288,240	125,543	3,423,783	23,228,898	17,425,138	1.232	2.02%	8,398
Union	Union Township	K-12	Found	472,504	6,858	2,998,219	5,132,041	308,081	8,438,341	52,051,912	40,503,702	1.232	2.01%	7,481
Sussex	Sussex-Wantage Regional	K-8	Found	273,440	1,699	4,832,472	1,707,965	0	6,540,437	12,356,348	5,721,510	1.232	1.97%	7,273
Passaic	Hawthorne Boro	K-12	Trans	601,328	1,953	0	1,217,093	193,709	1,410,802	16,423,787	14,462,094	1.231	1.96%	8,410
Hunterdon	Flemington-Raritan Regional	K-8	Found	469,374	2,914	861,919	1,782,752	98,153	2,742,824	19,512,144	16,823,060	1.230	1.84%	6,686
Atlantic	Egg Harbor City	K-8	Found	168,853	597	1,792,885	674,176	0	2,467,061	3,873,521	1,237,014	1.227	1.60%	6,488
Monmouth	Freshhold Borough	K-8	Found	319,781	1,039	1,754,913	1,011,690	0	2,766,603	7,191,322	4,075,094	1.227	1.55%	6,921
Union	Linden City	K-12	Trans	569,377	5,078	0	4,578,937	452,849	5,031,786	40,627,872	35,438,475	1.226	1.48%	8,001
Camden	Clementon Borough	K-8	Found	218,780	508	1,084,023	454,623	69,111	1,587,757	3,023,327	1,360,123	1.224	1.32%	5,851
Burlington	Lenape Regional High	7-12 Reg	Found	389,503	5,551	17,383,688	4,655,514	0	22,039,180	49,800,745	25,088,470	1.224	1.31%	8,971
Middlesex	Edison Twp	K-12	Trans	548,331	12,433	0	9,407,488	665,391	10,072,859	93,681,199	83,350,988	1.223	1.23%	7,535
Union	Elizabeth City	K-12	SND	181,284	16,800	80,691,968	28,108,526	0	106,800,494	134,718,789	37,165,104	1.220	1.04%	8,019
Hudson	Hartoon Town	K-12	SND	339,079	1,782	5,016,843	1,493,017	0	6,509,860	14,753,521	7,284,341	1.220	0.97%	8,376
Ocean	Ocean Gate Boro	K-8	Found	333,502	191	335,317	134,546	0	469,863	1,248,832	776,608	1.219	0.94%	6,527
Passaic	Haledon Boro	K-8	Found	330,583	714	870,392	590,318	0	1,460,710	4,335,858	2,877,222	1.219	0.93%	6,072
Sussex	Stanhope Borough	K-8	Found	472,914	384	336,093	207,393	64,583	608,049	2,799,084	2,088,241	1.219	0.92%	7,680
Atlantic	Somers Point City	K-8	Found	343,875	1,251	1,724,559	933,447	0	2,658,006	7,716,085	5,235,903	1.218	0.83%	6,168
Warren	Franklin Township	K-8	Found	381,367	280	414,283	248,040	0	682,323	0	1,207,042	1.217	0.79%	0
Burlington	Woodland Township	K-8	Found	389,512	198	694,219	240,188	0	934,405	1,858,987	890,490	1.217	0.77%	9,377
Bergen	Hasbrouck Heights Boro	K-12	Trans	643,935	1,374	0	745,218	93,828	838,844	11,779,782	10,765,174	1.217	0.74%	8,573
Salem	Salem City	K-12	Found	112,403	1,240	5,783,983	1,862,803	0	7,626,786	11,122,321	1,883,109	1.208	-0.02%	8,970
Camden	Somerdale Borough	K-8	Found	327,016	423	612,481	504,824	66,360	1,183,665	2,982,828	1,668,812	1.206	-0.11%	7,004
Atlantic	Galloway Twp	K-8	Found	275,445	3,229	7,980,329	2,414,228	0	10,374,555	21,287,638	10,729,528	1.206	-0.12%	6,593
Ocean	Point Pleasant Borough	K-12	Found	427,175	2,894	3,714,353	1,801,285	0	5,315,638	19,527,213	14,886,436	1.204	-0.28%	6,749
Middlesex	North Brunswick Township	K-12	Found	498,111	4,402	2,983,319	4,074,284	0	7,037,603	33,208,831	28,388,672	1.203	-0.36%	7,544
Atlantic	Pleasantville City	K-12	SND	170,783	3,063	15,268,410	3,910,742	0	19,179,152	24,469,785	6,287,800	1.202	-0.46%	7,960
Union	Clark Twp	K-8	Trans	662,101	1,205	0	724,536	92,187	816,703	10,987,395	9,588,892	1.202	-0.49%	9,102
Hudson	Bayonne	K-12	Found	330,809	7,887	9,788,385	5,976,923	139,859	15,905,187	47,000,898	31,258,998	1.201	-0.55%	5,975
Middlesex	Perth Amboy City	K-12	SND	203,981	7,288	31,909,828	11,862,734	0	43,872,380	58,248,359	17,781,512	1.200	-0.65%	8,017
Ocean	Toms River Regional	K-12	Found	386,295	18,842	45,227,481	11,445,702	0	58,873,183	129,312,398	73,998,691	1.199	-0.69%	7,878
Warren	Pohatcong Township	K-8	Found	435,774	521	987,881	548,834	0	1,534,695	4,331,328	2,713,582	1.198	-0.85%	8,321
Gloucester	Washington Township	K-12	Found	217,336	9,039	33,580,554	6,032,610	0	39,593,164	62,527,580	23,461,586	1.184	-1.11%	6,918

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/94	Resident Enroll 10/16/94	Approved Budget 1994/95			Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State Tax Rate 1.2078	Per Pupil Cost		
						Foundation	Categorical	Transition						
Bergen	Allendale Boro	K-8	Trans	654,495	808	0	303,740	86,945	390,685	6,880,995	6,315,769	1.194	-1.12%	8,516
Camden	Mount Ephraim Borough	K-8	Found	311,786	538	1,287,642	328,748	0	1,594,390	3,780,772	1,999,136	1.192	-1.32%	7,027
Hudson	West New York Town	K-12	SND	177,808	5,958	28,666,197	6,358,278	0	35,024,475	45,013,752	12,609,783	1.190	-1.45%	7,555
Ocean	Lakewood Township	K-12	Found	363,640	5,263	11,954,797	8,964,669	0	18,919,466	42,156,984	22,776,869	1.190	-1.47%	8,010
Bergen	Fairview Boro	K-8	Found	460,105	1,176	533,325	884,466	0	1,417,791	8,239,836	6,436,439	1.180	-1.47%	7,010
Mercer	Hopewell Valley Reg	K-12	Trans	598,365	2,839	0	1,835,172	227,512	2,062,684	22,989,942	20,212,217	1.190	-1.47%	8,092
Warren	Phillipsburg Township	K-12	SND	198,133	2,681	12,020,031	2,970,533	0	14,990,564	24,223,725	6,256,009	1.190	-1.48%	9,037
Hunterdon	Frenchtown Borough	K-8	Found	287,802	197	527,177	127,387	0	654,564	1,443,429	673,781	1.188	-1.61%	7,327
Burlington	Florence Township	K-12	Found	272,991	1,578	4,104,150	845,882	0	4,950,032	10,036,484	5,119,015	1.188	-1.61%	6,360
Burlington	Southampton Township	K-8	Found	404,372	885	1,286,021	920,508	0	2,206,529	6,505,002	4,238,559	1.184	-1.94%	7,350
Cumberland	Fairfield Township	K-8	Found	118,841	750	2,719,789	999,350	0	3,719,139	5,078,712	1,054,654	1.183	-2.03%	6,772
Monmouth	Fair Haven Boro	K-8	Trans	465,184	809	0	367,824	81,395	449,219	5,086,900	4,445,102	1.181	-2.21%	6,288
Salem	Elmer Borough	K-8	Found	249,454	254	940,242	199,358	0	1,139,600	1,837,840	744,807	1.178	-2.48%	7,250
Passaic	Prospect Park Boro	K-8	Found	210,724	680	1,034,427	484,376	0	1,518,803	3,278,243	1,635,923	1.176	-2.61%	4,967
Salem	Lower Alloways Creek Towns	K-8	Found	524,623	310	835,223	236,263	0	1,071,486	3,313,015	1,805,230	1.173	-2.85%	10,704
Warren	GREAT MEADOWS REGIONAL (NEW)			324,797	1,278	3,626,175	1,085,014	0	4,711,189	9,751,465	4,868,117	1.173	-2.86%	7,633
Warren	Greenwich Township	K-8	Found	336,480	443	1,068,153	324,464	0	1,392,617	3,140,488	1,742,456	1.169	-3.21%	7,089
Morris	Passaic/Long Hill Twp	K-8	Trans	760,818	708	0	561,996	73,739	635,735	6,744,138	6,281,544	1.166	-3.45%	9,526
Hudson	Union City	K-12	SND	148,250	8,741	44,545,554	11,623,107	0	56,168,661	65,792,391	15,105,114	1.166	-3.49%	7,527
Ocean	Central Regional H	7-12 Reg	Trans	708,289	1,802	0	2,064,239	55,727	2,119,966	18,419,919	14,782,574	1.161	-3.83%	10,222
Somerset	Franklin Twp	K-12	Trans	685,121	5,036	0	6,077,846	325,700	6,403,546	45,722,574	40,007,537	1.160	-3.99%	9,080
Gloucester	Mantua Township	K-8	Found	258,108	1,109	2,708,503	767,340	3,917	3,477,760	6,843,266	3,316,839	1.159	-4.06%	6,171
Camden	Gloucester Township	K-8	Found	185,617	7,646	23,646,256	5,728,815	0	29,375,071	45,700,500	18,438,419	1.158	-4.10%	5,977
Atlantic	Buena Regional	K-12	Found	212,493	1,991	6,680,146	3,287,689	0	9,947,835	18,562,854	4,897,085	1.157	-4.16%	9,323
Salem	Elsinboro Township	K-8	Found	428,290	140	258,558	121,044	9,866	367,466	1,113,843	691,343	1.157	-4.20%	7,985
Hudson	North Bergen Twp	K-12	Found	367,202	6,178	10,674,681	6,238,706	0	16,913,387	47,333,852	28,217,478	1.156	-4.28%	7,665
Monmouth	Holmdel Twp	K-12	Trans	649,852	2,689	0	1,541,095	225,091	1,766,186	21,587,191	20,183,663	1.155	-4.37%	8,028
Somerset	Green Brook Twp	K-8	Trans	832,398	586	0	449,262	60,105	509,367	6,337,842	5,824,565	1.154	-4.45%	10,825
Cumberland	Downe Township	K-8	Found	277,969	287	1,188,102	547,941	0	1,734,043	3,715,695	856,497	1.154	-4.45%	13,916
Morris	Chester Township	K-8	Trans	685,022	984	0	836,008	71,061	907,069	8,353,302	7,801,625	1.151	-4.69%	8,685
Hunterdon	Lambertville City	K-8	Trans	608,072	258	0	226,766	25,541	252,307	2,105,059	1,804,905	1.150	-4.75%	8,159
Monmouth	Little Silver Boro	K-8	Trans	559,083	752	0	288,919	71,949	360,868	5,224,633	4,827,207	1.148	-4.94%	6,948

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District		Equal Val Per Pupil 9/1/94	Resident Enroll 10/16/94	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State	Per Pupil Cost
		District	Cat										Tax Rate 1.2078	
Mercer	Lawrence Twp	K-12	Trans	663,577	3,403	0	2,856,687	189,695	3,046,382	30,907,401	25,909,713	1.147	-5.00%	9,082
Bergen	Haworth Boro	K-8	Trans	773,907	347	0	223,986	18,551	242,517	3,378,761	3,079,420	1.147	-5.06%	9,737
Burlington	Eastampton Township	K-8	Found	210,908	823	1,930,998	549,871	0	2,480,869	4,257,635	1,980,352	1.147	-5.06%	5,173
Cape May	Lower Township	K-8	Found	403,385	1,867	3,252,451	1,932,983	0	5,185,434	13,253,038	8,630,698	1.146	-5.12%	7,099
Passaic	Passaic County Regional Hlg	7-12 Reg	Trans	836,367	1,022	0	1,113,266	34,815	1,148,081	11,390,095	9,794,138	1.146	-5.13%	11,145
Hunterdon	Franklin Twp	K-8	Trans	636,177	308	0	251,892	19,295	270,987	2,562,073	2,230,457	1.146	-5.14%	8,373
Somerset	Bridgewater-Raritan Reg	K-12	Trans	712,132	5,982	0	4,611,158	517,898	5,129,056	53,599,801	48,745,282	1.144	-5.26%	8,980
Atlantic	Folsom Boro	K-8	Found	195,857	421	1,874,471	444,475	0	2,318,946	3,447,598	939,610	1.140	-5.65%	8,189
Burlington	Mount Laurel Township	K-8	Trans	480,149	3,715	0	2,368,560	243,866	2,610,426	23,815,683	20,289,985	1.137	-5.82%	6,411
Middlesex	Sayerville	K-12	Found	429,996	4,908	4,954,868	3,898,520	0	8,853,388	32,800,581	24,004,931	1.137	-5.82%	6,683
Ocean	Brick Township	K-12	Found	414,238	10,045	14,103,022	9,630,493	0	23,733,515	70,325,101	47,299,539	1.137	-5.88%	7,001
Essex	East Orange	K-12	SND	108,572	12,098	71,417,623	14,160,885	0	85,578,508	94,548,788	14,922,637	1.136	-5.92%	7,817
Hunterdon	Kingwood Township	K-8	Found	400,800	462	568,462	338,213	0	906,675	3,039,708	2,103,001	1.136	-5.97%	6,579
Ocean	Lakewood Boro	K-8	Found	118,969	666	2,782,385	652,389	0	3,414,774	5,209,119	898,900	1.135	-6.00%	7,827
Bergen	Westwood Reg	K-12	Trans	750,586	2,236	0	1,528,381	197,835	1,726,216	20,936,130	19,048,828	1.135	-6.02%	9,365
Bergen	Closter Boro	K-8	Trans	682,835	893	0	424,178	80,693	504,871	7,705,135	6,918,197	1.135	-6.06%	8,628
Bergen	Elmwood Park	K-12	Trans	626,101	1,803	0	1,472,097	57,849	1,529,946	14,417,440	12,780,230	1.132	-6.26%	7,996
Bergen	North Arlington Boro	K-12	Found	553,584	1,482	240,350	1,028,839	120,049	1,389,238	10,835,272	9,279,429	1.131	-6.35%	7,311
Cape May	Middle Township	K-12	Found	324,329	2,420	6,538,106	2,262,454	0	8,800,560	20,237,614	8,869,190	1.130	-6.44%	8,363
Hunterdon	Union Twp	K-8	Trans	614,528	453	0	316,189	46,655	362,844	3,521,742	3,137,285	1.127	-6.69%	7,774
Ocean	Plumsted Township	K-8	Found	245,916	1,155	4,879,394	1,107,128	0	5,786,522	9,845,980	3,177,302	1.119	-7.38%	8,351
Bergen	Englewood City	K-12	Trans	800,083	2,542	0	3,246,714	112,122	3,358,836	28,474,354	22,748,014	1.119	-7.38%	10,417
Cumberland	Cumberland Regional	7-12 Reg	Found	190,115	1,196	5,716,518	1,660,010	0	7,376,528	10,595,675	2,539,856	1.117	-7.52%	8,859
Bergen	Wood Ridge Boro	K-12	Trans	923,953	640	0	818,790	52,005	670,795	7,839,838	6,599,088	1.116	-7.60%	12,250
Union	New Providence Boro	K-12	Trans	764,365	1,613	0	608,104	144,429	750,533	15,115,735	13,690,893	1.110	-8.06%	9,371
Atlantic	Hamilton Township	K-8	Found	314,264	2,269	4,210,470	2,574,705	0	6,785,175	15,383,598	7,906,837	1.109	-8.19%	6,780
Ocean	Little Egg Harbor Township	K-8	Found	335,600	1,502	2,901,435	1,575,042	0	4,476,477	9,720,997	5,583,086	1.108	-8.30%	6,472
Burlington	Willingboro Township	K-12	Found	190,515	5,796	25,278,728	5,044,168	794,486	31,117,362	48,977,049	12,227,731	1.107	-8.32%	8,450
Burlington	Springfield Township	K-8	Found	375,087	302	558,885	230,921	0	789,806	2,189,561	1,252,574	1.106	-8.45%	7,250
Somerset	Watchung Hills Reg H	7-12 Reg	Trans	985,897	939	0	884,118	65,817	949,935	13,487,594	10,231,341	1.105	-8.50%	14,364
Gloucester	East Greenwich Township	K-8	Found	288,581	538	1,806,281	318,673	0	2,124,954	3,831,176	1,714,753	1.104	-8.56%	7,121
Somerset	Montgomery Twp	K-12	Trans	633,649	1,923	0	1,221,953	205,895	1,427,848	16,134,237	13,454,716	1.104	-8.58%	8,390

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Puppl 9/1/84	Resident Enroll 10/15/94	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State	Per Puppl Cost
													Tax Rate 1.2078	
Salem	Mannington Township	K-8	Found	488,677	216	232,834	284,679	56,747	574,260	1,834,082	1,160,623	1.102	-8.75%	8,511
Hunterdon	Clinton Twp	K-8	Found	551,074	1,443	88,168	928,898	94,562	1,111,628	10,532,043	8,756,424	1.101	-8.83%	7,299
Bergen	Wyckoff	K-8	Trans	696,584	1,952	0	899,590	102,604	1,002,194	15,777,114	14,984,608	1.101	-8.88%	8,083
Gloucester	West Deptford Township	K-12	Found	408,321	2,998	6,089,954	2,712,839	0	8,802,793	22,341,148	13,395,059	1.100	-8.90%	7,457
Cumberland	Lawrence Township	K-8	Found	178,528	483	2,162,479	788,713	0	2,949,192	4,299,602	938,000	1.100	-8.91%	8,902
Salem	Pennsville Township	K-12	Found	302,231	2,357	6,749,426	1,358,090	80,873	8,188,389	16,164,823	7,827,455	1.099	-9.02%	6,858
Sussex	Sandyton-Walpack Townshl	K-8	Found	437,358	189	215,240	145,063	0	360,303	1,417,315	811,298	1.098	-9.12%	8,386
Monmouth	Oceanport Boro	K-8	Trans	549,736	597	0	311,565	55,615	367,180	4,917,160	3,597,526	1.096	-9.24%	8,236
Bergen	Norwood Boro	K-8	Trans	661,326	613	0	327,704	23,848	351,552	4,794,808	4,442,475	1.096	-9.27%	7,822
Warren	Harmony Township	K-8	Trans	829,215	401	0	372,950	0	372,950	4,222,500	3,619,006	1.088	-9.89%	10,530
Gloucester	Kingsway Reg HS Dist	7-12 Reg	Found	269,645	867	3,832,442	937,457	0	4,769,899	8,848,903	2,543,526	1.088	-9.92%	10,208
Cape May	Dennis Township	K-8	Found	305,435	1,058	3,191,277	1,085,328	0	4,276,605	7,559,654	3,508,973	1.086	-10.05%	7,149
Bergen	Park Ridge Boro	K-12	Trans	761,184	1,123	0	489,585	107,493	597,078	10,245,327	9,287,664	1.085	-10.20%	9,127
Ocean	Stefford Township	K-8	Found	507,903	1,409	1,110,404	1,503,889	0	2,614,293	10,071,581	7,736,874	1.081	-10.49%	7,148
Hunterdon	Lebanon Borough	K-8	Trans	888,180	125	0	94,434	0	94,434	1,273,844	1,172,935	1.081	-10.51%	10,181
Burlington	Westampton Township	K-8	Found	293,676	870	1,831,745	562,521	0	2,194,266	4,827,505	2,761,482	1.081	-10.51%	5,549
Hunterdon	West Amwell Twp	K-8	Trans	671,603	186	0	165,358	5,653	171,011	1,648,929	1,347,625	1.079	-10.68%	8,865
Morris	Madison Boro	K-12	Trans	931,171	1,875	0	886,532	125,840	1,012,372	18,056,983	18,805,414	1.078	-10.76%	10,783
Ocean	Seaside Heights Borough	K-8	Trans	793,438	197	0	280,995	19,750	300,745	1,942,305	1,680,656	1.075	-10.98%	9,859
Gloucester	Harrison Township	K-8	Found	234,441	764	1,424,375	332,234	0	1,756,609	3,611,138	1,925,497	1.075	-10.99%	4,727
Bergen	River Edge Boro	K-8	Trans	601,677	751	0	437,767	71,965	509,732	5,606,224	4,853,157	1.074	-11.07%	7,465
Mercer	Trenton City	K-12	SND	151,579	13,012	79,228,261	21,799,706	0	101,027,967	120,390,835	21,115,662	1.071	-11.36%	9,252
Middlesex	Cranbury Twp	K-8	Trans	816,323	522	0	313,198	21,049	334,247	4,973,804	4,552,482	1.069	-11.46%	9,537
Passaic	Wayne Twp	K-12	Trans	743,782	6,652	0	4,552,925	218,715	4,771,640	58,502,243	52,783,539	1.067	-11.66%	8,795
Burlington	Mensfield Township	K-8	Trans	514,244	295	0	238,255	10,528	248,781	2,292,815	1,618,457	1.067	-11.67%	7,772
Warren	White Township	K-8	Found	558,881	536	911,097	562,357	0	1,473,454	4,641,928	3,193,864	1.066	-11.73%	8,660
Gloucester	Paulsboro Boro	K-12	Found	237,498	1,211	4,336,851	1,587,766	0	5,924,617	10,874,761	3,065,746	1.066	-11.74%	8,980
Salem	Oldmans Township	K-8	Found	345,791	370	1,403,182	312,055	0	1,715,237	3,017,220	1,359,109	1.064	-11.93%	8,166
Burlington	Palmyra Borough	K-12	Found	283,842	1,100	2,149,939	826,842	327,493	3,304,074	8,809,480	3,080,081	1.062	-12.07%	8,009
Bergen	Maywood Boro	K-8	Trans	726,629	991	0	715,045	56,267	771,312	8,480,056	7,642,934	1.062	-12.08%	8,581
Morris	Danville Township	K-8	Trans	647,709	1,325	0	1,067,563	52,544	1,120,107	10,415,194	9,112,984	1.062	-12.08%	7,881
Cumberland	Maurice River Township	K-8	Found	199,881	856	2,853,263	908,322	0	3,761,585	5,585,988	1,389,764	1.061	-12.18%	8,522

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State	Per Pupil Cost
													Tax Rate 1.2078	
Cape May	Lower Cape May Regional	7-12 Reg	Found	556,537	1,524	3,448,715	1,736,764	0	5,185,479	14,564,130	8,958,311	1.057	-12.52%	9,560
Salem	Quinton Township	K-8	Found	263,089	410	1,637,508	443,290	0	2,080,798	3,318,579	1,134,579	1.052	-12.91%	8,094
Ocean	Eagleswood Twp	K-8	Found	335,592	141	421,521	149,900	0	571,421	1,220,909	497,533	1.051	-12.94%	8,659
Atlantic	Egg Harbor Twp	K-12	Found	320,240	4,641	13,498,199	6,068,025	0	19,566,224	34,245,998	15,626,704	1.051	-12.95%	7,379
Bergen	Little Ferry Boro	K-8	Found	617,808	1,043	151,797	741,748	49,520	943,065	7,624,900	6,767,472	1.050	-13.05%	7,311
Union	Berkeley Heights Twp	K-8	Trans	814,941	1,361	0	865,479	90,608	956,085	12,730,580	11,644,922	1.050	-13.07%	9,354
Morris	Hanover Park Regional High	7-12 Reg	Trans	1,187,819	1,230	0	1,026,439	147,819	1,174,258	17,045,130	15,328,455	1.050	-13.10%	13,883
Cape May	Wildwood City	K-12	Trans	710,278	801	0	1,174,764	0	1,174,764	8,861,294	5,986,454	1.049	-13.17%	12,082
Passaic	West Paterson	K-8	Trans	872,322	828	0	588,227	0	588,227	6,718,907	5,831,935	1.048	-13.26%	8,112
Mercer	Washington Twp	K-8	Trans	822,369	782	0	785,063	49,485	814,548	5,798,997	5,088,516	1.048	-13.27%	7,416
Atlantic	Estell Manor City	K-8	Found	304,258	310	1,191,661	251,040	0	1,442,701	2,450,703	983,399	1.044	-13.54%	7,918
Monmouth	Wall Township	K-12	Found	580,407	3,403	1,065,483	2,757,000	193,433	4,015,916	24,621,236	19,891,488	1.043	-13.64%	7,235
Bergen	Old Tappan Boro	K-8	Trans	745,714	557	0	204,035	42,317	246,352	4,680,853	4,320,905	1.040	-13.87%	8,422
Middlesex	Monroe Twp	K-12	Trans	732,249	2,533	0	2,598,135	166,721	2,764,856	24,057,970	19,248,984	1.038	-14.08%	9,488
Cape May	Woodbine Boro	K-8	Found	164,465	335	1,747,882	623,241	0	2,370,923	3,081,617	571,502	1.037	-14.12%	9,139
Hunterdon	Stockton Boro	K-8	Trans	595,447	53	0	18,225	4,658	22,883	354,596	326,222	1.034	-14.41%	6,680
Morris	Morris Plains Boro	K-8	Trans	1,176,650	644	0	405,182	34,143	439,325	8,843,393	7,830,039	1.033	-14.45%	13,421
Salem	Woodstown-Pilesgrove Reg.	K-12	Found	253,240	1,249	3,976,310	855,210	0	4,831,520	10,998,132	3,264,740	1.032	-14.54%	8,804
Monmouth	Atlantic Highlands	K-8	Trans	621,458	317	0	167,550	30,221	197,771	2,314,983	2,029,182	1.030	-14.72%	7,303
Bergen	Passaic Park	K-12	Trans	500,657	1,684	0	1,048,894	137,255	1,186,149	10,273,394	8,679,847	1.030	-14.76%	6,101
Cumberland	Vineland City	K-12	SND	173,986	9,351	48,087,328	12,462,227	0	60,549,555	71,813,121	18,742,812	1.029	-14.80%	7,680
Atlantic	Weymouth Township	K-8	Found	218,027	347	1,210,792	435,450	0	1,646,242	2,740,845	774,569	1.025	-15.11%	7,910
Morris	Riverdale Boro	K-8	Trans	736,753	344	0	241,970	31,360	273,330	2,840,796	2,568,262	1.025	-15.12%	8,258
Morris	Boonton Township	K-8	Trans	691,099	560	0	293,748	25,264	319,012	4,373,977	3,966,068	1.025	-15.15%	7,811
Somerset	Rocky Hill	N/O	Trans	1,003,914	64	0	49,696	1,990	51,686	707,020	655,339	1.020	-15.55%	11,047
Essex	Cedar Grove Twp	K-12	Trans	803,433	1,246	0	777,992	94,749	872,741	12,279,668	10,189,452	1.018	-15.73%	9,855
Cumberland	Upper Deerfield Township	K-8	Found	225,179	1,019	2,946,244	1,005,766	0	3,952,010	6,320,091	2,322,775	1.012	-16.19%	6,202
Passaic	Passaic City	K-12	SND	135,117	9,970	55,795,508	15,991,894	0	71,787,402	77,421,155	13,569,390	1.007	-16.60%	7,785
Bergen	Upper Saddle River Boro	K-8	Trans	937,210	931	0	483,015	47,008	530,023	9,531,025	8,785,365	1.007	-16.64%	10,237
Morris	The Chathams	K-12	Trans	898,865	2,313	0	1,534,350	201,429	1,735,779	23,024,923	20,873,496	1.004	-16.86%	9,857
Monmouth	Manasquan Boro	K-12	Trans	605,521	912	1,834	457,566	88,827	546,227	11,117,930	5,514,535	0.999	-17.26%	12,197
Warren	Lopatcong Township	K-8	Found	437,870	717	1,378,966	284,530	0	1,663,526	4,833,297	3,132,676	0.999	-17.29%	6,885

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District		Equal Val Per Pupll 9/1/94	Resident Enroll 10/15/94	Approved Budget 1994/95				Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State Tax Rate 1.2078	Per Pupll Cost	
		District	Cat			Foundation	Categorical	Transition	Total Aid					
	Monmouth West Long Branch Boro	K-8	Trans	587,849	652	0	274,224	67,068	341,292	4,787,269	3,825,623	0.998	-17.36%	7,342
Essex	North Caldwell Boro	K-8	Trans	820,190	502	0	230,303	61,521	291,824	4,567,859	4,105,926	0.997	-17.43%	9,099
Essex	West Essex Reg	7-12 Reg	Trans	1,305,223	1,225	0	1,044,806	95,163	1,140,069	17,125,590	15,915,892	0.996	-17.55%	13,986
Hudson	East Newark Boro	K-8	Found	236,487	333	1,080,525	352,230	0	1,442,755	2,352,794	783,298	0.995	-17.65%	7,085
Bergen	Saddle Brook Township	K-12	Trans	826,142	1,406	0	941,751	175,979	1,117,730	12,345,940	11,505,719	0.991	-17.99%	8,781
Camden	Gloucester City	K-12	SND	153,147	2,163	11,714,202	2,249,453	0	13,963,655	16,239,865	3,287,108	0.986	-18.34%	7,508
Cumberland	Commercial Township	K-8	Found	110,674	1,047	4,187,998	1,651,972	0	5,839,970	7,047,147	1,141,367	0.985	-18.45%	6,731
Morris	Mendham Boro	K-8	Trans	894,096	476	0	273,340	21,702	295,042	4,529,161	4,185,607	0.983	-18.57%	9,515
Salem	Pittsgrove Township	K-12	Found	177,087	1,823	7,005,950	1,755,758	0	8,761,708	12,366,059	3,173,644	0.983	-18.58%	6,785
Passaic	Clifton City	K-12	Trans	806,976	8,330	0	7,176,721	634,815	7,811,536	59,471,501	49,471,485	0.979	-18.98%	7,140
Gloucester	Clayton Boro	K-12	Found	178,688	1,148	4,563,397	1,808,918	0	6,172,315	8,228,830	2,002,483	0.977	-19.14%	7,171
Hunterdon	Clinton Town	K-8	Trans	604,385	236	0	138,280	25,592	161,872	2,820,834	1,387,993	0.973	-19.43%	11,853
Atlantic	Mullica Township	K-8	Found	232,536	827	2,198,796	991,880	0	3,188,676	4,933,448	1,871,283	0.973	-19.43%	5,965
Ocean	Tuckerton Borough	K-8	Found	342,114	275	621,695	279,490	0	901,185	1,987,767	913,498	0.971	-19.61%	7,228
Bergen	Cartersville East Rutherford	7-12 Reg	Trans	1,314,540	417	0	307,405	0	307,405	5,805,263	5,312,218	0.970	-19.67%	13,938
Gloucester	Franklin Township	K-8	Found	179,988	1,676	4,539,285	2,126,607	0	6,665,892	9,430,374	2,895,027	0.960	-20.54%	5,627
Salem	Alloway Township	K-8	Found	237,594	625	2,374,114	394,841	0	2,768,955	4,370,559	1,419,717	0.957	-20.78%	6,998
Union	Springfield Twp	K-8	Trans	830,728	1,178	0	519,545	8,362	525,907	10,267,886	9,341,183	0.956	-20.83%	8,731
Sussex	Branchville Boro	N/O	Trans	701,251	108	0	58,796	5,685	64,481	870,656	723,934	0.956	-20.86%	8,062
Hunterdon	Readington Twp	K-8	Trans	678,467	1,635	0	1,159,856	120,093	1,279,749	11,811,870	10,575,299	0.953	-21.07%	7,224
Bergen	Ridgefield Boro	K-12	Found	661,903	1,353	1,126,847	733,025	27,741	1,887,613	12,141,060	8,521,585	0.952	-21.19%	8,977
Bergen	Montvale Boro	K-8	Trans	971,246	707	0	619,264	0	619,264	7,330,858	6,522,813	0.950	-21.35%	10,369
Hunterdon	Delaware Township	K-8	Found	514,158	516	631,443	472,885	0	1,104,328	3,798,849	2,506,431	0.945	-21.78%	7,362
Bergen	Oradell Boro	K-8	Trans	817,016	620	0	379,491	18,168	398,659	4,834,329	4,777,851	0.943	-21.91%	7,797
Hudson	Washewton Twp	K-12	Trans	600,006	1,324	0	1,677,179	108,744	1,785,923	10,458,488	7,477,185	0.942	-22.04%	7,902
Morris	Hanover Township	K-8	Trans	1,049,025	1,134	0	788,284	0	788,284	12,580,261	11,183,575	0.940	-22.16%	11,094
Middlesex	Helmetta	N/O	Found	370,825	208	489,761	213,084	0	702,845	1,617,462	723,500	0.938	-22.34%	7,776
Mercer	Princeton Reg	K-12	Trans	996,519	2,720	0	1,804,073	73,207	1,877,280	29,079,783	25,323,866	0.934	-22.63%	10,693
Bergen	Cliffside Park Boro	K-12	Trans	743,239	1,838	0	1,585,100	94,381	1,679,481	17,915,874	12,759,875	0.934	-22.64%	9,750
Gloucester	Monroe Township	K-12	Found	220,101	4,286	13,618,982	4,020,705	0	17,639,667	28,321,219	8,808,717	0.934	-22.70%	8,609
Ocean	Point Pleasant Beach Boro	K-12	Trans	884,340	697	0	544,143	23,334	567,477	7,430,037	5,737,570	0.932	-22.88%	10,668
Cumberland	Deerfield Township	K-8	Found	176,529	380	1,144,625	445,799	0	1,590,424	2,505,694	620,000	0.924	-23.48%	6,594

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District	Cat	Equal Val Per Pupil 9/1/94	Resident Enroll 10/15/94	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalize d Tax Rate 1994/95	Above or Below State	Per Pupil Cost
													Tax Rate 1.2078	
Gloucester	Logan Township	K-8	Found	414,741	1,144	3,729,975	675,434	0	4,405,409	8,708,080	4,386,039	0.920	-23.81%	7,610
Atlantic	Corbin City	N/O	Found	292,535	70	92,386	50,147	0	142,533	481,453	188,085	0.918	-23.95%	8,878
Salem	Upper Pittegrove Township	K-8	Found	240,902	585	2,358,533	590,597	0	2,949,130	4,568,936	1,292,201	0.917	-24.08%	7,807
Monmouth	Shrewsbury Boro	K-8	Trans	751,910	420	0	241,994	22,029	264,023	3,243,723	2,891,581	0.916	-24.19%	7,723
Ocean	Lacey Twp	K-12	Found	353,601	4,314	10,679,522	3,492,329	0	14,171,851	27,815,935	13,904,169	0.912	-24.52%	6,449
Gloucester	Westville Boro	K-8	Found	220,144	402	865,858	325,445	0	1,191,303	2,038,395	805,105	0.910	-24.68%	5,071
Bergen	Paramus Boro	K-12	Trans	981,430	3,560	0	2,498,524	141,803	2,638,427	34,991,520	31,708,489	0.908	-24.68%	9,829
Burlington	North Hanover Township	K-8	Found	68,787	1,782	3,414,698	1,158,982	0	4,573,680	11,116,727	1,097,259	0.906	-25.02%	8,309
Monmouth	Eastontown	K-8	Found	449,980	1,617	2,931,932	1,407,208	0	4,339,138	13,643,800	6,557,790	0.901	-25.38%	8,438
Gloucester	Elk Township	K-8	Found	179,883	396	1,311,715	445,052	0	1,756,767	2,508,775	641,431	0.900	-25.45%	6,335
Camden	Camden City	K-12	SND	48,494	20,177	134,184,843	33,520,438	0	167,705,279	172,847,792	8,699,327	0.889	-28.39%	8,557
Burlington	New Hanover Township	K-8	Found	299,027	225	473,221	287,693	7,474	748,388	1,831,187	597,951	0.889	-28.42%	8,139
Bergen	Rochelle Park Township	K-8	Trans	941,694	554	0	386,010	11,602	397,612	5,304,051	4,631,415	0.888	-26.50%	9,574
Morris	Morris School District	K-12	Trans	1,051,902	3,840	0	4,351,131	64,579	4,415,710	44,220,024	35,835,545	0.887	-26.54%	11,517
Union	Kenilworth Boro	K-8	Trans	795,274	856	0	399,469	59,907	459,376	5,103,527	4,595,769	0.881	-27.06%	7,780
Bergen	Fort Lee Boro	K-12	Trans	910,644	3,288	0	1,903,386	0	1,903,386	27,938,618	26,344,962	0.880	-27.15%	8,497
Bergen	Lyndhurst Township	K-12	Trans	844,550	1,944	0	1,415,583	114,505	1,530,088	15,674,821	14,365,357	0.875	-27.54%	8,085
Morris	East Hanover Township	K-8	Trans	1,078,501	939	0	694,055	75,998	770,051	10,217,823	8,768,997	0.866	-28.32%	10,882
Somerset	Warren Twp	K-8	Trans	958,195	1,385	0	1,185,717	617	1,186,334	12,194,874	11,398,728	0.859	-28.89%	8,805
Bergen	Woodcliff Lake Boro	K-8	Trans	978,014	715	0	277,304	17,498	294,802	6,352,283	5,978,161	0.857	-29.07%	8,884
Cumberland	Hopewell Township	K-8	Found	222,309	502	1,819,317	808,295	0	2,225,812	3,827,484	954,811	0.856	-29.16%	7,226
Monmouth	Brielle Borough	K-8	Trans	865,613	592	0	335,662	19,770	355,432	4,844,919	4,328,107	0.845	-30.04%	8,191
Monmouth	Belmar Boro	K-8	Trans	645,411	640	0	648,209	28,109	674,318	5,197,134	3,411,678	0.827	-31.56%	8,127
Monmouth	Spring Lake Heights Boro	K-8	Trans	809,448	496	0	416,340	28,989	443,329	3,949,800	3,313,394	0.826	-31.60%	7,971
Bergen	Mahwah Township	K-12	Trans	1,070,386	2,263	0	2,177,269	0	2,177,269	22,288,857	19,949,338	0.824	-31.81%	9,849
Cumberland	Millville City	K-12	SND	171,518	5,149	28,441,463	5,214,808	0	33,656,371	38,735,241	7,239,731	0.820	-32.12%	7,524
Cumberland	Bridgeton City	K-12	SND	102,564	3,785	23,354,230	5,484,542	0	28,838,772	28,557,029	3,143,058	0.810	-32.96%	7,810
Passaic	Little Falls Twp	K-8	Trans	801,177	789	0	505,124	14,473	519,597	5,793,784	5,100,782	0.807	-33.19%	7,343
Hunterdon	Tewksbury Twp	K-8	Trans	942,876	571	0	377,994	24,997	402,991	4,709,416	4,329,948	0.804	-33.41%	8,248
Gloucester	Greenwich Township	K-8	Found	843,259	816	787,318	748,011	0	1,515,327	7,287,284	5,491,834	0.799	-33.88%	8,936
Bergen	South Hackensack Twp	K-8	Trans	1,213,314	282	0	321,737	0	321,737	3,292,122	2,712,775	0.794	-34.24%	11,695
Passaic	North Haledon Boro	K-8	Trans	763,081	527	0	375,900	49,816	425,716	4,001,549	3,191,120	0.794	-34.30%	7,593

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# STATE AID COMPARISONS

[June 1, 1995]

County	District	Type of District		Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalize d Tax Rate 1994/95	Above or Below State	Per Pupil Cost
		District	Cat										Tax Rate 1.2078	
Ocean	Berkeley Twp	K-8	Trans	678,466	1,774	0	1,467,026	63,213	1,530,239	12,060,837	9,497,778	0.789	-34.67%	6,799
Union	Summit City	K-12	Trans	1,103,102	2,613	0	1,282,508	121,441	1,403,947	24,766,010	22,502,759	0.781	-35.36%	9,478
Cape May	Upper Township	K-8	Found	339,565	2,276	6,471,894	2,099,287	0	8,571,181	17,034,294	6,014,761	0.778	-35.56%	7,484
Bergen	Ho Ho Kus Boro	K-8	Trans	1,097,078	509	0	367,513	18,332	385,845	4,697,519	4,338,231	0.777	-35.68%	9,229
Atlantic	Brigantine City	K-8	Trans	835,013	1,286	0	1,215,801	0	1,215,801	9,673,301	8,266,239	0.770	-36.26%	7,522
Bergen	East Rutherford Boro	K-8	Trans	984,116	685	0	415,500	38,549	454,049	5,681,176	5,163,823	0.766	-36.58%	8,264
Cape May	West Cape May Boro	K-8	Trans	1,164,844	59	0	49,714	1,795	51,509	602,003	523,770	0.762	-36.90%	10,203
Cape May	West Wildwood	N/O	Trans	1,187,335	51	0	11,776	6,370	18,146	475,243	455,130	0.759	-37.15%	9,411
Essex	Millburn Twp	K-12	Trans	1,239,130	2,669	0	1,197,067	0	1,197,067	26,614,774	25,070,305	0.758	-37.24%	9,972
Gloucester	Swedesboro-Woolwich	K-8	Found	260,734	476	1,418,985	407,569	0	1,826,554	3,136,588	931,701	0.751	-37.84%	6,589
Warren	Hardwick Township	N/O	Found	377,933	146	197,491	94,441	0	291,932	831,685	412,453	0.747	-38.11%	5,696
Somerset	Watchung Boro	K-8	Trans	1,454,287	423	0	253,042	0	253,042	4,832,488	4,491,680	0.730	-39.55%	11,424
Atlantic	Ventnor City	K-8	Trans	887,067	1,104	0	810,180	30,005	840,185	7,988,040	7,124,750	0.728	-39.74%	7,221
Somerset	Bernards Twp	K-12	Trans	1,003,238	2,543	0	1,444,284	204,649	1,648,933	20,810,040	18,482,548	0.725	-40.01%	8,108
Morris	Mendham Township	K-8	Trans	1,190,762	507	0	397,040	25,821	422,861	5,036,661	4,354,664	0.721	-40.28%	9,934
Bergen	Franklin Lakes Boro	K-8	Trans	1,269,589	1,078	0	886,633	10,931	897,564	10,544,604	9,842,241	0.719	-40.46%	9,782
Monmouth	Rumson Boro	K-8	Trans	919,046	822	0	364,391	26,494	390,885	5,872,787	5,374,688	0.711	-41.10%	7,145
Passaic	Totowa Boro	K-8	Trans	1,035,565	768	0	543,068	13,433	556,501	6,700,128	5,813,810	0.706	-41.56%	8,724
Monmouth	Colts Neck Twp	K-8	Trans	912,150	882	0	575,282	42,588	617,870	6,748,316	5,580,439	0.694	-42.57%	7,651
Cape May	North Wildwood City	K-8	Trans	1,160,923	530	0	602,938	0	602,938	5,049,965	4,199,044	0.683	-43.44%	9,537
Essex	Fairfield Twp	K-8	Trans	1,399,200	591	0	350,602	18,341	368,943	6,453,367	5,523,479	0.668	-44.70%	10,919
Bergen	Edgewater Boro	K-8	Trans	1,194,909	550	0	694,307	0	694,307	5,289,550	4,360,432	0.664	-45.02%	9,626
Union	Mountainside Boro	K-8	Trans	1,140,948	516	0	283,605	6,409	290,014	4,380,400	3,908,670	0.664	-45.06%	8,450
Monmouth	Avon Boro	K-8	Trans	1,282,754	171	0	109,384	24,243	133,627	1,735,294	1,445,245	0.659	-45.45%	10,148
Bergen	Moonachie Boro	K-8	Trans	1,461,141	369	0	411,492	0	411,492	3,944,641	3,488,904	0.647	-46.42%	10,690
Ocean	Southern Regional	7-12 Reg	Trans	1,446,294	1,604	0	1,990,571	0	1,990,571	26,930,476	14,693,368	0.634	-47.54%	16,795
Morris	Florham Park Boro	K-8	Trans	1,634,446	707	0	436,253	0	436,253	7,844,941	7,234,640	0.626	-48.16%	11,086
Hudson	Secaucus Town	K-12	Trans	1,342,625	1,614	0	1,102,565	20,723	1,123,288	14,570,800	13,493,638	0.623	-48.44%	9,028
Monmouth	Monmouth Beach Boro	K-8	Trans	1,014,594	273	0	210,414	0	210,414	2,025,552	1,698,514	0.613	-49.23%	7,420
Cape May	Wildwood Crest Boro	K-8	Trans	1,528,608	448	0	285,609	0	285,609	4,241,839	3,978,685	0.582	-51.78%	9,479
Somerset	Bedminster Twp	K-8	Trans	1,854,727	645	0	617,171	0	617,171	7,091,032	6,916,726	0.579	-52.09%	11,002
Essex	Essex Falls Boro	K-8	Trans	1,597,424	170	0	31,752	4,390	36,142	1,375,103	1,404,707	0.517	-57.17%	8,089

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County	District	Type of District	Cat	Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation			Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State Tax Rate 1.2078	Per Pupil Cost
						Foundation	Categorical	Transition						
Atlantic	Margate City	K-8	Trans	1,885,988	681	0	552,501	0	552,501	7,673,921	6,400,199	0.498	-58.74%	11,269
Atlantic	Atlantic City	K-12	Trans	1,071,252	6,584	0	9,889,571	232,089	10,121,660	57,523,074	34,854,800	0.491	-59.32%	8,737
Camden	Tavistock	N/O	Found	1,458,830	2	0	0	0	0	15,500	13,900	0.477	-60.50%	7,750
Bergen	Carlstadt Boro	K-8	Trans	1,699,584	563	0	253,819	0	253,819	4,945,148	4,483,633	0.469	-61.20%	8,784
Bergen	Alpine Boro	K-8	Trans	2,898,511	243	0	274,692	0	274,692	3,241,228	3,043,928	0.432	-64.22%	13,338
Ocean	Seaside Park Boro	K-8	Trans	1,864,083	133	0	119,352	0	119,352	1,279,258	1,081,029	0.428	-64.57%	9,618
Monmouth	Sea Girt Boro	K-8	Trans	2,332,471	218	0	86,943	0	86,943	2,288,033	2,174,707	0.428	-64.59%	10,488
Cape May	Ocean City	K-12	Trans	1,750,283	1,803	0	1,621,042	0	1,621,042	22,287,324	13,248,781	0.420	-65.23%	12,354
Bergen	Englewood Cliffs Boro	K-8	Trans	2,534,009	468	0	424,216	0	424,216	5,659,073	4,978,714	0.420	-65.24%	12,092
Essex	Roseland Boro	K-8	Trans	1,912,823	308	0	247,317	0	247,317	2,809,382	2,434,073	0.416	-65.57%	9,181
Cape May	Cape May City	K-8	Trans	1,749,294	298	0	175,769	0	175,769	2,550,141	1,826,572	0.350	-70.99%	8,558
Monmouth	Spring Lake Boro	K-8	Trans	2,335,917	338	0	177,884	0	177,884	2,980,985	2,899,589	0.342	-71.65%	8,833
Ocean	Levittown	K-8	Trans	2,558,419	233	0	182,998	0	182,998	2,223,233	2,036,986	0.342	-71.69%	9,542
Morris	Harding Township	K-8	Trans	2,930,700	341	0	263,813	9,882	273,475	4,139,880	3,368,927	0.337	-72.11%	12,140
Bergen	Saddle River Boro	K-8	Trans	2,970,703	338	0	203,460	0	203,460	3,710,217	3,237,352	0.325	-73.11%	11,059
Monmouth	Sea Bright Boro	N/O	Trans	2,041,729	80	0	84,716	18,581	101,297	645,138	515,271	0.315	-73.88%	8,084
Ocean	Bay Head	K-8	Trans	5,110,690	80	0	62,794	0	62,794	1,482,933	1,233,154	0.302	-75.03%	18,537
Ocean	Beach Haven Borough	K-8	Trans	3,298,472	98	0	58,813	0	58,813	983,057	854,747	0.270	-77.65%	10,240
Cape May	Sea Isle City	K-8	Trans	3,325,749	288	0	349,308	0	349,308	3,297,249	2,534,090	0.265	-78.09%	11,449
Ocean	Long Beach Island	K-8	Trans	5,603,939	385	0	362,103	0	362,103	4,157,487	4,020,698	0.186	-84.57%	10,799
Monmouth	Interlaken Borough	N/O	Trans	16,684,585	8	0	15,421	8,531	23,952	230,388	185,597	0.180	-85.06%	41,885
Monmouth	Deal Boro	K-8	Trans	11,368,239	48	0	93,128	9,308	102,434	1,309,861	924,934	0.177	-85.35%	28,475
Monmouth	Allenhurst	N/O	Trans	18,475,487	6	0	42,554	0	42,554	268,330	156,410	0.141	-88.32%	44,722
Atlantic	Longport	N/O	Trans	9,878,485	51	0	26,554	0	26,554	733,222	671,118	0.133	-88.97%	14,377
Cape May	Stone Harbor Boro	K-8	Trans	10,182,738	98	0	35,058	5,075	40,133	1,283,845	1,180,643	0.118	-90.37%	12,894
Cape May	Avalon Boro	K-8	Trans	9,381,215	178	0	68,679	866	69,545	1,838,082	1,893,885	0.103	-91.48%	10,462
Cape May	Cape May Point	N/O	Trans	13,022,543	11	0	13,787	78	13,865	139,491	128,380	0.090	-92.58%	12,881
Bergen	Rockleigh	N/O	Trans	10,584,799	18	0	3,037	5,282	8,319	198,348	130,518	0.077	-93.82%	12,272
Ocean	Mantoloking	N/O	Trans	24,774,388	17	0	5,828	750	6,578	225,513	197,781	0.047	-98.11%	13,285
Bergen	Teterboro	N/O	Found		0	0	0	0	0	5,500	0	0.000	-100.00%	
Atlantic	Atlantic Cty Voc	VOC	Voc	0	529	716,381	920,620	0	1,637,001	5,187,048	0			9,805
Atlantic	Atlantic Cty Spec Serv	SS	CSS	0	445	597,374	4,833,858	679,585	6,110,817	10,501,282	0			23,598

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County	District	Type of District	Cat	Equal Val Per Pupil 9/1/84	Resident Enroll 10/15/84	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State	
													Tax Rate 1.2078	Per Pupil Cost
Bergen	Bergen County Spec Svcs	SS	CSS	0	839	0	8,037,121	1,710,214	9,747,335	26,838,709	0			32,008
Bergen	Bergen County Voc	VOC	Voc	0	1,413	0	4,312,803	0	4,312,803	29,848,500	0			21,132
Burlington	Burlington Co Spec Serv	SS	CSS	0	1,152	3,067,947	11,461,568	0	14,529,515	19,930,436	0			17,301
Burlington	Burlington County Voc.	VOC	Voc	0	1,850	5,874,190	3,212,924	0	9,087,114	16,576,904	0			8,960
Camden	Camden County Voc	VOC	Voc	0	3,810	10,372,186	8,306,530	0	18,678,716	25,485,078	0			6,684
Cape May	Cape May Co Spec Ser Dist	SS	CSS	0	400	0	3,932,755	435,245	4,368,000	9,547,088	0			23,868
Cape May	Cape May Co Voc	VOC	Voc	0	469	0	827,848	0	827,848	4,368,625	0			9,357
Cumberland	Cumberland Co Voc Tech	VOC	Voc	0	367	1,604,898	804,139	0	2,409,037	3,680,574	0			10,042
Essex	Essex Cty Voc	VOC	Voc	0	2,020	4,952,986	6,754,846	0	11,707,842	20,814,638	0			10,307
Gloucester	Gloucester Co Sp Ser Dist	SS	CSS	0	132	273,107	1,113,925	0	1,387,032	6,884,988	0			52,357
Gloucester	Gloucester County Voc. Tech	VOC	Voc	0	755	3,250,284	1,494,469	0	4,744,753	9,290,117	0			12,305
Hudson	Hudson County Voc. Tech.	VOC	Voc	0	3,085	7,105,885	3,341,944	9,277	10,457,086	21,983,000	0			7,128
Hunterdon	Hunterdon Cty Vocational	VOC	Voc	0	265	531,769	471,702	0	1,003,471	2,475,870	0			9,361
Mercer	Mercer Co Spec Ser	SS	CSS	0	705	1,056,743	7,457,315	370,807	8,884,865	13,288,347	0			18,834
Mercer	Mercer Cty Voc Schools	VOC	Voc	0	521	1,118,419	1,157,626	0	2,276,045	6,907,477	0			13,271
Middlesex	Middlesex Cty Voc	VOC	Voc	0	2,632	3,683,149	7,043,030	0	10,726,179	25,637,663	0			9,743
Monmouth	Monmouth Cty Voc	VOC	Voc	0	1,946	1,861,040	2,747,173	0	4,608,213	17,607,410	0			9,048
Morris	CHATHAM BORO			0	0	0	0	0	0	0	0			
Morris	CHATHAM TWP			0	0	0	0	0	0	0	0			
Morris	Morris County Voc Schools	VOC	Voc	0	487	0	1,127,179	0	1,127,179	4,821,481	0			9,911
Ocean	Ocean County Voc	VOC	Voc	0	1,079	1,969,222	2,839,780	0	4,809,012	11,925,178	0			11,057
Passaic	Passaic Co Tech Voc	VOC	Voc	0	2,034	851,403	6,528,085	0	7,377,488	23,592,269	0			11,602
Salem	Salem Co Spec Serv Dist	SS	CSS	0	151	0	894,729	0	894,729	3,004,539	0			18,964
Salem	Salem Co Vocational	VOC	Voc	0	266	1,323,764	738,170	1,500	2,063,434	3,538,387	0			13,203
Somerset	Bernardsville Boro [NEW REC]	K-12	Trans	0	0	0	0	0	0	13,269,126	8,321,711			
Somerset	Far Hills Borough [NEW REC]	N/O	Trans	0	0	0	0	0	0	655,225	576,628			
Somerset	Peapack-Gladstone Boro [NEW REC]	N/O	Trans	0	0	0	0	0	0	2,843,515	2,655,488			
Somerset	Somerset County Voc	VOC	Voc	0	624	0	1,285,849	0	1,285,849	8,416,529	0			13,488
Somerset	SOMERSET HILLS REGIONAL [NEW REC]			0	1,156	0	691,650	65,175	756,825	0	0			0
Sussex	Sussex County Voc. Tech. Hi	VOC	Voc	0	891	2,221,149	1,836,710	0	4,057,859	7,814,301	0			8,551
Union	Union County Vocational	VOC	Voc	0	415	423,489	752,417	0	1,175,908	6,836,600	0			16,011
Warren	Independence Township [NEW REC]	K-8	Found	0	0	0	0	0	0	0	0			

# STATE AID COMPARISONS

[June 1, 1995]

31X

County	District	Type of District	Cat	Equal Val Per Pupil 8/1/94	Resident Enroll 10/15/94	Foundation	Categorical	Transition	Total Aid	Approved Budget 1994/95	Tax Levy 1994/95	Equalized Tax Rate 1994/95	Above or Below State Tax Rate 1.2078	Per Pupil Cost
Warren	Liberty Township (NEW REG	K-8	Found		0	0	0	0	0	0	0			
Warren	Warren Co Spec Ser Sch DI	SS	CSS	0	91	91,960	414,234	18,749	524,943	1,640,775	0			18,030
Warren	Warren County Vocational	VOC	Voc	0	480	959,205	1,080,449	0	2,049,654	4,029,685	0			8,224

# Public Schools of Plainfield New Jersey



PLAINFIELD ADULT LEARNING CENTER  
301-303 East Second Street  
Plainfield, N.J. 07060  
(908) 753-3350

Good afternoon. My name is Carole Beris and I am the Director of Adult and Continuing Education for the Plainfield School District and the Principal of the Adult High School. Annually, we serve over 1,000 adults and out-of-school youth who need high school diplomas, basic skills and English for non-native speakers.

I am very concerned with the Department of Education's Comprehensive Plan for Educational Improvement and Financing which eliminates funding for accredited adult school programs which are also known as Adult High Schools.

Plainfield is a city struggling to overcome the effects of a continually changing population and depressed economy. Located in central New Jersey with a population of 46,567, Plainfield's median age is a relatively young 29 years. Our community has been hit hard by a tidal wave of interconnected problems. Dwindling job opportunities, stagnant incomes, disease and substance abuse, disintegrating families and undereducation are but a few of the problems confronting this urban city as well as many others.

The Plainfield Adult High School has graduated 530 students since it began. The Adult High School's credit based diploma program has offered adults and out-of-school youth the opportunity to earn a district high school diploma as well as the opportunity to achieve higher levels of skills necessary to pass the state graduation test which is also

an Adult High School requirement for graduation. This diploma helps prepare students to become contributing members of our community and is an important step in preparing for the technology that the job market now demands.

Several of our graduates have entered military service, a field only available only to high school graduates and not available to those with a GED state diploma. Val, a single mother of three and on welfare, left high school in her senior year. She was determined to improve her life and the lives of her children. When she entered Plainfield Adult School, she was given credit for her previous high school credits, completed the credits she was missing, passed the state graduation test and earned her high school diploma. Val is now a graduate of Union County Community College and is a successful occupational therapist. Ken, a young man who also left school in his senior year, graduated from the Adult High School and is now working as a fireman in Plainfield. Nakise, a single mother was forced to live in a shelter as a result of a volatile family situation including a drug addicted mother. At the age of 22, she earned her Plainfield Adult High School diploma and now works as a bank teller for First Fidelity Bank in Plainfield. She now is able to support herself and her daughter in their own apartment. Hopefully, in the not too distant future, she also will be able to fulfill her dream of going to college and becoming a social worker.

It is critical that the Comprehensive Plan for Educational Improvement and Financing maintain its current support of formula based funding for Adult High Schools. The current state aid funding formula counts each adult high school student on roll as of October 15, as .5 on the district's Application for State School Aid. This generates half the amount of funds allotted for regular day school students, providing the student's educational plan indicates scheduling for a minimum of 15 credits. In addition, many other adults who enroll after October 15 are also served without any additional cost to the district. 81 such students were educated by the Plainfield Adult High School in 1994-95 without any cost to the state. Adult High School is cost effective.

As of 1992, 8300 Plainfield adults over the age of 25 (29%) did not have a high school diploma and 11% of this age group had eight or fewer years of education. Over 12% of Plainfield's population fell below the poverty line and the per capita income was \$14,742.

We must educate and empower people to open doors to improve the quality of their lives which will lead to job opportunities and job training. We also must provide the necessary sustenance for families so that we can have educated parents to act as role models and to promote education in their homes. Literate, educated parents become partners with schools in producing children who can achieve high academic standards. It is common knowledge that the children of uneducated parents are at a severe disadvantage. Without a high school diploma and a high degree of literacy, the "career choices" for many will be limited to welfare, participating in the world of crime, potential homelessness and either low-paying or "no-paying" jobs.

The Adult High School helps to address the problem that statewide, approximately 50% of new Jersey's adults only function at the two lowest levels of literacy as defined in the National Adult Literacy Survey. The survey also verified that low literacy skills were closely linked to low income and limited employment opportunities. It is clear that improving the level of literacy of the population needs to be a high priority for all those concerned with the future of New Jersey.

More than 1.5 million adults in New Jersey need high school diplomas - the degree of need speaks for itself. Over 15,000 youth drop out of New Jersey high schools each year. In the school years from 1988-89 through 1993-94, over 10,000 students throughout the state of New Jersey earned their Adult High School diplomas. I call upon you to support the continued funding of Adult High Schools; thereby, not discriminating against the adult population lacking diplomas as well as the larger number of 16-18 year old dropouts whom we service. Thank you.

34X

**TESTIMONY**

**TO THE JOINT LEGISLATIVE COMMITTEE ON EDUCATION**

**DECEMBER 12, 1995**

**LIVINGSTON, NEW JERSEY**

**PROVIDED BY RANDALL KANTER**

**PRINCIPAL, MORRIS HILLS REGIONAL ADULT HIGH SCHOOL  
MEMBER, EXECUTIVE BOARD OF NEW JERSEY ASSOCIATION FOR  
LIFELONG LEARNING**

Good afternoon, Chairman Ewing, Chairman Rocco, and the members of this joint committee.

My name is Randall Kanter. I am the principal of the Morris Hills Regional District Adult High School and also a member of the Executive Board of the New Jersey Association for Lifelong Learning, a professional association that represents the 53 adult high schools in New Jersey.

My purpose for being here today is to address the Department's solution for improving education and public school financing, i.e., the Comprehensive Plan document. I would prefer to speak on the document as a whole, for I find many of its elements both appealing and yet disturbing for the future of public education. In my limited time, however, I would like to focus on the Department's recommendations found on page 62 of the plan that call for the elimination of the current funding of accredited adult schools (also known as adult high schools).

The Department's plan, in one fell swoop, eliminates adult high schools that have been a part of New Jersey's infrastructure since the end of World War I. Public evening schools for adults have been a part of the state's basic aid package to districts since the late 1940's.

The Department's new plan suggests that adult high schools could be funded through separate grant programs. I could spend the next half hour reviewing with the committee the number of grant programs that are found in statutes but which never get funded. Just within the sphere of adult education are:

Evening vocational grants -- eliminated

Supervisor of Adult Education grants -- eliminated

Evening School for Foreign Born grants -- partially funded

One may argue, "Well, without adult high schools, they can always get a GED or an equivalency diploma." Unfortunately, the GED equivalency diploma has lost considerable credibility amongst employers and college. The military does not recognize it at all. In order to compensate for the GED credibility problem, we have seen in recent years a tremendous growth in adult high schools across this country. The adult high school, in contrast to the GED, offers a state-endorsed, locally issued diploma and with it all the merits associated with a regular high school diploma. With this diploma come employability, higher pay, and other benefits.

And, Ladies and Gentlemen, the dollar spent on the adult high school is perhaps your best investment. It's a two for one kind of investment. It is the only educational investment you make that seeps into the child's home. Recent research coming out of Headstart programs reports a significant correlation between the reading level of the child and the parent. Our children's parents not only have basic skills deficiencies, but many carry with them negative images of a school system that ultimately did not meet their needs. This is the home environment of too many children who will be attending our public schools in the year 2000.

Let us look at the profile of parents of our children in the year 2000. In New Jersey, according to a 1985 U.S. Department of Education study, 14% or 700,000 adults 20 years and older are functioning at a very low level of literacy. As of the 1980 census,

over a million and a half N.J. residents ages 16 and over had left school without a high school diploma. Since then, thousands of youth have dropped out of school each year, many without the skills they need to get a job. In the 6 year period from 1982-1987, 100,000 youths dropped out of school. For the 1987 graduating class, the overall dropout rate was 15.8%. Between 1982 and 1987, 150,000 immigrants settled in N.J.; 95% of these immigrants are from non-English speaking countries. Besides being limited in their English language proficiency, many are illiterate in their native languages. These populations are and will become the parents of the children in the year 2000 and beyond.

During the 1994-95 school year, the 53 adult high schools in the state serviced over 12,000 residents with approximately 25% within the 16-18 year old age group.

Our look at the Department's Comprehensive Plan and real school reform must address this issue. Abbott vs. Burke and the original version of the QEA focused on the disparity in the distribution of resources between school districts. Certainly, providing a foundation level in dollars per pupil will improve the quality of schools in our poorer communities--but the equation is not that simple. The quality of schools may improve, but the quantity of educational achievement will not. Real school reform must redefine the parameters of the sphere of influence in a child's education. We must begin to integrate the educational goals of our children with those of the parents and the community. We must expand our mandate. We must coordinate our educational planning between children, parents, and community. Our goal for the year 2000 is to break the cycle so as to give us a generation of children not only having access to a quality education, but also

to give us a generation of parents providing a home life which will have a nurturing influence on the child's education and provide support for the schools.

**PUBLIC TESTIMONY**  
**SENATE EDUCATION COMMITTEE HEARINGS**  
**ON**  
**NEW JERSEY DEPARTMENT OF EDUCATION'S**  
**COMPREHENSIVE PLAN FOR EDUCATIONAL**  
**IMPROVEMENT AND FINANCING**

December 12, 1995

**Enrico A. Prata**  
**Director of Adult Education**  
**Caldwell-West Caldwell**

Good afternoon. My name is Enrico A. Prata, Director of Adult Education in the Caldwell-West Caldwell Public Schools.

Today, I am representing adult educators from Morris, Essex, and Passaic Counties. Our ranks are predominantly made up of professionals who work with adults, young learners over the age of sixteen, and children in a variety of school settings. We administer programs to individuals who need a High School Diploma through the locally sponsored Adult High Schools and General Educational Development (GED) Programs and to individuals who need literacy instruction via the Adult Basic Education and volunteer based programs. Also, our adult education centers provide programs to those requiring workplace, correctional, and family literacy instruction, job-related training and re-training, and numerous enrichment programs. Consequently, we are familiar with and know the value of strong adult educational programs in all settings, especially in the local public schools.

First of all, let me say that adult educators fully understand that the development of a "Comprehensive Plan for Educational Improvement and Financing" is a monumental task and that much work has gone into the current document. Furthermore, we understand that this difficult task has been exacerbated by diminishing resources at all levels of government, shifting priorities, and by the perceived educational needs in a global economy. It is for these reasons that I am testifying today and look forward to improved educational opportunities for New Jersey residents of all ages. A comprehensive plan for improvement should be about the "whole" educational system in our public schools and not part of the system. The fact that it excludes adult education in its basic thinking makes it a flawed plan. I want to mention at this time that adult education is also excluded from the "Strategic Plan for Systemic Improvement of Education in New Jersey," increasing our concern for New Jersey's undereducated adult residents. Adult educators question this

exclusion and urge the New Jersey Senate and Assembly Education Committees to counteract this potentially "harmful" move. Removing the adult education programs from the foundation budget and to say that it "...could be addressed through a separate grant program," as stated on page 62 of the Comprehensive Plan, will mark the beginning of the end of adult education in many school districts. That fate was shared by the Evening Vocational School funding and other grant programs in many school districts throughout New Jersey. Here today... gone tomorrow. Adult education aimed at securing a High School diploma is not a frill. These programs are a necessity in today's economy vis a vis the educational levels of our adults as reported in the 1990 U.S. Census and the 1993 Adult Literacy Survey. More than 1.5 million of adults in New Jersey lack a H.S. diploma. Yes, it is true that schools will not solve all of society's problems. Adult educators, have seen the positive impact that adult education programs that provide literacy and high school completion have had on individuals within the context of their families, their workplace and their communities. The comprehensive plan, on page 16, states "Acting alone, the education system, and specifically urban schools, cannot remake society such that drugs, violence, teen pregnancy, disease, and other fundamental problems that ultimately inhibit children's learning are eliminated." However, given the success of adult education programs in New Jersey, we believe that we are in a good position to be of value to the system as it attempts to build capacity. The long waiting lists for adult education currently existing throughout our state is a statement of neglect by our policy makers; it is obvious that thousands of adults see value in adult education. Frequently, students also indicate that the value goes beyond them, it has a positive impact on their families. Do you, who have the power to make a difference, endorse this neglect or do you see value in adult education?

The plan should view adult education as an essential component of schools and not as "other elements." As I stated before they are not frill programs. Adult High Schools are,

in many instances, the pivotal program on which other service components, such as counseling and employment readiness are hinged. Adult education directors and principals report that students demonstrate improvements in cognitive and affective areas. Since Adult High Schools began in the late 70's thousands of individuals have participated in complex learning activities which are considered desirable to transition to work, job-training, college, and the military. (the military does not readily accept a GED diploma, they prefer a locally endorsed diploma.) The December 5, 1995 Star Ledger reported that Governor Christine Whitman said: **"You can't really succeed in this world today without at least a high school diploma or equivalency degree so that appropriately should be a requirement for welfare, to go back and get your degree."** We agree with the Governor, however, if adult programs in public schools are not available where will they go to get a high school diploma? Almost every district in New Jersey either offers or is near another town offering adult education. The system, specifically designed to help adult learners, is in place. Because of these concerns, we recommend that there is a continuation of funding for adult education and the Adult High Schools. If you want to keep what works, we urge you not to eliminate them from the Comprehensive Plan. Adult students, who often are perceived to have minimal voice in policy, need your support.

Thank you for your kind attention.

GOOD AFTERNOON.

MY NAME IS MARY CASATELLI AND I AM THE MOTHER OF A YOUNG MAN WHO WAS DIAGNOSED WITH DOWN'S SYNDROME AT BIRTH. I HAVE READ THE SECTION OF THE PROPOSED FUNDING PLAN THAT DEALS WITH SPECIAL EDUCATION, AND IT BROUGHT BACK MEMORIES OF A CHAPTER IN MY LIFE. I WOULD LIKE TO SHARE THAT MEMORY WITH YOU, THIS AFTERNOON.

WHEN CHRIS WAS JUST A FEW MONTHS OLD, I BECAME A MEMBER OF THE LOCAL CHAPTER OF THE NEW JERSEY ASSOCIATION OF RETARDED CHILDREN. IT WAS THROUGH ASSOCIATION WITH OTHER PARENTS WITH CHILDREN OLDER THAN MINE THAT I LEARNED WHAT I WOULD NEED TO DO IN ORDER TO GET MY SON INTO A SPECIAL EDUCATION CLASS, EVEN THOUGH HIS EDUCATION WAS "MANDATED".

FIRST, MY SON ATTENDED A PRE-SCHOOL CLASS WHICH WAS OPERATED BY ARC, TO TEACH RETARDED CHILDREN HOW TO SIT, PLAY & BEHAVE IN A KINDERGARTEN CLASS, FOR ONE YEAR PRIOR TO HIS FIFTH BIRTHDAY, AND THE REQUEST TO THE LOCAL SCHOOL BOARD THAT HE BE ENROLLED IN SCHOOL.

SECOND, THE LOCAL CHAPTER OF ARC MADE ARRANGEMENTS FOR PARENTS, WHO WERE REQUESTING ENROLLMENT OF THEIR RETARDED CHILD IN LOCAL SCHOOLS, TO HAVE A PSYCHOLOGICAL EVALUATION OF THE CHILD PERFORMED BY A HIGHLY RESPECTED PSYCHOLOGIST IN THE AREA, DR. IRVING FELDMAN. THIS WAS DONE IN ANTICIPATION OF THE PSYCHOLOGIST FOR THE LOCAL DISTRICT FINDING THAT "THE CHILD WAS NOT QUITE READY FOR SCHOOL AND WOULD BENEFIT FROM ANOTHER YEAR AT HOME".

THIS WAS EXACTLY WHAT HAPPENED. ONLY WHEN DR. FELDMAN CONTACTED THE SCHOOL PSYCHOLOGIST TO REQUEST A MEETING FOR THE PURPOSE OF DISCUSSING THE DIFFERENCES IN THE TWO EVALUATIONS, DID THE SCHOOL PSYCHOLOGIST STATE THAT, IN REVIEWING THE FILE, HE FOUND THAT HE HAD FAILED TO PROPERLY TOTAL THE SCORE AND THAT, OF COURSE, CHRIS SHOULD ENTER SCHOOL THAT YEAR AND, IN FACT, WAS ENROLLED IN A MENTALLY RETARDED-TRAINABLE CLASS.

THEN, THE FOLLOWING YEAR, MY HUSBAND ACCEPTED A CHANGE IN EMPLOYMENT WHICH NECESSITATED A MOVE.

WITH REGARD TO TRANSFER TO A NEW SCHOOL, THIS WAS NOT A PROBLEM FOR MY TWO NORMAL CHILDREN. BUT FOR CHRIS--THAT WOULD BE A DIFFERENT STORY AND A MORE DIFFICULT ISSUE, AS WOULD BE TRUE OF MANY OTHER ASPECTS OF LIFE WITH A DISABLED CHILD.

FIRST, NOT EVERY TOWN HAS A SPECIAL EDUCATION CLASS AND, EVEN IF IT HAS, IT MIGHT NOT BE A CLASS THAT DEALS WITH YOUR CHILD'S DISABILITY.

SECOND, IF THE TOWN YOU MOVE TO DOESN'T HAVE A CLASS FOR YOUR CHILD'S DISABILITY, THE LOCAL SCHOOL DISTRICT CAN SEND YOUR CHILD TO A CLASS IN ANOTHER TOWN (A RECEIVING DISTRICT), IF THEY HAVE A SLOT AVAILABLE. NOTE: A CLASS HELD NOT MORE THAN 10 STUDENTS AND RESIDENTS WERE GIVEN PRIORITY.

THIRD, IF THE LOCAL DISTRICT CANNOT PLACE YOUR CHILD IN A CLASS IN A RECEIVING DISTRICT, THEY WILL SEND A TUTOR TO THE HOME FOR A FEW HOURS TWICE A WEEK. IN THIS INSTANCE, THIS WOULD BE THE ONLY EDUCATION THAT THE CHILD WOULD RECEIVE.

IF YOU HAD A DISABLED CHILD AND THIS WAS THE ONLY OPPORTUNITY FOR AN EDUCATION FOR ONE OF YOUR CHILDREN, WHAT WOULD YOU DO?

IN ORDER TO INSURE THAT CHRIS WOULD HAVE THE BEST CHANCE OF GETTING INTO A CLASS, WE HAD TO LOOK FOR A HOME IN A TOWN THAT CONTAINED A SPECIAL EDUCATION CLASS FOR MENTALLY RETARDED-TRAINABLE. WE DID AND WE MOVED INTO HILLSDALE WHERE FOR THE NEXT TEN YEARS CHRIS ATTENDED SPECIAL EDUCATION CLASSES IN TWO DIFFERENT K-8 ELEMENTARY SCHOOLS.

IN THE LOCAL SCHOOL SYSTEM, THE QUALITY OF THE "SPECIAL EDUCATION" WAS TOTALLY DEPENDENT UPON THE TEACHER WHO WAS TEACHING THE CLASS. THERE WAS NO CRITERIA---NO CURRICULUM AND NO ACCOUNTABILITY FOR THE APPROPRIATENESS OF THE DAILY PROGRAM.

FOR THE FIRST FOUR YEARS, CHRIS HAD A TEACHER WHO SPECIALIZED IN "COLORING TURTLES & BALLOONS" AND "NAPS". BEAR IN MIND, THIS WAS ONLY A HALF DAY CLASS. THEN WE GOT LUCKY--HILLSDALE STARTED A SECOND MENTALLY RETARDED-TRAINABLE CLASS AND MOVED THE OLDER CHILDREN TO ANOTHER SCHOOL AND ANOTHER TEACHER. AT THE END OF THE SCHOOL YEAR CHRIS WAS READING FROM A FIRST GRADE PRIMER. THE FOLLOWING YEAR THERE WAS A BUDGET CRUNCH AND THIS TEACHER DID NOT HAVE TENURE SO HER CONTRACT WASN'T RENEWED.

THE CLASS WAS SPLIT UP---HALF BACK WITH THE YOUNGER CLASS AND COLORING TURTLES & BALLOONS AND THE OTHER HALF WENT INTO THE SPECIAL EDUCATION CLASS IN THE PASCACK VALLEY H.S. THIS TEACHER'S SPECIALTY WAS IN TEACHING THE FEMALES TO SET TABLES AND THE MALES TO SHAVE AND APPLY AFTER SHAVE.

HAVING SEEN THAT MY CHILD HAD THE ABILITY TO LEARN, ALBEIT AT A SLOWER PACE, I WASN'T GOING TO SETTLE FOR ANY MORE "BUSINESS AS USUAL". IN MY VIEW, MY SON WASN'T GETTING AN EDUCATION, LET ALONE A THOROUGH & EFFICIENT ONE AND I MET WITH THE SCHOOL OFFICIALS AND EXPRESSED MY VIEWS. THEY SUGGESTED THAT I MIGHT WANT TO TRY "SOMETHING NEW THAT HAD BEEN STARTED IN BERGEN COUNTY". MY HUSBAND AND I VISITED THE LIFE SKILLS PROGRAM IN ROCKLEIGH THAT WAS OPERATED BY BERGEN COUNTY SPECIAL SERVICES SCHOOL DISTRICT AND WE ACCEPTED THE OFFER.

THIS WAS THE BEST DECISION THAT WE HAVE EVER MADE. THEIR WHOLE APPROACH TO EDUCATING A DISABLED PERSON WAS DIFFERENT; IT WAS PROGRESSIVE AND IT WAS MOST EFFECTIVE. THE CALIBER AND DEDICATION OF THE STAFF WAS EXCELLENT. THIS HELD THE POSSIBILITY OF ACTUALLY ACHIEVING A "THOROUGH & EFFICIENT" EDUCATION.

THE NEW JERSEY LEGISLATURE HAD APPARENTLY RECOGNIZED THAT THERE WAS GROSS INEQUITIES UNDER THE SYSTEM OF FUNDING AND EDUCATING DISABLED CHILDREN WITHIN THE STRUCTURE OF THE LOCAL SCHOOL DISTRICTS, AS WELL AS THEIR LACK OF SUCCESS IN ACHIEVING A THOROUGH AND EFFICIENT EDUCATION WITH ITS STUDENTS. IT WAS, AFTER ALL, THE NEW JERSEY LEGISLATURE THAT CREATED THE SPECIAL SERVICE SCHOOL DISTRICT. THE FIRST MODEL WAS ESTABLISHED IN BERGEN COUNTY AND WAS QUITE SUCCESSFUL. SUBSEQUENTLY, SEVEN ADDITIONAL SPECIAL SERVICE SCHOOL DISTRICTS WERE ESTABLISHED.

WHAT A UNIQUE CONCEPT, CREATE A SCHOOL DISTRICT TO EFFECTIVELY AND EFFICIENTLY HANDLE THE EDUCATIONAL REQUIREMENTS FOR ALL DEVELOPMENTAL DISABILITIES. BRING TOGETHER A TEAM OF EDUCATORS, SKILLED IN WORKING WITH THE DIFFERENT DISABILITIES.

NOW, BY MEANS OF THIS "COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT AND FINANCING", YOU PROPOSE TO TAKE SPECIAL EDUCATION BACKWARD, ALMOST THIRTY YEARS, TO THE TIME SHORTLY AFTER PASSAGE OF THE BEADLESTON ACT, AND TO THE NIGHTMARE THAT I HAVE RELATED EARLIER AND THAT I AND MANY OTHER PARENTS HAVE EXPERIENCED.

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BY NOW YOU'RE PROBABLY ASKING YOURSELVES, "DOESN'T SHE KNOW THAT EACH CHILD WILL HAVE AN IEP? THAT IT IS MANDATED?" YES, I KNOW THAT AN IEP IS MANDATED. HOWEVER, IF IT IS IN THE HANDS OF THE LOCAL DISTRICT, IT WOULDN'T MATTER. WHEN LOCAL FUNDS ARE INVOLVED, SPECIAL PROGRAMS THAT WOULD TRULY BENEFIT SOME CHILDREN COULD WELL BE OVERLOOKED TO SAVE DOLLARS.

DOLLARS---THAT NOW BECOME AN ISSUE BETWEEN THE MAJORITY OF THE CHILDREN IN A TOWN, THE "NORMAL" CHILDREN VS THE SMALLER PERCENTAGE OF THE CHILDREN IN THAT TOWN, THOSE WITH DEVELOPMENTAL DISABILITIES.

IT WOULD ONLY BE A MATTER OF TIME BEFORE THE LOCAL DISTRICTS WOULD ABANDON THE SPECIAL SERVICE SCHOOL DISTRICTS. IN EACH LOCAL DISTRICT THERE WOULD BE PEOPLE, LOOKING TO REDUCE COSTS, OR ADJUST BUDGET FIGURES, WHO WOULD DECIDE THAT THEY COULD UTILIZE VACANT CLASSROOMS AND DO A "BETTER" JOB BY KEEPING THE FUNDS AND THE CLASSES IN TOWN. THESE PEOPLE MIGHT EVEN SUGGEST THAT THEY COULD JOIN WITH OTHER NEARBY TOWNS WHO MIGHT HAVE A DIFFERENT CLASS ("RECEIVING DISTRICT"?) DOES THIS RING A FAMILIAR BELL?

WOULD YOU LIKE YOUR CHILD TO BE THE SUBJECT OF A LOCAL SCHOOL BOARD MEETING WHERE YOUR NEIGHBORS MIGHT BE SAYING THAT YOUR CHILD IS TAKING FUNDS FROM THEIR CHILDREN IN NORMAL EDUCATION. AND IN REPLY, HAVING THE TOWN FATHERS EXPLAIN THAT THEY HAVE TO COMPLY WITH FEDERAL LAW. INDEED, HAVE YOU EVER WALKED THROUGH THE CLASSROOMS OF A SPECIAL SERVICE SCHOOL DISTRICT AND SEEN THE VARIETY OF DISABILITIES, AS WELL AS THE SEVERITY OF MANY OF THOSE DISABILITIES THAT WOULD BE AFFECTED IF THIS PROPOSED FUNDING PLAN WERE ALLOWED TO BECOME LAW?

THIS PLAN PROPOSES THAT ALL DISABLED STUDENTS ARE THE SAME AND THAT THE NEEDS AND REQUIREMENTS OF EACH DISABILITY IS THE SAME. TO SAY THAT THE NEEDS OF A STUDENT WHO IS PERCEPTUALLY IMPAIRED IS THE SAME AS A STUDENT WHO IS MODERATELY OR SEVERELY MENTALLY RETARDED OR MULTIPLY HANDICAPPED IS A FALLACY. THE NEEDS OF EACH OF THESE DISABILITIES IS, IN FACT, QUITE DIFFERENT.

IT IS WITHOUT QUESTION THAT ANY CHILD WHO IS IN ANY SPECIAL SERVICE SCHOOL DISTRICT SHOULD BE CLASSIFIED AS HANDICAPPED AND THESE STUDENTS SHOULD BE FUNDED FIRST, BY THE STATE, WITH THE BALANCE OF FUNDS BEING DISPERSED AFTER.

ULTIMATELY, IT IS THE RESPONSIBILITY OF THE STATE TO EDUCATE ALL OF ITS CHILDREN. IT IS BY STATE LAW THAT EACH CHILD, NORMAL OR DEVELOPMENTALLY DISABLED, IS GUARANTEED A THOROUGH AND EFFICIENT EDUCATION. THE STATE OF NEW JERSEY CANNOT AND SHOULD NOT SHIRK ITS RESPONSIBILITY TO THE DISABLED CHILDREN OF THIS STATE WHO MOST NEED THE EQUITY AND PROTECTION GUARANTEED BY THE LAW.

THIS BEING THE CASE, THE FUNDS SHOULD BE DISPERSED DIRECTLY TO THE SPECIAL SERVICE SCHOOL DISTRICTS, BECAUSE THEY DO PROVIDE A THOROUGH, EFFICIENT AND EFFECTIVE EDUCATION. AS A TAXPAYER, AS WELL AS A PARENT, I CERTAINLY WOULD PREFER TO SEE MY TAX DOLLARS BEING SPENT, EFFECTIVELY, WITH POSITIVE RESULTS RATHER THAN BEING WASTED BY REGRESSING IN TIME TO AN INEFFECTIVE POLICY THAT WAS CONSIDERED A FAILURE THIRTY YEARS AGO.

THANK YOU FOR ALLOWING ME THE OPPORTUNITY TO ADDRESS YOU THIS AFTERNOON.



# Bergen County Special Services

327 East Ridgewood Avenue • Paramus, NJ 07652-4897 • 201-265-6300 • FAX 201-265-6849

## PUBLIC TESTIMONY ON THE COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT AND FINANCING

Provided by:  
Mr. Wolfgang Albrecht,  
Vice President  
Bergen County Board of Special Services

Provided on: December 12, 1995  
Livingston, New Jersey

I am writing in response to your "Comprehensive Plan for Educational Improvement and Financing." As a representative of Special Education, I commend you for the ideals that guide your proposal, but am concerned about the implications of the methods recommended to transform these ideals into reality.

I am Vice President of the Bergen County Board of Special Services, one of the eight regional special services districts in New Jersey. Our district is the largest, providing exemplary services to approximately 21% of the states 5,000 severely disabled children.

As a member of the Board of Special Services, I am called upon to participate in decision-making concerning fund allocation, administration and educational program delivery. These multiple perspectives inform both my analysis of the "Comprehensive Plan" and my recommendations for modification to insure its success.

From an administrative perspective, I commend the State's goal of parity between districts in their provision of quality educational services. From the perspective of Special Education, I applaud the Plan's call to eliminate unnecessary classification. I welcome increased opportunities and support services to enable disabled children to be educated with nondisabled peers. I agree that special education at its best must be a needs driven and not a label driven system.

I must voice my deep concern, however, about the impact of proposed changes upon the real ability of all school districts, and especially special services school districts to provide appropriate services to our most significantly and severely disabled children.

### The Reality at Impact

The 1,027 children currently served by the Bergen County Special Services School district are hearing impaired, multiply handicapped, medically fragile, autistic, mentally retarded, or psychiatrically diagnosed as emotionally disturbed. **These are not arbitrary or unnecessary classifications.**

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*'Nationally Acclaimed for Excellence'*

Who are these students? They represent 131 municipalities in Northern and Central New Jersey, and include 14 of the state's 30 "Special Needs" districts. They come from families and communities that experience the debilitating realities of coping with the escalating medical and educational costs of providing for the multiple special needs of a disabled child.

What may happen to these students if the Comprehensive Plan becomes law?

- Home districts may be forced to keep students, even when they cannot afford to offer the essential services provided by the Special Services School District. What kind of education will these students receive? How will they be assessed and classified? Without concrete answers to these questions, I can assure you that these students will lose any chance of functioning in society.
- Severely disabled students stand to lose regular access to specialized therapeutic services, vocational programs, sheltered workshops, feeding therapy, medical therapy, adaptive daily living skills, physical therapy, occupational therapy, and assistive technology. For more than 20 years, these programs and services have effectively transitioned students into society. Is it efficient or feasible for a home district to assume the responsibilities and costs of these programs?
- Programs provided by the regional special services districts for moderately disabled students will be reduced or eliminated. Students with severe emotional and behavioral problems, for example, fall into this category. These students usually come to the special services district after they have failed in the home district. How many of these children will drop out of school and end up on the street?
- The costs of educating a moderately to severely disabled child in a home district classroom will greatly exceed the costs of educating that child in a special services district classroom. This encourages duplication of services and is simply not cost efficient.
- Students in need of classification will probably be overlooked by the system. They will probably be informally labeled anyway — as "slow learners." This can lead to a new type of abuse—adjusting the IEP to suit the financial needs of the district rather than the educational needs of the child.

I ask you to consider how a few of the elements proposed in the Plan will manifest themselves in the life of the school and the disabled child.

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### **Classification versus Service: Imposing a 10% Cap**

In prior generations, students with learning disabilities were labeled "slow learners." The primary intervention was to leave the student back a grade, or to pass the student despite his or her level of functioning. Educational research now identifies a variety of disabilities that impede learning. We now recognize that some disabilities do not manifest themselves in severe behavior disruptions and are not always correctly identified by the classroom teacher. If a 10% cap is imposed, its impact upon state aid and local funding may result in a return to the "slow learner" syndrome. It is possible that some students with cognitive or emotional disabilities may go unnoticed or unclassified — until they reach young adulthood and become another addition to New Jersey's drop out statistics, welfare roles and unemployment lines.

### **Need/IEP Versus Budget: Fitting a Square Peg in a Round Hole**

Educators have long debated the feasibility of equal funding as a means of bringing about equal opportunity for all students. The creation of a "one factor" or "single classification" as the basis of an equal funding formula implies that the needs of all classified children are the same. This is a budget-driven model. The concept of the federally mandated Individualized Educational Plan (IEP) is an educational model designed to insure that the delivery of service is driven by the needs of the student—not the limits of the budget.

In reality, students needs differ greatly. This is all the more evident when we look at the most difficult to educate. The real costs associated with providing education for a special education child differ greatly in accordance with the type and degree of disability, the costs of living in the district and region, and the placement of the child. Clearly, a multi-tiered funding criteria is required to adequately reflect the costs associated with differing needs of the child and his or her disability.

### **Direct versus Home District Aid: The Impact of Transferring Funds**

The special services school districts currently provide consistent services and costs under a particular medical category. The shift of direct aid from the special services school districts to the home districts, fosters competition between the public school districts and private schools. This may drive down costs and quality of services at the expense of the student. The real potential of intermittent cash flow and uncertain budget interferes with the regional district's ability to hire and retain quality staff, rent facilities, pay utility bills, contract for services, and participate in cost efficient volume purchasing.

### **Quotas versus Service: The High Cost of Eliminating Regional Service**

The model provided in the plan proposes a quota for students placed out-of-district. This quota is arbitrary and does not consider the number of students who may need service.

Let us examine the impact by example. One district within our region currently sends 32 of its students to our special services district. In the proposed model, only 12 students could be placed without additional local tax dollars.

The lifelong prognosis for children who may be inadequately served is limited. We have seen what happened several years ago when the mentally ill were "deinstitutionalized." Local studies now reveal that over 50% of society's homeless are mentally ill, now residing on street corners and park benches. Do we truly wish to create a new homeless population of emotionally disturbed youth? Special education can prevent emotionally disturbed youth from becoming homeless, committing delinquent acts, or harming themselves and others. We cannot, however, solve these problems after they have occurred.

### **How can we prevent these problems and insure that quality and adequate educational services be preserved for our most difficult to serve students?**

- Provide the incentive to local districts to scrutinize their classification process. An arbitrary 10% classification cap is a disincentive to the provision of quality and appropriate education for the disabled.
- Create incentives for special services and home districts to work together. Direct full payment for all severely disabled students to the special services school districts. The proposed quota system is a disincentive to collaboration and creates the potential for costly duplication.
- Provide a level of state aid that addresses the real costs of thorough and efficient education -- a level that accounts for regional costs of living.
- Create a needs driven (not budget driven) multi-tiered approach to funding.

**Ask yourself the question: Is equal opportunity really fostered by equal state aid or by addressing the individual educational needs of the child?**

Thank you for your time and attention.

**Respectfully submitted by:**

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Wolfgang Albrecht  
Vice President, Bergen County Board of Special Services

Date: December 12, 1995

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**Testimony Before Joint Committee on the Public Schools**

**Presented by**

**Robert W. Noonan Ed.D.  
Superintendent  
Essex County Vocational Schools  
68 South Harrison Street  
East Orange, New Jersey 07018**

**December 12, 1995  
Heritage Middle School  
Livingston , New Jersey**

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**Testimony before the New Jersey Legislature's Joint Committee on the Public Schools**

**Presented by Robert W. Noonan, Ed.D., Superintendent of the Essex County Vocational Schools and Secretary of the New Jersey Council of County Vocational Schools.**

My comments today reflect both my role as the Secretary of the New Jersey Council of County Vocational Schools which represents all 21 county vocational school districts and my role as Superintendent of the Essex County Vocational-Technical School District. I also bring to this perspective my experience as educational staff advisor to the Senate Majority during the period when the Quality Education Act was formulated and passed.

From this last perspective, knowing the complexity of this task, I must commend the Commissioner and the Department of Education for the extraordinary effort that was made in producing this detailed and analytical proposal to redefine "T and E" and the State's approach to educational funding.

Because of the special nature of the Essex County Vocational Schools as a comprehensive urban vocational school system, my perspective is somewhat unique even among vocational school advocates. The Essex County Vocational Schools serve a population of over 2,100 high school students of which 95% come from the Special Needs Districts of Newark, East Orange, Irvington and Orange and 70% of the students meet the State's low income definition of "at risk."

Over 92% of the students attend our four high schools full time, taking both a full academic program that mandates Algebra and a full vocational-technical program. Last year's 11th grade class achieved a 95% passage rate on the HSPT. Last year's graduating class had 60% of its students continuing their education in post secondary programs.

The one recommendation in the Plan that Essex and all 21 county vocational school systems strongly support is the continuation of categorical vocational aid "essentially unchanged." Though there is little direct mention of county vocational schools in the Plan, this proposal affirms our special mission as regional occupational and technical learning centers. The additional cost factor recognizes the high cost of providing state of the art technical education and quality school-to-work programs. Our one concern is that the money targeted for this aid is allowed to reflect cost increases over time.

As an urban vocational superintendent, I am very supportive of the proposed changes in "at risk" aid. Low income is the one factor that all studies indicate is an impediment to high academic achievement. The Plan recognizes this fact and expands the definition of special needs districts by

directing At Risk Aid to 180 districts with high concentrations of low income students.

The targeting of this money to social services and specific education programs is very appropriate. The inclusion of youth apprenticeship program in the suggested list of programs is a point of view that vocational educators support. I would suggest that with pending reduction in federal Chapter I aid that the base foundation aid may not support sufficient remedial and supplemental services and "at risk aid" may be needed to maintain these programs.

The additional proposal under "at risk aid" to provide tax relief for districts with 60% or more low income students is also very commendable. Municipal overburden is a reality. My only concern is that counties are not left out of this program. Essex and other urban counties with their huge burden of courts, jails and welfare programs are certainly in need of tax relief.

The 10% cap on special education aid creates a special concern for county vocational districts. As receiving districts and schools of choice, we classify very few of our own students. Essex has a special education population of about 14%. Some vocational districts have as high as 30% special education students.

This proposal would place financial pressure on our districts to accept special education students only up to 10%. In light of the fact that the current State plan for special education requires that all special education students have a career plan in their IEP by 1997, does it make sense to limit our ability to provide occupational training for these students? An alternative to the 10% cap needs to be developed for county vocational schools.

The area of greatest concern for the Council of County Vocational Schools is the statement in the Plan that adult vocational education is outside the scope of "thorough and efficient" education and as a result should not receive funding under the new formula. Currently the county vocational schools receive both foundation aid and categorical vocational aid for full time adult students.

Though it may be true that adult education is not a focus of the Supreme Court's funding decision, the State nevertheless has a need to train and retrain its workforce, and the county vocational schools have the expertise and technology to provide high quality training.

Statewide there are thousands of full time adult students in county vocational schools and thousands more part time students and supervised apprentices. In Essex, the oldest county

vocational school in the State we have been providing such training for over 75 years.

If the Department of Education excludes county vocational schools from State aid, the State will lose a major cost efficient component of its workforce training capability. The Vocational Council strongly recommends that funding for adult education in general and adult vocational aid in particular be continued.

In spite of its detail much in the proposal understandably needs to be clarified and developed by specific legislation and policy. I am grateful for the opportunities we have been afforded so far to participate in this process and look forward to continuing the dialogue.

**PUBLIC TESTIMONY AT THE JOINT HEARING OF THE  
MEMBERS OF THE SENATE EDUCATION COMMITTEE AND THE  
MEMBERS OF THE ASSEMBLY EDUCATION COMMITTEE  
REGARDING  
"THE COMPREHENSIVE PLAN FOR EDUCATIONAL  
IMPROVEMENT AND FINANCING"  
DECEMBER 12, 1995**

Good afternoon. My name is Frank J. Gargiulo, Chief School Administrator at Hudson County Area Vocational-Technical Schools. I, like many others, understand the need for a new approach to the constitutional mandate of a thorough and efficient education and the development of a stable method of funding education in the State of New Jersey. However, I am here today on behalf of the over **3500 students** who are served through our district's **Adult High School and Post Secondary Programs**. In Hudson County, Adult Education programs have become the cornerstone for increased employment and educational opportunities. It would be impossible to document the thousands of personal success stories that our present and former students could tell as a result of their education in our programs. **Thus, I am asking for you to seriously consider opposing the Comprehensive Plan for Educational Improvement and Financing that eliminates the current funding for Accredited Adult Schools (Adult High Schools) and Post Secondary Programs.**

According to the 1990 Census, Hudson County leads the state with (133,748) **36% of the population who have not attained a High School Diploma**. Many of these individuals are functionally illiterate and are unable to complete a basic job application.

Hudson County encompasses 5 of the 30 Special Needs Districts. Through Adult Education Programs parents are able to learn the skills and technology necessary to assist and support their children's education. Research clearly indicates that literate, educated parents

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not only promote education at home, but also are more likely to become partners with the school in encouraging positive behaviors and high academic standards.

Students who enroll in the Adult High School Program are no different from any other secondary students in New Jersey. They must complete a minimum of 110 credits, including all subject areas and core proficiencies as well as successfully pass all three sections of the High School Proficiency Test. **Since 1990 over 1,100 individuals have successfully completed these requirements and have graduated with a regular high school diploma.** As a direct result of this educational opportunity many of these graduates have been placed in local colleges and post secondary programs. Most importantly, countless numbers of these students have secured gainful employment or have advanced in their present fields. Many of these graduates were welfare recipients who are now supporting themselves and their families.

Given the high percentages of dropouts and at-risk students in Hudson County, the Adult High School is the only viable alternative program for the 800 individuals who are **16-21 years old** that have enrolled during the past semester. In fact, **each year the Adult High School Program enrolls 1,000-1,200 students** in this age group who have left school. Considering the lack of opportunities for this group and given the extensive research presented on this subject, the State would eventually be paying a much higher price in welfare, criminal justice, and homelessness costs should these students be turned away.

Although state aid is based on the number of students enrolled on October 15 of each year, the Adult High School Program conducts open enrollment twice a year on a semester basis. Due to the high demand for these educational services the waiting list for this program exceeds 600 individuals every semester. It should also be noted that the current state aid funding formula counts each Adult

High School student as .5 on the district's Application for State Aid. This generates less than half the amount of funds allotted for a typical secondary student.

The National Center for Education Statistics in the U.S. Dept. of Education recently reported that **"People with more education rely less on welfare and public assistance"** and further stated that "In 1992, 17% of high school dropouts ages 25 to 34 received Aid to Families with Dependent Children (AFDC) or public assistance. Only one third as many (6%) high school graduates in this age group, who did not go to college, received AFDC or Public assistance.

In recent years the Adult School Program has expanded to include a **Teen Parent Program**. This program addresses the long needed call for welfare reform as recently advocated by Govener Whitman. These young parents are now able to receive child care services, academic and remedial course work, vocational training, parenting classes and career preparation through the one site/one provider approach. After graduation these individuals break the cycle of dependency upon welfare and are empowered to become self-sufficient families.

Given the large number of immigrants who have settled in Hudson County, the adult education program reflects the ethnic diversity of the area. These valuable programs are the only means for these minority populations to succeed in our complex job market. **In the Adult High School program, 69% of the student population is Hispanic, 14% is black, 11% is Caucasian, 2% is Oriental and 4% Other.**

Most of our students wish they had been able to complete high school. Most of our students wish they had been able to complete it when they were younger, but life doesn't always give those opportunities. We can't tell these students that it's just too bad they didn't finish high school and that they must suffer for the rest of

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their lives. There are many people who use their lack of basic education as an excuse for unemployment and do not take advantage of opportunities for self-improvement. **Our students use it as a source of motivation to improve their situations for themselves and their families.** They are to be commended for their efforts, and they should be given the chance to continue their education at any age.

Post Secondary programs were designed to afford the adult student the opportunity to increase the knowledge and skills required to compete in a highly technological and changing job market. Given the high unemployment rate in Hudson County, coupled with the need for a qualified, skilled and technologically competent work force, it is imperative that the educational system respond to the needs of the changing job market. **Our Post Secondary Programs have a placement rate of 82%.** These students scored above average on the SOCATS as well as other nationally recognized tests of vocational competencies. These students are placed in a career upon graduation (and sometimes before) **with the guarantee that they are ready for the field they have chosen.**

Adult Education Programs assist the 50% of the adult population in New Jersey that function at the two lowest levels of literacy as well as those 1.5 million who have not attained a high school education. It should also be noted that the National Education Goals for the Year 2000 stated that **"BY THE YEAR 2000, THE HIGH SCHOOL GRADUATION RATE WILL INCREASE TO AT LEAST 90% and further that, "BY THE YEAR 2000, EVERY ADULT AMERICAN WILL BE LITERATE AND WILL POSSESS THE KNOWLEDGE AND SKILLS NECESSARY TO COMPETE IN A GLOBAL ECONOMY AND EXERCISE THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP"** Thus, if we value education as important for the future of this state, then we must realize that our quality of life, our economic prosperity, our social and scientific progress, and our democratic institutions are directly

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affected by the knowledge, skills, and values of our citizens. Thus, I call upon you to support the continued funding of Adult High Schools and Post Secondary Programs. The results of an uneducated and unskilled adult citizenry would be far more disastrous and costly in the long run.

### ADDITIONAL CONCERNS

In light of the seriousness of adult education not being included in the Department of Education's mission, and the exclusion of Adult Education in foundation aid funding, I have addressed my testimony to this issue. However, I offer the following additional points for the committee to consider in its review of the Comprehensive Plan.

#### 1. SPECIAL EDUCATION

I agree that pupils with disabilities should be educated with their non disabled peers in the regular classroom but with the additional support .

**Having disincentives for special education placements over a specific classification rate (10%) limits the number of special children we can accept and accommodate.** Hudson County includes 5 of the largest urban special needs districts and contains one of the largest populations of classified children. As typical of an urban area, 17% of our high school population is classified, with another 5% mainstreamed and not considered classified. It should also be noted that Hudson County does not have a Special Services District, thus, it is not surprising that we have a large waiting list for these programs.

## 2. EDUCATIONAL FINANCE

A. Shared state-local funding of the public school means shared control over the distribution of educational services to students. In this proposal local tax leeway will be closely regulated and constrained. **The local school property tax eventually will become a state school property tax.** This alternative would place less and less allocation decisions in the hands of local authorities. The local public tax payers will play a smaller role in the governance of its school district.

B. **Fiscal parity should never mean we must level down to create an even playing field.** We must always strive to do the best we can.

C. Instead of stating that NJ has the highest per pupil costs in the country (negative) , we should be acknowledging that we are first in support for education (positive).

### CLARIFICATION

If our standards will incorporate appropriate school to work applications, details should be included in the Model of a Thorough and Efficient Education Program and Curriculum standards .

In conclusion, few would argue that NJ's schools need to educate more students to considerably higher levels of achievement and we need to use our resources more effectively in doing so. **But the state cannot lead independently of, or clearly at odds with local districts.**

Because education is a constitutional responsibility of the state, it has the authority to define the policy environment in which it occurs and to define a successful "product" of the educational systems. It is my belief that the state should stimulate local diversity and experimentation, not stifle it.

The state faces the challenge of creating an appropriate balance between central control and local autonomy - a balance between setting goals, standards, and expectations and providing districts with enough authority and flexibility to choose their own paths.

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**THANK YOU,**

**FRANK J. GARGIULO  
SUPERINTENDENT OF SCHOOLS  
HUDSON COUNTY AREA VOCATIONAL-TECHNICAL SCHOOLS  
DECEMBER 12, 1995**

Testimony, Dec. 12 H.C.A.V.T.S.

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Emerson Dickman  
12/12/95  
Testimony regarding Comprehensive Plan

I have asked to be heard today as a parent of four children, the oldest retarded, the youngest learning disabled, and as an advocate. My comments are supported by:

1. Bergen County Special Services School District,
2. Bergen County Vocational/Technical School District,
3. The New Jersey Orton Dyslexia Society (ODS),
4. The New Jersey Learning Disabilities Association (LDA), and
5. The New Jersey Protection and Advocacy, Inc. (NJP &A).

There are many issues I would like to specifically address; some of them positive and complementary, however, I have time only to address the points I consider most salient.

I. By providing funding to the sending district, to use as it pleases, this Plan encourages the demise of valuable public regionalized service delivery for a variety of low incidence populations. Quality, regionalized public programs will not be able to compete with private programs that are free from the collectively bargained burden of the public sector; such as pay scales, pensions, tenure, etc. Presently, private sector alternatives are forced to be unique, and provide services not otherwise available, in order to survive. When public sector competition for low incidence populations withdraws, the private sector will lose its motivation to compete based on innovation and excellence and focus on cutting costs to provide the least appropriate at the least expense.

II. This Plan blatantly encourages under-identification and watered-down services, without addressing the reasons for over-identification, by:

1. limiting the classification rate for full funding to 10%, and
2. essentially "block granting" Categorical Aid, and permitting its use for purposes unrelated to special education.

The absurdity of putting a cap on classification rates is amply illustrated in research.

One major study, perhaps the most significant study ever attempted in the field of learning disabilities, the *Connecticut Longitudinal Project*, has followed one of the largest longitudinal cohorts of children in the world since they were in kindergarten. This project has been conducted by the Yale University Learning Disability Research Center with Federal funding through the National Institute of Child Health and Human Development since 1983. All children in this study, with and without disabilities, were tested with individually administered standardized measures. Such procedure, which does not rely on school failure to identify disabilities, identified 17.5% as sufficiently reading disordered to be classified as learning disabled and eligible for special education. This figure does not include the mentally retarded, autistic, emotionally disturbed, or other eligible disabilities. New Jersey is not over-identifying children for special education. New Jersey, like every other State, is under-identifying children in need of special education.

Research also indicates that, under our present system, adolescents with learning disabilities are 500% more likely to be under court supervision than their peers without learning disabilities. What we need to do is create more effective ways of identifying children at risk; rather than establishing an arbitrary cap on how many we can help. Also, who is this cap going to hurt most? It won't reduce the number of Down Syndrome, Autistic, multiply handicapped, or severely emotionally disturbed. Therefore, any cut in identification will be born exclusively by children who do not evidence their disability with obvious intellectual deficits or aberrant behavior. Once again, we experience the shortsightedness of reactionary economic conservatism. Bigger and bigger prisons are not the answer to holding back the social consequence of failing to stem the tide of these undeserved children with wasted potential.

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III. By directing funding only to the District and not the service, by failing to require that such funds be dedicated to special education, and by putting a cap on classification rates; this Plan, in essence, incorporates special education expense in regular education budgets. Our children with disabilities will once again be seen as competing for regular education dollars. As a result, our children with more severe disabilities will, once again, wear a sign identifying them as a burden to society, and our children with less severe disabilities will, once again, hide and be overlooked.

IV. The rhetoric of this plan is quite revealing in its subtle manipulation of emotions. For example:

- "classification" = "labels" ( a mildly pejorative association)
- "labels" = "stigma" (a very pejorative association)

These associations are followed by the clear inference that, under the current system, "stigma" determines program. In truth and in practice, diagnosis and classification is an efficient method of identifying needs common to an identifiable population, and a first step to narrowing a search for a programmatic response. Truth is sometimes difficult to accept, it means adjusting our expectations. Truth is not stigmatizing. Is the fact that I have a child with Down Syndrome stigmatizing? No, it is the truth. Properly determined educational classifications are no more stigmatizing than a medical diagnosis and both can lead to treatment and a better life.

This is only one example of the slight of hand this plan engages to win over the uninitiated who are momentarily distracted by their pocketbook while their humanity is being stolen.

V. Conjecture and assumption, couched in authoritative sounding rhetoric, establishes the shallow footings upon which the architecture of this elaborate plan depends. This Plan repeatedly promises educational equity but all it addresses is fiscal equity. It criticized "past efforts" for focusing on "increased spending amounts rather than on the appropriate uses of adequate funding to achieve educational results;" while the new Plan focuses exclusively on the method of spending. We still have "the cart before the horse." The method of education, as well as the method spending must be addressed.

VI. You can't put a price on the pride of having a job, of being a functional contributing member of a community, or participating in life in a minimally restrictive environment. But you can calculate the cost to society, in dollars and cents, of a person with a disability who could have had a job, but does not; who could have contributed to his community, but can not; who could have experienced independence, but requires supervision.

This Plan severely compromises the infrastructure of educational service delivery to our least fortunate children.

**THANK YOU**

**G. Emerson Dickman  
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(201) 909-0404**

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**New Jersey  
Principals and Supervisors Association**

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**TESTIMONY REGARDING THE COMPREHENSIVE PLAN  
FOR EDUCATIONAL IMPROVEMENT & FINANCING**

**Submitted By:**

**Peter Karycki, Vice President  
New Jersey Principals & Supervisors Association  
12/12/95**

Thank you for the opportunity to testify before you today regarding the Comprehensive Plan for Educational Improvement and Financing. In addition to serving as Principal of Spotswood High School in Middlesex County, I am also Vice President of the New Jersey Principals and Supervisors Association. For the past six months, I have chaired a special NJPSA ad hoc committee charged with reviewing the proposed Comprehensive Plan. I am here today on behalf of the more than 5,000 school leaders our Association represents.

Our members understand and appreciate the tremendous challenges faced by the Legislature and Administration in trying to develop a new school funding formula. In order to assist in this process, NJPSA has identified seven guiding principles that we believe should serve as a conceptual framework for the development of a new school funding plan. A list of these principles is attached to our testimony.

We believe that a number of these core principles are reflected in the Comprehensive Plan. We applaud the Department of Education's efforts to develop a substantive definition of what constitutes a thorough and efficient education. For too many years, the State has failed to exert the leadership needed to engage in this debate, and ultimately develop a statewide consensus, on this critical issue.

We agree that the development of a common set of Core Curriculum Content Standards is a necessary first step in this process. These standards must be sufficiently comprehensive and rigorous to ensure that all New Jersey students, regardless of where they live, can compete with any students in the world.

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We also agree with the Comprehensive Plan's emphasis on professional development and technology as necessary building blocks in the effort to promote systemic educational reform. Clearly, our schools need state of the art equipment and well trained personnel in order to prepare our students for the twenty first century.

Despite these positive aspects, we believe that the plan before you today is destined to failure without major revisions. While we have a number of concerns, I would like to focus my comments today on the adequacy of the Comprehensive Plan's "model" school district.

As it currently stands, this model district can hardly be described as adequate, let alone world class. For example, the model does not contemplate any staffing for Advanced Placement or honors classes. Full day kindergarten, common in many of the highest achieving districts is considered nonessential. Disparities in opportunity will grow as districts are forced to fund such supposedly "excessive" programs from local taxes. In our State's many "lighthouse" districts, where students commonly exceed minimum standards, the glow of high achievement will invariably be dimmed.

The model fails to recognize the critical role played by supervisors in the educational process. The State's ideal school district includes absolutely no supervisors at the elementary or middle school levels. Who, we wonder, will plan and conduct the necessary professional development to enable teachers to provide students with the knowledge and skills to meet the new Core Curriculum Content Standards? Who will spearhead the massive effort necessary to revise each district's curriculum? Without supervisors to carry out these nuts and bolts functions, this latest effort at school reform will be nothing more than illusion.

In addition to the loss of supervisors, the plan will force major cutbacks in other areas as well. Our analysis shows that the plan will force drastic increases in class size. Districts will also be forced to make impossible choices between eliminating supervisors, guidance counselors, child study team members and media specialists. The plan includes no staffing for world languages at the elementary school level and none for performing arts, two areas where districts will have to expand their program offerings to meet new standards. We are hard pressed to believe that any elementary school teacher can be expected to effectively teach French, Spanish or other languages with perhaps a few hours of in-service training. In sum, it is difficult to imagine districts maintaining current achievement levels, let alone reaching higher standards, under this minimalist approach.

While we have shared with you a number of concerns, we believe New Jersey has an historic opportunity to craft a school funding plan that lays the foundation for excellence in every school in our State. This great promise will only be realized if we insist on excellence, not just adequacy. None of

our students will be served by a plan that dismantles our best school systems in the name of parity. Our Association will continue to analyze the proposed Comprehensive Plan and share the expertise of our members. Working together, we can ensure a world class education for every New Jersey student.

**NJPSA  
GUIDING PRINCIPLES FOR EDUCATION  
FINANCING & REFORM**

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- *Maintain New Jersey's constitutional commitment to a thorough and efficient education for every child;*
- *Address the unique needs of New Jersey's diverse student population;*
- *Ensure long-term stability and equity in a new school funding formula;*
- *Encourage the responsible empowerment of key stakeholders at the grass roots level;*
- *Ensure an environment conducive to learning for all students;*
- *Recognize and support the highest levels of professionalism among public school teaching staff members;*
- *Develop high standards and effective accountability mechanisms*

**Joint Public Hearing Before the Senate Education Committee  
and  
The Assembly Education Committee  
December 12, 1995  
Heritage Middle School  
Livingston, New Jersey**

**The Comprehensive Plan for Educational Improvement and Financing**

**Testimony**

**Dr. Frederick J. Stokley  
Chairman  
School Funding Committee  
Garden State Coalition of Schools  
and  
Superintendent of Schools  
Ridgewood, New Jersey**

Good afternoon. My name is Fred Stokley. I'm the chairman of the School Funding Committee for the Garden State Coalition of Schools and Superintendent of Schools in Ridgewood, New Jersey.

As many of you know, the Garden State Coalition of Schools is a statewide organization made up of 110 public school districts, primarily suburban. The Coalition was formed in response to the Quality Education Act of 1990 and seeks to continue providing a quality education to children. The Coalition believes that it is possible to achieve funding equity by maintaining the tradition of improving education not by "leveling down" and diminishing quality by eliminating teachers and programs.

Attached to this statement is a worksheet describing how the Ridgewood school district would be affected if the Comprehensive Plan is implemented as currently stated. This school year, the Plan would call for a foundation budget of \$33,162,290. Our current expense budget, excluding transportation and special education, is \$41,816,542. The amount that would require voter approval is \$8,654,252.

The Plan presents a scenario calling for the Ridgewood School Board to have a public vote for expenditures that are called "excessive and unnecessary." The last three pages of the Plans Section VII entitled "Unnecessary Municipal Spending on Schools" uses the words "unnecessary" and "excessive" and other words related to overspending, 31 times. The likelihood of Ridgewood voters supporting an overage of \$8.6 million in a context described by the state as "unnecessary" and "excessive" is slim.

- Ridgewood's public school population is 4,900, the largest in Bergen County, and is growing.
- Since 1991-92, the elementary pupil population has increased by 10 percent.

- 20 percent of the town's population attends local public schools (the state average is 14 percent) People move to Ridgewood for the "schools."
- The school district is recognized nationally and locally for excellence in education. It's SAT scores are among the top five in the state, while it's per-pupil costs are at the average level for northern New Jersey.
- Since 1991-92, special education costs have increased by 55 percent while state aid has been "frozen" with no significant increases. State aid for special education has been reduced from 44 to 31 percent of actual costs.
- Ridgewood's special education population is 6 percent of the total pupil population, while the state average is 15 percent.
- In 1991-92, state aid supported 8 percent of the total budget. Today, state aid supports 5 percent -- a 39 percent reduction over four years.
- 95 percent of Ridgewood's school budget is supported by the local taxpayer.

Since school year 1991-92, when the Quality Education Act became law, the Ridgewood School Board has made the following reductions:

- Eliminated 29 teachers -- 20 at the high school, 6 at the two middle schools, and 3 specialists (librarian, music and art teachers) at the elementary level.
- Eliminated 2 high school guidance counselors changing the pupil-to-counselor ratio from 150 to 200 to one.
- Eliminated 1 high school T.V. coordinator.
- Eliminated 3 central office administrators including an assistant superintendent.
- Eliminated 3 central office secretaries and 2 school secretaries.
- Eliminated 65 custodial and maintenance personnel (we contracted-out these services for a net savings of \$1.1 million per year).
- Eliminated 7 bus drivers (we contracted-out these services for a net savings of \$171,000.00 per year).
- Privatized food services to operate in the black.
- Since 1991-92, the average budget increase has been 3 percent per year, the average tax increase has been 4.0 percent per year, and the average home tax increase has been \$200 per year.

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- The Governor's budget this year again reduced state aid by \$156,000.00, a 6 percent reduction, and increased special education funding by 2 percent, while special education expenses increased over 20 percent.

Should the Comprehensive Plan be implemented as is currently written, the following could take place in the Ridgewood school district based on past budget decisions and reduction trends over the past four years:

- At least 35% of teaching positions would be eliminated, substantially increasing class sizes at all levels, K-12.
- More high school guidance counselors would be eliminated and these needed services decreased further.
- Art and music programs and library services would be further cut back at the elementary school level.
- More district administrators would be eliminated, pushing their required tasks out to the local school level, causing principals, who are instructionally oriented, to become full-time building managers with little time for leading curriculum development and instructional practices. If all district administrators were eliminated, only 1/3 of the "excess" would be removed.
- Many extra-curricular and interscholastic programs would be eliminated and those that remain would serve smaller populations.
- Parents would pay the full cost for extra-curricular and interscholastic activities.
- Students would be placed at a competitive disadvantage due to our inability to provide them access to computer technology.
- Costs for transportation now provided for safety reasons would either be eliminated or the full cost charged to parents of children being transported.
- Building maintenance would be deferred or neglected.

When thinking about funding, and the state's role, please remember:

- The state is responsible for the education of all public school children and, by legislation, delegates and shares this responsibility with local school boards. The state and local communities are partners, not adversaries.

When thinking about funding and the state's role as partner with local communities, I recommend you consider proposing legislation which:

- Expands categorical aid to include state mandates, particularly those passed since 1990.

- Provides some minimum level of funding annually for all children.
- Provides funding for the use of technology in schools at the rate of \$100.00 per pupil annually.
- Fully funds special education and other mandated categories.
- Funds special needs districts to receive needed program improvements. Progress toward equity in funding requires that special needs districts receive, at the least, full aid entitlement.

Reductions over the past four years have caused, the Ridgewood school district to "cut to the bone." The quality of education now offered is less than that provided in 1991. Should the Comprehensive Plan be implemented as written, Ridgewood will no longer provide a superior education. We will provide, similar to what happened to districts in Massachusetts and California, an average or mediocre education stressing only the so-called "basics." I believe you and the legislative branch of government are knowledgeable about public education issues and can see the inherent deficiencies of this plan. The funding formula proposed will "ratchet down" the outstanding work now being done in many of the districts in New Jersey.

Thank you.

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**For Educational Improvement and Financing  
on the Ridgewood Public School District**

Using C.P.I. of 3% annually, the 1993-94 elementary cost per pupil would project in 1995-96 to \$6.230 (5,872 x 1.03 x 1.03)

Ridgewood's 1995-96 weighted enrollment is:

Elementary	2,327 x 1.00	=	2,327
Middle School	1,136 x 1.08	=	1,227
High School	1,438 x 1.23	=	<u>1,769</u>
			5,323

Therefore, Ridgewood's Foundation Budget is:

$$5,323 \times \$6.230 = \$33,162,290$$

Ridgewood's 1995-96 Current Expense budget excluding transportation and special education:

\$ 41,816,542	
<u>33,162,290</u>	Foundation Budget
\$ 8,654,252	Amount requiring voter approval

Amount requiring Voter approval = \$8,654,252

(Analysis 12/4/95)



# Bergen County Special Services

327 East Ridgewood Avenue • Paramus, NJ 07652-4897 • 201-265-6300 • FAX 201-265-6849

## PUBLIC TESTIMONY ON THE COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT AND FINANCING

**Provided by:**  
Dr. John Grieco  
Superintendent  
Bergen County Board of Special Services

**Provided on:** December 12, 1995  
Livingston, New Jersey

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### TESTIMONY

I am John Grieco, Superintendent for the Bergen County Board of Special Services, a position which I recently assumed in a move to consolidate administrative and educational services in our county. I also serve as Superintendent of Bergen County Technical Schools and Chief Administrator for Bergen County's JTPA programs. My new roles holds me responsible for education for the most severely disabled children to adults who are homeless and out of work to high school students who are specially talented in the sciences, technical or vocational subjects. or who seek vocational training.

#### Introduction

I have carefully reviewed your "Comprehensive Plan for Educational Improvement and Financing" and I commend you for the quality of this document. It is the best I have seen in my 30-year career as an educator. Contrary to its title, however, this is not a comprehensive plan. Nor is it about educational improvement. It is a budget plan. More precisely, it is a funding formula for implementing a financial approach to education.

I take this opportunity to shift the focus from budget to education, to examine the impact upon education when education is viewed from the perspective of dollars. I will confine my remarks to special education.

The Plan simply costs too much! Permit me to explain.

#### Frame of Reference

The Plan devotes a full 77 pages to developing a fiscal model that can be reduced to arithmetic. This Plan's arithmetic consists of the law of averages, a slightly more sophisticated scale of standard deviation to compute how much and at what rate state aid will diminish for districts whose accidental birth rate, for example, has

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*"Nationally Acclaimed for Excellence"*

burdened them with special needs children beyond the arbitrary cap of 10%. There is a corresponding percentage method to restrict state funding only to at-risk children who reside in districts that boast a 20% impoverishment rate. Those disadvantaged children whose misfortune is to live in a district that lacks a sufficient concentration of their kind are ineligible for state funded preschools and a host of other state-funded human and social resources which the document itself claims are necessary to provide these same children educational opportunity. Adults, despite well documented and serious literacy needs critical to our economy, are not even mentioned except to observe that the State Constitution does not mandate educational services for adults.

I submit that this funding model for education — if we are about equity and quality — is intellectually unsupportable. As a statement of public policy of monumental consequence, the plan's guiding premise requires rigorous explication. The Plan, in fact, needs a mountain of evidence to support its stunningly simplistic premise. In plain language this amounts to saying, without supplying the proof, that applying the law of averages creates equity, and a thorough and efficient education for all New Jersey's children.

### Educational Viewpoint

The document provides not a shred of evidence to support this equation. The text is punctuated with frequent references to extensive educational research. Yet it provides no discussion of the quality and kind of research upon which its validity depends, — not even a bibliography. Ernest Boyer died last week, an ironic coincidence with the promulgation of this Plan. Ernest Boyer, you may recall, was the prominent educator who rallied Americans in **A Nation At Risk** and called for changes in schooling which emphasized good theory, smaller classes, better counseling and more creative teaching. These building blocks for a better system have been validated time after time with an incredible amount of research and overwhelming evidence from educational giants such as Howard Gardner and Ted Sizer — all in support of the theories Boyer set forth in 1983.

The Plan bypasses substantive educational concerns, and offers instead a hypothetical funding model with hypothetical numbers. No rationale for the model's integrity or its applicability to education is provided except to solidify the old traditional model which Boyer and others correctly challenged in over the past decade. Instead, the public is given a bill in advance of an agreed upon definition, much less a delivery, of the goods. The formula allegedly leads to a thorough and efficient education. But if the reader looks for clarity he or she will find none. Instead of definition, we get promises about a yet-to-be released core curriculum and not one word about how the Plan affects the welfare of children.

It simply costs too much!

## Major Weaknesses

The Plan speaks most loudly and most truthfully of its purposes in its sub-text. Therein lies the Plan's major weakness. We pick up clues of the Plan's intent (similar to the cuts suggested by the hypothetical low numbers in the model). The hints are not so subtle, — although they are indirect. The language of the Plan blames current educational practice for devoting energies and monies to issues and concerns which are irrelevant to education. Therefore, by cutting out these aspects (not defined up front and available for public debate) we justify the threatened budget cuts and still achieve a thorough and efficient education. However, this justification remains undefined and unsupported by the genuine consensus to which the document commits itself.

The Economic Policy Institute's new education spending study, "Where's the Money Gone?" presents quite a different view. We keep hearing about the rising per pupil cost of education and questionable gains in student achievement. The study, which was released this week, rejects this overly simplistic explanation of return on investment and explains school spending growth in the following terms: price inflation for goods and services purchased, new responsibilities for new programs mandated by Congress and the courts, and the cost of education for students with special needs — students who in an earlier era would not have had an opportunity for any type of education.

The Plan's method of analysis is illogical and, at times, irresponsible. We do not have a clear Plan. We would hardly expect a contractor to present us with an estimate for our signature and approval before we had agreed upon what the proposed building was to look like, how many rooms and of what dimensions it would consist, with what materials it would be constructed and a myriad of other design specifications. Yet the architects of this Plan ask the public to accept this Plan by proceeding in just this manner.

Substituting abstract models and unfounded premises for critical reflection and compelling documentation serves to hide the Plan's flaws. Its claim to equity is untenable. Remember that the formula and the rhetorical sub text suggest, on the one hand, only one thing, — a method to decrease and substantially diminish state funding for education across the board. On the other hand, it suggests another — increased property taxes for those communities who can afford more services.

Other economic forces and realities do the rest of the job. These guarantee the very opposite of what the Plan pretends. Wealthy districts who by definition have the resources to vote for educational funds to support quality education for their children will continue to do so. Those in middle and lower socioeconomic districts, in the grip of the same inexorable economic forces, will find educational improvements beyond their reach. Even if these less privileged districts value, and understand the importance of investing in education to the future of their children, they may not be able to afford it. In the narrowest definition of equity, then, — that is, by confining it to

fiscal terms, the Plan simply fails. It actually accomplishes the opposite. Similar to other negative economic trends, it widens the gap between the fewer and fewer haves and the swelling numbers of have nots.

It simply costs too much!

Sharpening our perspective causes further the discrepancies and inequities to emerge. The 19% or 16% or even the one disabled student who is by formula ineligible for state-funded resources, for instance, cannot be said to be benefiting from an equitable Plan. It will take just one case of underfunding a disabled student to fracture the State's partnership with parents of disabled children. At least the medical model and category labels give parents an understanding of the services their children need.

Implications and Recommendations

The implications for special needs children are dangerous. The Plan allows the following scenario: a district exceeds the arbitrary 10% cap on its non speech classified students. It also exhausts the standard deviation range which allows any state funding for the special needs education of some of its children. And then it has one or two or three or ten children who simply cannot be plugged into the equation. The district goes to the taxpayers to request the "excess" funds. The taxpayers decline. The Plan provides no court of appeal except the Mayor and Council. The logic of the Plan, therefore, permits a situation in which no funding is available to meet the special needs of multi-handicapped children. In less dramatic, but probably more numerous cases, it forebodes diluted educational environments for both special needs and regular students.

Whatever the final outcome of the debate on this Plan, the 5,000 severely disabled children and their parents must be assured of consistent and reliable services. Therefore, I strongly recommend that the state absorb all costs for these children, especially those children who attend the eight special service school districts. The special services school districts should be preserved and funded directly before any discussion of the equity needs among other student population.

Moral Perspective

Putting ourselves in the shoes of the disadvantaged parent whose child is not eligible for preschool, or the disabled child who must make a special claim for "excess" funding dramatizes the fundamental fallacies of this Plan. Its intellectual weaknesses speak to our mind, but its ethical implications compel our conscience to pose a moral perspective.

In The Divine Comedy, a masterpiece that forms a moral pillar of our society—indeed our civilization, Dante brilliantly illuminates the nature of wrong. Immoral acts happen when we confuse the living with the inorganic, when we treat children as if

they were numbers, or determine destinies by one's place before or after a decimal point.

This Plan suffers grievously from backward and regressive priorities. It makes money more important than serving human need. And it misnames these choices "fiscal efficiency." It makes formulas more important than questions and debates around education. Following the logic of its misplaced priorities gives us more than an average chance of spiraling down into the bottom circle of hell where Dante confines those who hold life in contempt, or not dear enough to protect and cultivate.

On its surface, the Plan is inconsistent and remiss in its failure to provide any basis for validation. Its sub-text promises budget cuts across the system, a narrow definition of what constitutes an educated person, and guaranteed inequities.

But what the Plan doesn't say is more disastrous still:

It simply costs too much!

It accents efficiency in the form of a fiscal formula, while it is silent on the value of education, on the significance of individual children, on a commitment to quality that has substance. It resoundingly proclaims the proposition that money is first and children, their educations and their futures, are second.

In the long run, this is not smart. It is surely not wise. Bottom line approaches and efficiency models may be appropriate for municipal waste management. Garbage composts to fertile matter and generates future life. Pursuit of this Plan can result in a withdrawal of commitment to all children. Neglected children become social liabilities; and costs of regeneration are burdens we bequeath to the future.

A society that elects the bottom line insures mediocrity at best. At worst, from its failure to care for vital matters... such as those of the heart — it risks moral corruption.

We do need to improve education. We do need to create equity. We also must be accountable.

But the bottom line and fiscal efficiency model is not the answer.

It simply costs too much!

Respectfully submitted by:

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Dr. John Grieco  
Superintendent, Bergen County Board of Special Services

Date: December 12, 1995

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TESTIMONY

SOUTH PLAINFIELD ADULT HIGH SCHOOL

DECEMBER 12, 1995

PHYLLIS C. MINCIELI - COUNSELOR

Thank you for affording me the opportunity to address this panel today. I don't know if what I have to say will make a difference, but perhaps some of my insights into Adult Education may shed a different light on the topic.

Before I begin, let me just give you a few statistics about the South Plainfield Adult High School program. Our program also includes English for the Foreign Born classes and Adult Basic Education classes, both exceptional programs; however, today I wish to address the Adult High School Diploma program.

Since its inception, we have graduated over 900 students. Currently, 61% of our enrollment are 18 years old or younger. Our cost per pupil is \$970. My affiliation with the program is on a part-time basis. This is my seventh year as counselor in this evening program.

Presently in my 25th year as an educator on the high school level, the hardest thing for me to still deal with is when a student gives up, packs it in and quits school with the idealistic view of getting a job and working. As we know, all too often that dream doesn't happen and they come back to visit wishing they had never left. If any of you are or were educators, you know what I am saying. But for me, working at the South Plainfield Adult High School, I have seen what can happen for some of those who left and are now given another opportunity to get that diploma and more likely to get the job they thought was so easy to obtain.

It seems to me that it has become fashionable to want to do away with programs that help people, that give people a second chance and that give people the opportunity to improve self-respect. The AHS program, in my estimation does all the above and more. Let me relate a few of the cases that I have experienced just in seven years.

There was the 28 year old mother of three stuck in an abusive marriage who is now on her own, with her children, after getting her diploma and working with the counselors who put her in touch with womens' groups. A GED would not have given her the personal counseling. Many of our graduates go on to higher education, beginning at the county colleges and have gone on to Rutgers and Kean. As a counselor I have worked with them on financial aide applications and college applications. This personal involvement is an important part of any Adult High School program. Another example is the young married man with two children, working two jobs and having trouble making ends meet, refused to apply for assistance, and on nights not working, attended SPAHS, got his diploma and is currently employed as a firefighter. Also, the number of men and women who needed a diploma, not a GED to enter the military has grown over the years. Just recently there was the 18 year old who couldn't

handle the day school, needed only to take her state licensing test to become a hair stylist and felt, because of her age, a AHS diploma was better. She is currently employed. As I speak, there is a 42 year old self-employed gentleman taking class so his children will be proud of him and he will no longer think of himself as a dropout. And perhaps the one that made the strongest impression on me, was the young lady with a learning disability, attending private school and could not pass her required English course. Left school, traveled 17 miles one way to SPAHS, received the attention she needed and was able to pass her class and graduate. She is now working full time and supporting herself. If nothing else - self respect is gained with an AHS diploma. It is earned not by 7 tests over 3 days, but worked at, homework and tests. The GED is not to be discounted, but it costs money which if given a choice, many of our students find what they feel is a better use, especially if they have children.

Adult High School students run the gamut of socio-economic, racial and ethnic groups. There is no stereotypical Adult High School student. I have met young and older, rich and poorer, daughters of politicians, self-employed people and young people, who for whatever reason, were unable to make it in the day school. Not all Adult High School young students are pregnant young women, or substance addicted juveniles or problem children. In a recent conversation with an adult who felt that her son never had any "special treatment," and did very well in high school, I responded, "But isn't it comforting to know that it was there if he did need it." Doing away with the Adult High School program is not the answer, if we think it will keep young people in school.

I applaud Governor Whitman's proposal that teen mothers must be pursuing a high school diploma in order to qualify for welfare. The AHS program, not just the GED, must be considered. I have found that many of the young people prefer the AHS diploma rather than the GED, because their peers and family look more favorable upon it. Personally, I feel that employers and colleges do also, especially with the young people. Although, maybe trivial to us, they also are proud to walk up on graduation night and receive that bound diploma. It is part of self-respect and a sense of accomplishment. I wish you could attend a SPAHS graduation ceremony. Our students are nervous, and excited. Their parents are emotional and appreciative. It has become a reality. But unless you are a part of it and have experienced this, it is impossible to understand.

The Adult High School program affords this opportunity to achieve what some felt was unachievable and gain self-respect. I hope you will consider what I have shared. The program may cost the state and local districts money, but with the jobless rate

rising in New Jersey, shouldn't we be doing something to help those who may need that little extra push? Adult High School does this.

Statement of JT Lamkin before the New Jersey Joint Committee on Education  
December 12, 1995  
Livingston, NJ

Mr. Chairman and members of the joint committee:

I am JT Lamkin, simply a taxpayer in the South Orange-Maplewood School District. In your deliberations on the Department of Education's plan, I ask you to redress the situation in which the citizens of this district find themselves. South Orange-Maplewood is the only New Jersey school district classified as a Type II with a Board of School Estimate imposed by statute. As such, the right of citizens to vote on school board budgets and capital expenditures is circumvented by the provisions of N.J.S.A. 18A:22-3 through 18A:22-6. The attached letter from the Office of Legislative Services details the history of this anomaly.

Most recently the impact of this unique circumstance manifested itself in a 6.7% tax increase, one of the highest in the state, approved by the Board of School Estimate despite unanimous objection of the Citizens Budget Advisory Boards from both townships.

Section VII of the Comprehensive Plan entitled "Unnecessary Municipal Spending on Schools" states,

*... state policies to limit and/or discourage overspending may be warranted. Such policies could include requiring voter approval of any extraordinary spending proposals and denying school boards the option of appealing rejected proposals on constitutional grounds.*

Should the legislature elect to extend these basic democratic notions to the voters, please remember that without rescission of the above sections, the citizens of South Orange and Maplewood will again be denied the liberties enjoyed by all other property owners in New Jersey.

Thank you for your time and consideration.

JT Lamkin  
201-761-6248



**New Jersey State Legislature**  
**OFFICE OF LEGISLATIVE SERVICES**  
LEGISLATIVE OFFICE BUILDING  
CN-068  
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May 2, 1995

Honorable Harry A. McEnroe  
Suite 1C  
15 Village Plaza  
South Orange, New Jersey 07079

Dear Assemblyman McEnroe:

This is in response to your request, through Kathleen Fazzari of this office, for information on the current governance structure of the South Orange-Maplewood school district.

As you know, South Orange-Maplewood is one of the few consolidated school districts in the State, and is the only school district which has a type II (elected) board of education but has the budget established by a board of school estimate. The origins of this arrangement go back to at least 1903, when the first major school law was enacted. Despite differences in terminology, the system established by that law is clearly parallel to the current school system. That law made school districts coterminous with municipalities and created what are in essence type I and type II school districts. At that time, South Orange-Maplewood would have been a type II school district, and should have had voter approval of the school budget.

This was altered in 1919, when a law was passed (P.L.1919, c.73) which provided that there is to be a board of school estimate in district's with an elected board of education:

"in every school district in the State having within its territorial limits more than one municipality and having a population by the last Federal or State census of more than ten thousand inhabitants...."

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Honorable Harry A. McEnroe

Page 2

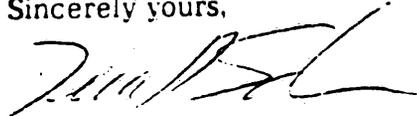
May 2, 1995

This statute may have applied to districts other than South Orange-Maplewood, because in 1933 legislation was enacted (P.L. 1933, c. 232) which clearly only applied to that district (copy enclosed). Over the years, the underlying statute has been gradually restricted and is now no longer applicable; however, the special statute for South Orange-Maplewood continues to govern that district. (N.J.S. 18A:22-3 through 18A:22-6)

It is not possible to reconstruct the purpose behind the 1933 legislation; however, the existence of the board of school estimate gives the municipal authorities greater control over the school budget than would be available to them if the budget were subject to public referendum. This would be especially true in the case of South Orange-Maplewood since the board of school estimate consists of the chief executive officer of each municipality and four members of the governing bodies along with one school board member and the board president. As for changing the system, it would seem that there are no particular educational advantages or disadvantages to maintaining or altering it. Any change would be on the basis of a public policy decision regarding the appropriate governance structure of school districts.

I hope this information is of assistance to you. Please let me know if you wish anything additional on this matter.

Sincerely yours,



Deena R. Schorr  
Section Chief

DS/mcl  
Enclosure

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## CHAPTER 232

A SUPPLEMENT to an act entitled "An act to establish a thorough and efficient system of free public schools and to provide for the maintenance, support and management thereof." approved October nineteenth, one thousand nine hundred and three.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. In each school district in counties of the first class in this State having within its territorial limits more than one municipality and having a population by the last Federal or State census of more than thirty thousand inhabitants and acting under and governed by Article VII of the act to which this is a supplement, as modified by an act entitled "A supplement to an act entitled 'An act to establish a thorough and efficient system of free public schools and to provide for the maintenance, support and management thereof,' approved October nineteenth, one thousand nine hundred and three," which last mentioned act was approved April tenth, one thousand nine hundred and nineteen, and is known as chapter seventy-three, laws of that year, as the said supplement has been heretofore amended, there shall be constituted and organized a board of school estimate to consist of the chief executive officer and two members chosen by ballot from each of the governing bodies of such municipalities or political subdivisions within its territorial limits and the president and one member of the board of education of such district chosen by ballot. Members of such board of school estimate chosen by ballot from the respective governing bodies herein provided to be represented thereon shall be so chosen during the month of January and

Board of school estimate in certain districts in first class counties.

How constituted.

When chosen.

## TESTIMONY

### COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT AND FINANCING

HERITAGE MIDDLE SCHOOL  
LIVINGSTON, NEW JERSEY

Presented by  
Betty Hudson, President  
Montclair Board of Education  
Montclair, New Jersey

Thank you for the opportunity to testify on what I believe to be the single most important matter facing the state of New Jersey. I am the President of the Board of Education in the Township of Montclair, representing 6,100 school children and 38,000 residents. My neighbors and I have been active throughout the funding discussions with the hope that our perspective would provide meaningful feedback to the Department of Education and, of course, to you. Our involvement in the process has heightened our understanding of the complexity of the problem, and an appreciation of the difficulties inherent in devising any kind of plan -- so we applaud the Commissioner for giving us something to react to. We only wish it were as easy as one basic size fits all. We, like so many others, have some real concerns that we believe transcend Montclair. Dr. Librera, our Superintendent, has touched on a few. Let me address a number of others, with the caveat that trying to look at this plan without the missing pieces of curriculum standards and special education is like trying to build a stool without knowing how long each leg is supposed to be.

We in Montclair have great difficulty with any formula which sets a minimum level or "critical mass" threshold of at-risk children in a school district for that district to receive at-risk aid -- as if an individual child's needs would be less acute because there are a few less children, like him or her, in a given district. Applying the draft plan's formula to Montclair, we fall just below that threshold and would, therefore, lose the at-risk aid we now receive -- approximately a million dollars, an amount that has not changed for four years, despite an increased number of students. The state should fund at-risk children, not at-risk districts. Without the intervention and help now, tragically, we might qualify for this aid in a few years.

We believe the plan needs clarification around the issue of inclusion. We are working hard to implement a successful inclusion program in our schools and are quite proud of our progress. The State Department of Education affirmed our leadership in this area when they co-sponsored an institute we organized on the subject this past summer. The reality is that properly done, inclusion is better for special needs children, appropriate for other children in the classroom, and ultimately less costly to the entire system -- but any funding approach that doesn't clearly address the requirement for appropriate in-classroom support for this approach will ultimately result in a substandard experience for everyone involved.

We are also extremely frustrated by the suggested manner in which

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. . . more

prekindergarten or early childhood education programs would receive aid. For more than 20 years, Montclair has been one of the few districts in the state to provide all-day prekindergarten education because we know what common sense and educational experts tell us -- the earlier children are in a learning environment, the better they will do -- and the lower the long-term costs of remediation. Our internationally recognized program is today at-risk of being ended because of funding and space problems. We are chagrined by the document's implication that only those districts with the at-risk profile will get aid for such a program when early childhood education is essential for all communities. By the way, we could use your help right now in getting legislative clarification as to our ability to charge tuition on a sliding scale basis since the State Department of Education issued a ruling that undid our successfully implemented tuition program just this past year.

Overall, we're having a hard time reconciling the oft stated desire of our state leadership to encourage school districts to find new and better models to deliver educational services to children with the highly formulaic approach we see in this document. We don't see the concept of incentives addressed. We, for example, agree that appropriately constructed larger school districts could make a great deal of sense for the state. We've tried very hard to find ways to partner with our neighboring districts, but frankly, this won't happen in our lifetime unless you come up with a way to reward -- rather than punish -- districts that develop collaboration initiatives. And, as many of you know, we are a school district that has been a model for desegregation throughout the country. For twenty years, we have been struggling with important issues while others have not yet even begun. One would think that New Jersey, with its deplorable record of being ranked fourth from the bottom nationally in successfully integrating its schools, would incorporate funding incentives to school districts which can demonstrate meaningful desegregation programs.

Montclair is a below state average school spending district with a 25% above average property tax burden. We are struggling to preserve the quality of our innovative, nationally recognized magnet school system. But I said at the beginning, it's certainly not just about Montclair. We believe that we are representative of the kind of creative thinking and solutions available throughout this state that people who care about children and education can and do produce if we are not forced into a cookie cutter model that ignores our differences.

In the report, it says there is too much attention given to process and not enough to results. We totally agree, and challenge the state to heed its own words.

Thank you for listening.

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Joint Public Hearing Before the Senate Education Committee and  
the Assembly Education Committee  
12/12/95

Heritage Middle School, Livingston, N.J.

"The Comprehensive Plan for Educational Improvement and Financing"

Testimony: Dr. Anthony Del Tufo, Member Livingston Board of  
Education

Good afternoon. My name is Dr. Anthony Del Tufo and I represent the Livingston Board of Education. We support the position put forth by NJSBA. I have been a board member for eleven years and have made a major commitment of time and energy to working with other board members, and the administration and staff of the Livingston Schools, to help create one of the premier districts in the state of New Jersey. Without being immodest, I believe that Livingston is truly a model of what excellence in education can be. The state report card data which came out this week ranks Livingston as one of the top districts in pupil performance at all levels of the school system: elementary, middle and high school. In fact several articles about Heritage Middle School, this very school, were published just a week ago, in the Star Ledger, highlighting the quality of the school program and the extensive services we provide for our students.

I truly believe that implementation of this proposed Comprehensive Plan will have a devastating effect on the quality of the program and services that the Livingston School District could continue to deliver. In fact, let's compare this middle school - Heritage - to the model middle school outlined in the plan. We

services we provide in the arts, in technology, in basic skills, in gifted education, in physical education are not extras - they are essentials. Frankly, we think that the support we offer in all our programs in fact holds down costs in other areas. For example, the State Department did highlight Livingston in a positive sense - and we here in Livingston don't often hear that these days - when it made reference to our low percentage of special education students. (The state plan calls for a target of 10% and Livingston is at 7.9%.) We believe it is precisely because we spend more on supervision, on administration and particularly support programs that we have less need to classify students.

It is our contention that the state's definition of equity would force the top performing districts to come down to some artificial and shrinking middle level; and that this goal is misguided. The State's effort should be focused on recognizing the lighthouse districts' efforts and providing support for the poorer performing districts so that they can be elevated to a higher level. We believe the Commissioner's plan will do far more to reduce the quality of educational programs and services than it does to bring about equity. We look to the Commissioner for educational leadership - not political decision making.

As one of the districts that has resources to provide an excellent program, we are sympathetic to the needs of districts that do not have such resources. We do not ask that you divert resources from those districts to help Livingston. We do ask that you not destroy the quality programs we have built.



**NJ EDUCATIONAL MEDIA ASSOCIATION OF NEW JERSEY**

% media center montclair state college upper montclair nj 07043

Thank you for this opportunity to testify. I am Dagmar Finkle, president of the Educational Media Association of New Jersey which represents more than 1200 school library media specialists, K through 12 and Vo-Tech High Schools.

The Comprehensive Plan for Educational Improvement and Financing, as submitted by Commissioner Leo Klagholz, attempts to establish a foundation to implement a "Thorough and Efficient" education for all children in the state of New Jersey. We are encouraged to note that school libraries staffed by certified school library media specialists and library aides are included.

However, there are some areas of this document for which clarification is needed. They are as follows:

1. What portion of funding has been allocated to school library media centers for resources in all formats, such as books, equipment, software, library supplies? While costs for classroom supplies, textbooks, and equipment have been noted, funding for resources which support all curricula, all students, and all staff in this cost effective central location has not been included.
2. What portion of funding has been allocated to school library media centers for computers and other technology hardware? While funding for classrooms has been established at 1 computer for every 5 pupils, no such criteria for library media centers has been proposed. Even if classrooms have access to technological resources, the library media center is the logical site for networking these technological resources.
3. All three grade level models developed by the Department of Education are insufficient to meet the needs of a "Thorough and Efficient" education. These models do not reflect either the actual needs in school districts or the present realities of most school districts throughout New Jersey. Those models should be adjusted to reflect recommended staffing as noted on page 9.29 of the Educational Media Association of New Jersey *Library Media Program* model which states "at minimum, a certified library media specialist who is a member of the teaching staff must be available to students and staff at all times when classes are in session."
4. Although the roles of the library media specialist at the elementary level are different from the middle school and high school in curriculum content, they are not any less labor intensive. Teaching younger students is not less teaching or preparation. Why does the Department of Education use a different salary based on the grade level of the students rather than the educational level of the teacher?



## EDUCATIONAL MEDIA ASSOCIATION OF NEW JERSEY

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While the inclusion of certified staff, specifically the school library media specialist, is commendable, it is evident that a lack of acknowledgement exists regarding the three major roles of the library media specialist: teacher, information technology specialist, and instructional consultant. The fact that the position of the school library media specialist in the elementary school model is designated at half-time for 500 students is reminiscent of inadequate programs of the past. Following this model with an assumed enrollment of 500 students and an average class size of 21 students in grades K - 3, we now have 23 classes with possibly one special education class of 7 students coming to the library media center in 2 1/2 days or, to put it in another way, approximately 30 minutes per group of students (or 1.3 minutes per student for one on one instruction). In actuality, these would be 24 different groups scheduled into the library in the traditional schedule of providing coverage for teacher preparation time which results in isolated skills classes and book selection. This leaves no time for teacher collaboration, management of the library media facility, or implementation of programs. In addition, a schedule of this sort limits every elementary student to a maximum of 30 minutes access to their library and denies them opportunities to satisfy individual access to information.

Research has long recognized the impact on academic achievement of library programs which support curriculum at time of need, meeting students not only in large class situations, but in small groups and also on an individual basis, and meeting them as often as needed to attain the educational goals desired. As technological resources are available in the library media centers, it is even more vital that certified school library media specialists be available for collaboration with teachers to implement instruction on all days that schools are in session.

A part-time position at the elementary level in effect closes the library by eliminating the one person who can most effectively guide students and teachers to their information needs. The result is limited access to library resources. Since the most logical hub for networking CD-ROMS and on-line databases is the library media center, monies would be spent on technology that would be used effectively for only half the time. If the goal of the Department of Education is to provide "Thorough and Efficient" education, students must have access to the professionally staffed library media center at point of need.

Finally, what system of checks and balances does the Department of Education plan to implement to guarantee that the funds provided to the district are used for staffing and resources as defined in this model?

Legislation which you prepare to implement the Commissioner's proposal should reflect the changes which I have recommended.

Thank you.

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**SPAN**

Statewide Parent Advocacy Network, Inc.

**TESTIMONY ON THE COMPREHENSIVE PLAN FOR  
EDUCATIONAL IMPROVEMENT AND FINANCING**

Submitted by the Statewide Parent Advocacy Network

December 12, 1995

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STATEMENT OF DIANA MTK AUTIN  
ON BEHALF OF THE STATEWIDE PARENT ADVOCACY NETWORK  
ABOUT THE STATE EDUCATION DEPARTMENT'S  
COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT AND FINANCING

December 12, 1995

Thank you for the opportunity to testify this afternoon on behalf of the Statewide Parent Advocacy Network (SPAN), of which I am the Executive Co-Director. For nine years, SPAN has been the federally-funded parent training and information center for New Jersey, providing training, information, technical assistance and support to families of children with disabilities, special health needs, and special emotional needs. Now SPAN is expanding our work to assist families of all children in New Jersey to obtain a thorough, efficient, quality education for their children. We strongly support educational policies, practices and funding that will provide all New Jersey children with the inputs necessary to help them reach their maximum potential; that is why we strongly oppose the State Education Department's Comprehensive Plan for Educational Improvement and Financing. The funding proposal is clearly intended to **reduce** the state's commitment to education, in spite of its rhetoric.

**Ten Essential Elements to Quality Education**

Research and practice have identified ten essential elements to quality education. (1) In our testimony today, we will analyze the proposed Comprehensive Plan against those essential elements.

1. Children need parents, advocates and concerned educators involved in all decisions affecting their education.

Children benefit when parents work closely with administrators and teachers; effective schools reach out to involve parents through words and action. Such schools use the language of caring, which takes into consideration the social and economic hardships so many families must endure; the language of competency, which tries many ways of teaching a child before declaring failure; and the family's own language, which demonstrates a commitment to inclusiveness. Such schools take the time necessary to involve parents in their own children's education as well as in the life of the school, providing many opportunities for parent development as well as many forums for supported participation. When parents move comfortably through a school's physical and social structures, their contributions help to close large gaps between culture, language and life experience. Positive school climate and the success of the instructional program are strongly supported. Along with genuine parent participation comes many benefits for students -- improved attendance and academic achievement and more positive expectations and attitudes toward school.

An optimal funding formula would provide sufficient funds for parent development, school-family liaisons, and parent/school/ community meetings and activities, not just token amounts for districts eligible for at-risk funding. It would provide sufficient funding to ensure that schools and districts are able to take the time and implement the activities that engage families and communities in the life of schools. An optimal funding

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(1) See The Good Common School: Making the Vision Work for All Children. National Coalition of Advocates for Students (1991).

formula would provide sufficient funding to ensure that teachers can meet with parents to develop, review and revise Individualized Education Plans, related services providers can meet with parents to discuss a student's progress and ways to work on IEP goals at home, and that every school has staff dedicated to this purpose. **This proposal does not.**

2. Children benefit from integrated, heterogeneous settings that are responsive to different learning styles and abilities.

Equal educational opportunity is a basic promise of U.S. public education, and of New Jersey's constitution. Effective schools for all children ensure that every child has full access to the same body of knowledge. Children who are "different" are not prepared for less satisfying futures. These schools do not sort students by race, ability or disability; they group children of differing needs, ability and interests together for instruction -including children with disabilities to the maximum extent appropriate given their needs. But they also acknowledge that heterogenous grouping practices create greater complexities for teachers. Thus, teachers are provided with supports such as classroom aides, appropriate books and materials, consulting or resource teachers, and classes small enough to allow them to address the individual needs of each child in their classroom.

An optimal funding proposal would provide schools with classroom aides, team teachers, and flexibility to implement effective teaching strategies that require more than one teacher to every 21-23 students. **This proposal does not.** The proposal asserts that it will help reduce oversegregation of children with disabilities by providing placement-neutral funding for special education. SPAN appreciates the major step taken by the Commissioner in publicly acknowledging the inequities in the current special education funding system and identifying the need to reduce unnecessary segregation of classified pupils and to provide aid to support classified pupils in regular classes. SPAN supports the proposed elimination of the current program-weighted pupil count, which links funding to placement and disability category. Aid should not be linked to placement and must allow districts to provide quality special education services in all continuum placements, including the general education classroom. Under the proposal, the state would cover the "full excess cost" of special education by providing a "single cost estimate for non-speech special education programs," rather than the current 16 different "excess costs" categories. However, the proposal falls far short of an optimum special education funding formula, because it:

- Discourages districts from identifying, classifying and providing appropriate special education services to children with disabilities once they reach the 10% cap, regardless of the child's disability and special education needs;

- Eliminates the due process and participation rights of parents of children with speech and other disabilities by "folding" them into general education funding and not classifying them; services to these children will be able to be reduced or eliminated at the sole discretion of the district, because they will no longer have IDEA protections (for at least some of these children, this proposal will violate IDEA);

- Discourages districts from providing sufficient and appropriate services to such children by not providing sufficient funds to districts in the general education formula to meet their specialized and remedial needs; and

- Discourages districts from providing sufficient quality services to children, especially those with more significant disabilities, by providing only one alarmingly low "excess cost" rate regardless of the nature and intensity of services required.

An optimal special education funding plan would provide sufficient reimbursement for special education in light of the nature and intensity of services required, regardless of placement. **This proposal does not.** Effective state monitoring and enforcement, not an arbitrary cap, is the appropriate tool for ensuring that students are not unnecessarily identified or classified. And providing sufficient funding for services to special education children in general education classrooms, and effective state technical assistance, monitoring and enforcement, are the appropriate tools for ensuring that classified children are served appropriately in the least restrictive environments in which their needs can be met.

3. Children need comprehensible, culturally supportive, and developmentally appropriate curriculum and teaching strategies.

At effective schools, fluency in a second language is prized, whether the language is learned before or after English. When children speaking a first language other than English need separate instruction in English, they are instructed in their first language while learning English until they can move into the mainstream without ill effects on their academic achievement. At such schools, multiculturalism is a primary goal. Because cultural differences are highly valued, students enjoy learning about how others live. Multicultural education enriches the life of every student and provides children with a strong foundation of skills to live successfully in a global community.

An optimal funding formula would analyze the needs of students and families with limited English proficiency and identify the funds necessary to meet those needs. **This proposal does not.** It simply continues the existing funding approach for bilingual education, without any effort to determine the adequacy of the current program or funding. It provides no funding for second language instruction in the early grades when students are quickest to pick up new languages. And it fails to ensure access to second-language instruction for students with disabilities who are unable to score high enough on standardized tests to "win their way" into second-language classes.

4. Children need an equitable opportunity to acquire the knowledge and skills they need to succeed in life.

Every teacher in effective schools shares a strong belief in and commitment to the academic and social success of every student. The school curriculum is powerful and rich with meaning. It is organized around central themes and concepts, providing multiple entry points so that children of differing abilities may participate. The curriculum is complex and challenging, supporting the capacity of children to think more deeply.

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The role of the arts in enriching the lives of children and adults is acknowledged. Children are encouraged to apply all that they learn to their daily lives. Classrooms are highly interactive. Teachers provide opportunities for children to work together in small group settings where they can inquire into subjects that interest them deeply. Group-centered learning processes support students as they develop basic and higher-order skills, including the capacity to analyze and evaluate their own learning and to challenge themselves and others. Such groups also provide chances for children to strengthen their social skills. Children develop individual skills and learn to work collectively toward common goals. Other strategies include cross-age and peer tutoring.

An optimal funding formula would further the ability of schools and educators to create and support highly interactive classrooms, modify the curriculum and instructional materials to meet the needs of children with disabilities or other special learning needs, and work with children intensively to strengthen their social skills. **This proposal does not.** Instead it contains "...assumptions...concerning the general types of programs, services, activities and materials that are needed to foster students' achievement of the curriculum standards," without identifying the research or factual basis for those assumptions. This is policy-making by anecdote.

5. Children need broadly-based assessments of their academic progress and grading structures that enhance individual strengths and potential.

At effective schools, there is a prevailing assumption that every child has special talents and strengths, along with weaknesses. Human growth is understood to be an uneven, highly individualized process. Teachers take time and use their ingenuity to identify and build on individual strengths, using them to leverage growth in other areas so that each child can develop to their full potential. Parents and educators have useful information gained through a variety of assessment strategies on which to base future instruction. They know that standardized tests do not provide information on which to base future decisions. No important educational decisions about a child are made solely on the basis of a standardized test score. A variety of approaches are used to assess and document a child's strengths and weaknesses, including student portfolios, performance tasks, student exhibitions, structure classroom observations, and conferences with families. Because teachers and administrators understand that children progress at different rates, the school's grade structure provides opportunities for flexible, multi-age grouping. Mixed-age grouping guards against tracking or grade retention and encourages teachers to work with each pupil as an individual.

An optimal funding proposal would contain financial support for districts and schools to develop, implement, analyze and revise more meaningful assessment plans. **This proposal does not.** Rather, it provides rewards for schools and districts based on standardized test scores, perpetuating our state's undue reliance on this one form of assessment.

6. Children need a broad range of support services that address individual needs.

Effective schools have well-developed guidance and counseling programs. School counselors help teachers design and implement classroom activities that strengthen students' academic, social, personal and career development skills. They met individually or in small groups with students referred by parents, teachers or themselves. Counselors are an important source of support and encouragement to parents and teachers. They establish strong linkages with community service providers to connect students and their families with a variety of services.

An optimal funding proposal would provide significant funding for support services for children and their families. **This proposal does not.** On its face, the proposal woefully underfunds support services for children, and provides no funding for support services for families.

7. Children need schools that are safe, attractive and free from prejudice.

Effective schools pride themselves on being inclusive, democratic communities of children and adults. They seek to become a special kind of community, quite different from the often exclusionary ethnic and racial neighborhoods that surround them. At these schools, diversity is the norm. What's fair for one is fair for all. The principal treats other adults and children respectfully and expects each member of the community to respect each other's human dignity. Abusive treatment of others is not tolerated; there are clear consequences if it occurs, whether perpetrated by students or staff. At these schools, it is recognized that the physical facility sends strong messages to students and families about their worth and the value that their community places on education. Thus, the physical facility is well-maintained, inviting, and accessible to students and families with physical challenges.

An optimal funding proposal would provide funds for implementation of effective programs to address prejudicial attitudes and practices toward children based on race, disability, etc. It would provide funds to reward districts for desegregation and supported inclusion efforts. It would provide sufficient funds to bring all schools up to decent standards, and to make all schools accessible. **This proposal does not.**

8. Children need to be able to attend school unless they pose a real danger to other children or school staff. If they are temporarily excluded from school, they are provided with appropriate alternative instruction and services to help them deal with the underlying causes of their inappropriate behavior.

Effective schools develop discipline codes with the full participation of parents, staff and children when appropriate. The code sets out expectations for appropriate behavior, as well as well-defined offenses with clear consequences, both positive and negative, for appropriate and inappropriate behavior. The severity and type of "punishment," or consequence, is appropriate to the misbehavior. Positive interventions are utilized to solve underlying problems and minimize the likelihood for repeat offenses. The discipline code is enforced fairly and consistently. Students' due process rights are observed. The use of out-of-school

suspensions is minimized, and in-school suspension programs allow students to continue their regular classroom work for credit. In or out of school suspensions are utilized only so long as necessary for "cooling down" or problem-resolution purposes, and children are provided with assistance to reintegrate into their regular classroom upon their return.

An optimal funding proposal would provide funds for conflict resolution, peer mediation, the development of positive behavioral support plans, and other programs that can help reduce inappropriate behavior. It would provide funds for in-school suspension programs, quality alternative education programs for "expelled" students, and other programs to address the needs of children who exhibit inappropriate behavior. **This proposal does not.**

9. Children need to be taught by teachers who hold high expectations for all students, and who are fully prepared to meet the challenges of diverse classrooms.

At effective schools, teachers are convinced that all students can learn. They no longer aim instruction toward a mythical "average" learner or declare students who don't fit the mold as "failures." Instead, teachers try a variety of teaching strategies until they discover one that best meets the child's needs and learning styles. These teachers don't pre-judge children's capacity on the basis of the previous year's experience. They consciously seek out students who may need help but are not assertive enough to ask for it. All children are called on in the classroom and receive equal praise from teachers. Children's successes are celebrated, even the small ones. Continued education for teachers is encouraged. Opportunities for teachers to come together to reflect on practice, share information, and engage in other team-building activities are provided.

An optimal funding proposal would provide significant funds for professional development; it would adequately fund the state's "comprehensive system of professional development" required by the Individuals with Disabilities Education Act, which mandates a system to train all professionals who work with children with disabilities, provide them with strategies that have proven effective through pilots and research, and ensure that those promising practices are implemented. **This proposal does not.** It minimizes the need for professional development by allocating a miserly 2% of salaries for professional development and only one substitute day per teaching position for out-of-district offerings, at a time when it is widely recognized that increased professional development is crucial to ensure that "all children," especially children with disabilities, reach their full potential.

10. Children need an equal educational opportunity supported by the provision of greater resources to schools serving students most vulnerable to school failure.

States that are truly dedicated to educational equity have state laws that equalize educational opportunity by increasing funding for poor districts and districts with greater numbers of children with special needs, including disabilities, rather than forcing wealthy districts to lower expenditures. A key tenet of educational equity philosophy is that no child's school success should be limited by where he or she lives or their

special needs; thus, funds are allocated to districts and schools on the basis of students' particular needs. This is the cornerstone of the New Jersey Supreme Court's decision in Abbott and the Congress' intent in providing additional funds to districts to meet the needs of children with disabilities.

An optimal funding formula would achieve parity in general education spending between special needs districts and high wealth districts, and it would provide adequate supplemental funding, based on careful studies of the costs of necessary programs, to meet the special educational needs of disadvantaged students and students with disabilities. **This proposal does not.** Rather, as noted by the Education Law Center, it "start[s] with a decision about available funds and, from that, back[s] into an educational program that might be purchased for the available amount." As stated by the Arc, it "reflect[s] alarmingly low anticipated excess costs" for special education. And as Emerson Dickman articulately observes, "[c]onjecture and assumption, couched in authoritative sounding rhetoric, establishes the shallow footings upon which the architecture of this elaborate plan depends."

### Conclusion

While espousing "educational equity," this plan does not provide the building blocks necessary to truly achieve educational equity and excellence for New Jersey's children, particularly those with the greatest needs due to disability, poverty, and discrimination. The Statewide Parent Advocacy Network urges you to reject this ill-advised plan and start over to develop a plan that has a realistic chance to meet the lofty goals espoused by the proposal. SPAN is eager to work with you to fashion such a plan and ensure its effective implementation.

# **Library Media Program**

**Catalyst for Efficient Implementation**

**of**

**Core Curriculum Content Standards**

**K - 12**

**Draft Version**

**Revised, October, 1995**

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# **Library Media Program**

## **Catalyst for Efficient Implementation of Core Curriculum Content Standards, K - 12 to be included as Section IX**

### **INTRODUCTION**

Model schools of the 21st century offer students the opportunity to use "the best ideas of the past, the living concepts of the present, and the dynamic speculative visions of the future."<sup>1</sup> School library media centers by definition are the embodiment of that very concept.

As the teacher's role has been shifting from presenter of facts to facilitator of active learning, the range of resources required beyond the textbook has been increasing dramatically. Professionally managed school library media centers provide an organized, cost-effective system of information, databases and literary resources with equitable access at the student's point of need.

The instructional standards/goals of the library media program specifically address information literacy:

1. The student will be able to locate, select, and retrieve a variety of print materials for reading.
2. The student will be able to develop strategies for effective information retrieval and management.
3. The student will be able to locate, select, and retrieve information.
4. The student will be able to understand, analyze, evaluate, synthesize, and apply appropriate information effectively.
5. The student will be able to access technological resources independently.

In addition, the center/program provides students and staff with a wide variety of literature experiences.

The purpose of this paper is to provide Chapter 9 of the Core Curriculum Content Standards because the library media professional plays a major instructional role in all content areas. This document was prepared by school library media specialists throughout the state of New Jersey under the leadership of the Educational Media Association of New Jersey (EMAnj).

## PHILOSOPHY

School library media centers embody the school's philosophy of implementing, developing, learning, enhancing, and promoting critical thinking skills, lifetime learning, and the basics of information literacy, writing, and computation in all formats, including print, multimedia, and technological resources.

An effective library information skills program is an integral part of the total educational program, teaching students the basic processing skills necessary to connect them with information and ideas in all subject and interest areas. Development of these skills involves the collaborative efforts of certified library media specialists, administrators, classroom teachers, technology coordinators, computer teachers, parents, and students as active partners in the educational process, thus reinforcing the value of literacy and life-long learning.

“At the very highest level, there is more than an integral curriculum; the overall school curriculum is actually information based and the LMC [Library Media Center] becomes as common a setting for content learning as the classroom.”<sup>2</sup>

## MISSION STATEMENT

*"America 2000: An Educational Strategy*, released by President Bush in April, 1991, is a 'long-range plan to move toward national educational goals adopted by the President and governors' at the Charlottesville Educational Summit in 1990. . . *America 2000* includes the development of 'New American Schools'. . . [specifying] that each 'New American School shall be networked to share information, resources, and ideas using technologically advanced library media centers as its information technology hub'."<sup>3</sup>

The mission of the library media program is to ensure that students and staff are effective users of resources, ideas, and information and to promote in our youth the powers of literacy and competencies to function effectively in the workplace of the the 21st century. This mission recognizes the essential role of the school library media program in the educational process as a catalyst for all academic instruction and a dynamic force for excellence in education.

In support of this mission, the library media program will provide

- intellectual and physical access to a "super catalog" of a well-rounded multimedia collection;<sup>4</sup>
- standards of instruction and design assessments to foster competence, aesthetic appreciation and a lifelong interest in reading, viewing, listening, and effectively using ideas and information;
- opportunities for an active partnership with parents, teachers, computer experts, and administrators infusing common instructional goals and fully integrating the library media program into the curriculum;
- a dialog and partnership among the library media specialists, administrators, teachers, parents, and the business community with a commitment to providing universal and unrestricted access to a plethora of information and ideas.<sup>5</sup>

These provisions are documented in the latest embodiment of national standards, *Information Power: Guidelines for the School Library Media Programs (1988)*, which reviews in depth all aspects of the library media program.<sup>6</sup>

## MISSION STATEMENT

### A. Research Finding:

Information literacy is defined as the ability to use information purposefully and effectively. Integrated instruction of information skills has a significant positive impact on students' abilities to use a range of information skills to solve particular information problems. "...the closest correlation to high scores on college entrance exams is not per-pupil expenditures for instruction, teachers' salaries or textbooks. Instead, by a wide margin, it is the number of local tax dollars spent per pupil on library/media centers." The Kirk and Kulthau studies also point to the value of both a process approach and an integrated approach to information skills instruction.

### A. References:

- Bainbridge, William. "Library Expenditures: No. 1 Factor in Success." *School Board Notes*. NJSBA, March 9, 1995.
- Kirk, Joyce; Poston-Anderson, Barbara; and Yerbury, Hilary. *Into the 21st Century: Library and Information Services in Schools*. Sydney: Australian Library and Information Association, 1990. pages 2-3.
- Kulthau, Carol C. "The Information Search Process: A Summary of Research and Implications for School Library Media Programs," *School Library Media Quarterly* 18 (Fall, 1989): 19-25.

### B. Research Finding:

"Since classrooms cannot serve as the repositories of all the information students will need to successfully complete their assignments, a natural instructional partnership between school library media specialist and faculty is likely to develop."

### B. Reference:

- Craver, Kathleen W. *School Library Media Centers in the 21st Century Changes and Challenges*. Westport, CT: 1994. page 122.

## LIBRARY MEDIA PROGRAM INSTRUCTIONAL STANDARDS AND GOALS

The Educational Media Association of New Jersey's *Curriculum Development Resource Guide* provides sample standards/goals, objectives, and activities which demonstrate the infusion of library resources and information skills into all curriculum areas, as advocated by *Information Power*.<sup>7</sup>

As in the Content Standards, the Library Instructional Standards/Goals provide an opportunity for cooperative learning.

No one classroom can possibly contain a wealth of literature to promote voluntary reading amongst students, the value of which remains unquestioned. Stephen Krashen's report, *The Power of Reading*, provides a powerful argument that

- voluntary reading is the best predictor of reading comprehension, vocabulary growth, spelling ability, grammar usage and writing style;
- access to school media centers results in more voluntary reading by students;
- the presence of a school library media specialist makes a discernible difference in the amount of reading done;
- larger school library media collections and extended hours tend to increase both circulation and the amount read.<sup>8</sup>

No one classroom can possibly contain all the current resources needed to teach the students in that classroom. A thorough education can only be achieved through the informed and competent use of multiple tools and sound information management strategies.

## **DIRECTIONS FOR USE OF STANDARDS AND GOALS**

The standards and goals (the next five pages) have multiple choices of words which, when selected, are further explained through a stated objective with a correlating sample activity. Each generic standard is supported by examples of implementation objectives within specific curriculum areas and activities. These may be adapted, extracted, implemented, shared or included as the need arises. Marginal notes offer alternatives of topics, resources, and activities for use with particular grade levels.

# STANDARDS/GOALS SAMPLE OBJECTIVES / STUDENT ACTIVITIES

## STANDARD/GOAL:

Given K - 12 instruction by the library media specialist, the student will be able to locate, select, and retrieve a variety of printed materials for reading.

### Example Objective:

The student will demonstrate an appreciation of reading as a major source of information.

#### Sample Activity:

*Given instruction by the library media specialist on the variety of nonfiction books available, the student will select an appropriate pet care book.*

### Example Objective:

The student will demonstrate the ability to recognize unique features of materials in special collections.

#### Sample Activity:

*Given instruction by the library media specialist on the vertical file, the student will select materials on current NASA developments.*

### Example Objective:

The student will choose reading as a regular leisure-time activity.

#### Sample Activity:

*Given instruction by the library media specialist, the student will select books and magazines which are age and interest appropriate.*

#### Sample Activity:

*Given instruction by the library media specialist, the student will participate in an optional reading program requiring X minutes of non-curricular related reading per day.*

## TOPICS:

Animals  
Dinosaurs  
Fairy Tales  
Famous People  
Great Disasters  
Historical Fiction  
Pets  
Science Fiction  
Science Topics

## RESOURCES:

Journals  
Magazines  
Newspapers  
Books, Fiction  
Books, Nonfiction

## ACTIVITIES:

Reading Programs  
Open Circulation  
Field Trips  
School-wide Motivations

**STANDARD/GOAL:**

**Given K - 12 instruction by the library media specialist, the student will be able to develop strategies for effective information retrieval.**

**TOPICS:**

Animals  
Architecture  
Countries/States  
Community helpers/Careers  
Science topics  
Regions  
Weather  
Ecology  
Environmental concerns  
Endangered species

**RESOURCES:**

Computerized catalog  
CD-ROM  
Encyclopedia  
Picture dictionary  
Children's Magazine Guide  
Weekly Reader-type newspapers

**ACTIVITIES:**

Webbing  
Mapping  
Locating information  
Using multiple sources  
Creating modified citations

**Example Objective:**

The student will demonstrate the ability to develop specific search strategies in order to locate information.

*Sample Activity:*

*Given instruction by the library media specialist on periodical index searching, the student will develop a key word / descriptor list in order to locate information concerning the controversy surrounding some rap groups.*

**Example Objective:**

The student will demonstrate the ability to develop a working strategy for gathering information on a chosen topic from multiple resources.

*Sample Activity:*

*Given instruction by the library media specialist on developing a pathfinder, the student will develop a list of specific descriptors and resources to be used as part of the research process.*

**Example Objective:**

The student will demonstrate the ability to develop a working bibliography of articles while preparing a research paper.

*Sample Activity:*

*Given instruction by the library media specialist on the proper format for citations of multimedia resources, the student will identify information necessary for citing articles about current world political turmoil while preparing a research paper.*

**STANDARD/GOAL:**

**Given K - 12 instruction by the library media specialist, the student will be able to locate, select, retrieve information.**

**Example Objective:**

The student will demonstrate the ability to locate biographical information.

*Sample Activity:*

*Given instruction by the library media specialist on the library's biographical and nonfiction reference resources, the student will locate biographical information about a mathematician.*

**Example Objective:**

The student will demonstrate the ability to retrieve information about world cultures.

*Sample Activity:*

*Given instruction by the library media specialist on subject classification of nonfiction materials, the student will locate and retrieve related information on the Chinese New Year celebration.*

**Example Objective:**

The student will demonstrate the ability to retrieve historical information.

*Sample Activity:*

*Given instruction by the library media specialist on subject classification on nonfiction materials, the student will locate and retrieve related information about the development of a specific sport.*

**Example Objective:**

The student will demonstrate the ability to select an appropriate book.

*Sample Activity:*

*Given instruction by the library media specialist on searching for historical fiction on a card / computerized catalog, the student will select an appropriate book.*

**TOPICS:**

Inventors  
Presidents  
Pop culture  
Sports figures  
Scientists  
Holidays  
Costumes  
Customs  
Food  
Celebrations  
Flags  
Transportation  
Health

**RESOURCES:**

Encyclopedia  
Almanac  
Thesaurus  
Atlas  
Biographical dictionary  
Specialized encyclopedia

**ACTIVITIES:**

Brainstorming  
Grouping  
Identifying

**STANDARD/GOAL:**

Given K - 12 instruction by the library media specialist, the student will be able to understand, analyze, evaluate, synthesize, and apply appropriate information effectively.

**TOPICS:**

Colonial life  
Historical fiction  
Historical eras  
Plant growth  
Elections  
Early settlers  
Community life  
Family life

**RESOURCES:**

American Girl series  
Crabtree series  
Early Settler Life  
Historic Communities

**ACTIVITIES:**

Sorting, analyzing, interpreting  
Charts, graphs  
Election results  
Growth comparison  
Evaluation of sources based on  
information content  
Time lines

**Example Objective:**

The student will demonstrate the understanding that reading historical fiction and narrative nonfiction will provide greater insight into the actual living conditions of a specific time period.

*Sample Activity:*

*Given booktalk presentations by the library media specialist, the student will select books for independent reading in order to broaden his/her understanding of that time period.*

**Example Objective:**

The student will demonstrate the ability to analyze current statistical information.

*Sample Activity:*

*Given instruction by the library media specialist on using certain statistical resources, the student will analyze (geographical distribution / increased incidence) of Lyme Disease in New Jersey.*

**Example Objective:**

The student will demonstrate the ability to compare and contrast literary forms.

*Sample Activity:*

*Given instruction by the library media specialist on comparing information gathered from several resources, the student will contrast literary treatment of women in Gothic novels with treatment of women in contemporary literature.*

**Example Objective:**

The student will demonstrate the ability to interpret the formulas used by newspapers.

*Sample Activity:*

*Given instruction by the library media specialist on decoding the stock market pages of the newspapers, the student will participate in the Stock Market Game.*

**STANDARD/GOAL:**

Given K - 12 instruction by the library media specialist, the student will be able to access technological resources independently.

**Example Objective:**

The student will demonstrate the ability to retrieve information, both text and graphic.

*Sample Activity:*

*Given instruction by the library media specialist on (CD-ROM / online / DIALOG / NJLink / Internet / database ) searching, the student will retrieve information, both text and graphic, on (artist / artist of the Renaissance Period / cartoonist / designer of fabric and textiles).*

**Example Objective:**

The student will demonstrate the ability to produce a multimedia report or project.

*Sample Activity:*

*Given instruction by the library media specialist on retrieving, evaluating, synthesizing, and inserting text, graphics, sound, and movies into a multimedia report, the student will complete and present a (report / project) as assigned, i. e., about the rain forest.*

**TOPICS:**

Maps  
Rainforest  
Endangered species  
Animals

**RESOURCES:**

Technology  
Computerized catalog  
CD-ROM  
Atlas  
Encyclopedia  
Almanac  
Laserdiscs  
Computer programs

**ACTIVITIES:**

Project Zoo  
HyperStudio  
Science and social studies  
Laserdiscs  
MediaMAX

## **CORE CURRICULUM INTERRELATIONSHIP**

The matrix which follows provides a quick overview of the interrelationship between the standards and performance indicators of the eight defined sections of the Core Curriculum Content Standards draft and the Library Media Program Instructional Standards and Goals.

**Core Curriculum Standards**

**Library Media Program Standard/Goal: The student will be able to locate, select, and retrieve a variety of print materials for reading.**  
 (Print rich environment: fiction, nonfiction, newspapers, journals, magazines)

*Standard Numbers - Performance Indicators*

Visual and Performing Arts

1-4; 10; 11

Career Education

Grades K-4: 2-b, 2-d; 3-a; 5  
 Grades 5-8: 2-c, 2-d, 2-e; 3-a; 4-a, 4-d; 5  
 Grades 9-12: 2-e; 3-a, 3-b, 3-c; 4-c; 5

Health and Physical Education

Grades K-4: 1-3; 2-1; 7; 8-1, 8-2, 8-5; 9-4; 10-1, 10-3; 11-4, 11-5  
 Grades 5-8: 1-6; 2-1; 7; 8-1; 8-8; 9-4; 10-3, 10-4, 10-5; 11-5  
 Grades 9-12: 1-3, 1-5, 1-6; 2-1; 7; 8-1, 8-2, 8-4, 8-5, 8-7, 8-8; 9-4, 9-5; 10-3; 11-5, 11-6

Language Arts and Literacy

1 - All indicators require multiple and plentiful resources  
 2 - All indicators require multiple and plentiful resources  
 3-2, 3-24; 4-13, 4-14; 5-1, 5-3, 5-9, 5-16; 6-5, 6-13;  
 8-5, 8-9, 8-10, 8-12, 8-16

Mathematics

3-G, 3-H, 3-Z

Science

2-1, 2-4, 2-5, 2-6, 2-7; 4-4, 4-10; 7-1; 10-1; 11-4, 11-6, 11-9; 12-1, 12-7

Social Studies

Grades K-4: 1; 2-4; 3-1, 3-4; 4; 5; 7; 8-1; 9  
 Grades 5-8: 1; 2-6, 2-7, 2-8; 3-1, 3-2, 3-3, 3-5; 4; 5; 6-2, 6-4; 7; 8-1; 9  
 Grades 9-12: 1; 2-3, 2-7; 3-2, 3-4; 4; 5; 6-1, 6-3; 7; 8-1, 8-3, 8-5; 9

World Languages

1-6; 2-2, 2-4, 2-5; 3

**Core Curriculum Standards****Library Media Program Standard/Goal: The student will be able to develop strategies for effective information retrieval.***Standard Numbers - Performance Indicators*Visual and  
Performing Arts

10; 11

Career Education

Grades K-4: 2-b, 2-d; 5  
Grades 5-8: 2-b, 2-e; 3-a; 4-a, 4-d; 5  
Grades 9-12: 2-e; 3-a, 3-b, 3-c; 4-c; 5Health and  
Physical  
EducationGrades K-4: 1-3, 1-6; 2-1; 7; 8-1, 8-2, 8-5; 9-4; 10-1; 11-4, 11-5  
Grades 5-8: 1-6; 2-1; 7; 8-1, 8-8; 9-4; 10-3, 10-4, 10-5; 11-4, 11-5  
Grades 9-12: 1-3, 1-5, 1-6; 2-1; 7; 8-1, 8-2, 8-4, 8-5, 8-7, 8-8; 9-4, 9-5;  
10-3; 11-5, 11-6Language Arts  
and Literacy1-1, 1-6, 1-7, 1-15, 1-16, 1-20, 1-26, 1-31;  
2-2, 2-4, 2-30, 2-31, 2-32; 3-2; 6-2, 6-5, 6-6, 6-11, 6-22;  
8-2, 8-3, 8-4, 8-5, 8-6, 8-9, 8-10, 8-12, 8-16

Mathematics

3-Z

Science

1-2; 2-1, 2-4, 2-5, 2-6, 2-7; 4-4, 4-10; 7-1; 10-1; 11-4, 11-9; 12-1, 12-7

Social  
StudiesGrades K-4: 1; 2-4, 2-6, 2-7; 3; 4; 5-2, 5-4; 7; 8-1; 9  
Grades 5-8: 1; 2-5, 2-6, 2-7, 2-8; 3-5; 4; 5-2, 5-3; 6-2, 6-4; 7; 8-1; 9  
Grades 9-12: 1; 2-3, 2-7, 2-8, 2-9, 2-10; 4; 5-2, 5-3, 5-6; 6-1, 6-3; 7;  
8-1, 8-3, 8-5; 9World  
Languages

1-6; 2-2, 2-4, 2-5; 3

**Core Curriculum Standards**

**Library Media Program Standard/Goal: The student will be able to locate / select / retrieve information.**

*Standard Numbers - Performance Indicators*

Visual and Performing Arts

1-4; 10; 11

Career Education

Grades K-4: 2-6, 2-d; 3-a; 5  
Grades 5-8: 2-b, 2-c, 2-e; 3-a; 4-a, 4-d; 5  
Grades 9-12: 2-d, 2-e; 3-a, 3-b, 3-c; 4-c; 5

Health and Physical Education

Grades K-4: 1-3, 1-7; 2-1; 7; 8-1, 8-2, 8-5; 9-4; 10-1, 10-3; 11-4, 11-5  
Grades 5-8: 1-6; 2-1; 7; 8-1, 8-8; 9-4; 10-3, 10-4, 10-5; 11-4, 11-5  
Grades 9-12: 1-3, 1-5, 1-6; 2-1; 7; 8-1, 8-2, 8-4, 8-5, 8-7, 8-8; 9-4, 9-5; 10-3; 11-5, 11-6

Language Arts and Literacy

1-7, 1-15, 1-16, 1-20, 1-26, 1-31, 1-33; 2-1, 2-2, 2-4, 2-5, 2-17, 2-31, 2-32; 3-21; 4-13, 4-14; 6-2, 6-6, 6-14, 6-22; 8-5, 8-6, 8-7, 8-9, 8-10, 8-12, 8-16

Mathematics

3-Z; 5-A, 5-E, 5-F, 5-L; 14 - I

Science

2-1, 2-4, 2-5, 2-6, 2-7; 4-4, 4-5, 4-10; 7-1; 8-13; 10-1; 11-4, 11-6, 11-9; 12-1, 12-7

Social Studies

Grades K-4: 1; 2-4, 2-6, 2-7; 3-1, 3-4; 4-1; 5-2; 7; 8-1  
Grades 5-8: 1; 2-5, 2-6, 2-7, 2-8; 3-1, 3-5; 4-1, 4-4, 4-5; 5-2, 5-3; 6-2, 6-4; 7; 8-1  
Grades 9-12: 1; 2-3, 2-7, 2-8, 2-9, 2-10; 3-2, 3-4, 3-5; 4-1, 4-3, 4-4; 5-2, 5-3, 5-6; 6-1, 6-3; 7; 8-1, 8-3, 8-5; 9

World Languages

1-6; 2-2, 2-4, 2-5; 3

**Core Curriculum Standards**

**Library Media Program Standard/Goal: The student will be able to understand, analyze, evaluate, synthesize and apply appropriate information effectively.**

*Standard Numbers - Performance Indicators*

Visual and Performing Arts

1-4; 10; 11

Career Education

Grades K-4: 2-b, 2-d; 3-b, 3-c; 5  
Grades 5-8: 2-c, 2-d, 2-e; 3-a; 4-a, 4-d; 5  
Grades 9-12: 2-b, 2-c, 2-d, 2-e; 3-a, 3-b, 3-c; 4-c; 5

Health and Physical Education

Grades K-4: 1-3, 1-6; 7; 10-1, 10-3; 11-5  
Grades 5-8: 1-3, 1-6; 7; 8-1, 8-8; 9-4, 9-5; 10-3, 10-4, 10-5; 11-4, 11-5  
Grades 9-12: 1-3, 1-5, 1-6; 2-1; 7; 8-1, 8-2, 8-4, 8-5, 8-7, 8-8; 9-4, 9-5; 10-3; 11-5, 11-6

Language Arts and Literacy

1-2, 1-23, 1-24, 1-25, 1-27, 1-28, 1-29, 1-31, 1-32, 1-33, 1-34, 1-35, 1-36; 2-7, 2-11, 2-13, 2-24, 2-27, 2-29, 2-30, 2-31, 2-34; 3-4, 3-10, 3-21, 3-23; 6-17, 6-21, 6-22; 8-4, 8-7, 8-9, 8-10, 8-12, 8-16

Mathematics

3-G, 3-H, 3-Z; 5-E, 5-F, 5-L

Science

2-2, 2-3, 2-4, 2-7; 4-4, 4-5, 4-10; 8-13; 10-1; 11-4, 11-9; 12-1, 12-7

Social Studies

Grades K-4: 1-1, 1-2, 1-4; 2-4, 2-6, 2-7; 3; 4; 5-1, 5-3, 5-4; 7; 8-1  
Grades 5-8: 1-1, 1-3, 1-4, 1-6; 2-5, 2-6, 2-7, 2-8; 3-1, 3-2, 3-3, 3-5; 4; 5; 6-2, 6-4; 7; 8-1  
Grades 9-12: 1-1, 1-2, 1-4, 1-6; 2-3, 2-7, 2-8, 2-9, 2-10; 3; 4; 5; 6-1, 6-3; 7; 8-1, 8-3, 8-5; 9

World Languages

1-6; 2-2, 2-4, 2-5; 3

**Core Curriculum Standards**

**Library Media Program Standard/Goal: The student will be able to access technological resources independently.**

*Standard Numbers - Performance Indicators*

Visual and Performing Arts

1-4; 10; 11

Career Education

Grades K-4: 2-b, 2-d; 3-a; 5  
Grades 5-8: 2-c, 2-e; 3-a; 4-a, 4-d; 5  
Grades 9-12: 2-c, 2-e; 3-a, 3-b, 3-c; 4-c; 5

Health and Physical Education

Grades K-4: 1-3, 1-6, 1-7; 2-1; 7; 8-1, 8-2, 8-5; 9-4; 10-1, 10-3; 11-4, 11-5  
Grades 5-8: 1-6; 2-1; 7; 8-1, 8-8; 9-4; 10-3, 10-4, 10-5; 11-4, 11-5  
Grades 9-12: 1-3, 1-5, 1-6; 2-1; 7; 8-1, 8-2, 8-4, 8-5, 8-7, 8-8; 9-4, 9-5; 10-3; 11-5, 11-6

Language Arts and Literacy

1-22, 1-26, 1-31; 2-2, 2-4, 2-5, 2-17, 2-30, 2-31; 3-16, 3-17, 3-25; 4-13, 4-14; 6-11, 6-14, 6-15, 6-18, 6-20, 6-21, 6-22; 7-5; 8-5, 8-6, 8-7, 8-9, 8-10, 8-12, 8-16

Mathematics

3-Z; 5-A, 5-E, 5-F, 5-H, 5-K, 5-L, 5-Q; 14-I

Science

1-2; 2-1, 2-4, 2-5, 2-6, 2-7; 4-4, 4-5, 4-10; 7-1; 8-13; 11-4, 11-6, 11-9; 12-1, 12-7

Social Studies

Grades K-4: 1; 2-4, 2-6, 2-7; 3-1, 3-4; 4-2; 5; 7; 8-1; 9  
Grades 5-8: 1; 2-6, 2-7, 2-8; 3-5; 4; 5-2, 5-6; 6-2, 6-4; 7; 8-1; 9  
Grades 9-12: 1; 2-3, 2-7; 3-2; 4; 5-2, 5-3; 6-1, 6-3; 7; 8-1, 8-3, 8-5; 9

World Languages

1-6; 2-2, 2-4, 2-5; 3

## **CORE CURRICULUM CORRELATION**

The following pages contain text excerpts which correspond to some of the Core Curriculum Content standard and performance indicator numbers listed in the preceding numerical matrix. The following chart correlates the interrelationship between the curriculum subject standards/performance indicators and the instruction given by the certified library media specialist.

**Core Curriculum Standards**

**Standards / Performance Indicators which correlate with library media instruction**

*These text excerpts correspond to some of the core curriculum content standard and performance indicator numbers listed in the library media program matrix.*

**Visual and Performing Arts**

Introduction: Enrich our understanding of the human experiences across cultures and histories, including the accomplishments of men, women, ethnic, racial and cultural communities.  
Standard 11: Identify the various historical, social and cultural influences and traditions which generated artistic accomplishments throughout the ages, and which continue to shape community arts.

**Career Education**

Standard 2, Indicator b (Grades K-4): ...demonstrate awareness of different cultures, lifestyles, attitudes and abilities.  
Standard 4, Indicator a (Grades 5 - 8): ...identify a number of occupational groups for exploration.  
Standard 5: Using skills to locate, evaluate and interpret career information.

**Health and Physical Education**

Standard 7, Indicator 5: Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.  
Standard 9, Indicator 5: Analyze information on violence in the school and community, consider factors that influence violent behavior and lead to injuries...  
Standard 11, Indicator 4 (Grades K-4): Identify sources....  
Standard 11, Indicator 4 (Grades 5 - 8): Locate resources for....  
Standard 11, Indicator 5 (Grades 9 - 12): Locate and evaluate the level and accessibility of mental health services in the community.

**Language Arts Literacy**

Standard 1: Language Arts/Literacy develops when students read and interact with materials that are diverse in content and form. Critical and analytical readers are able to comprehend, interpret, evaluate, respond to, analyze, and synthesize a variety of texts/materials.  
Standard 2: Language Arts/Literacy develops when students read, listen to, view, and respond to a diverse selection of literature.  
Standard 6, Indicator 2: ...routinely demonstrate an ability to gain information from a variety of media.  
Standard 8: Language Arts/Literacy develops when students acquire the habits of inquiry necessary to become thinkers and learners...to effectively reflect on, question, research, and resolve issues...  
Standard 8, Indicator 5: ...select reading materials that are appropriate for their skill level and task.  
Standard 8, Indicator 6: ...demonstrate the ability to assess methods for finding and gathering information.  
Standard 8, Indicator 7: ...demonstrate the ability to find, retrieve, and use information to achieve a goal.  
Standard 8, Indicator 9: ...use the library as a critical resource for inquiry.

**Core Curriculum Standards**

**Standards / Performance Indicators which correlate with library media instruction**

*These text excerpts correspond to some of the core curriculum content standard and performance indicator numbers listed in the library media program matrix.*

**Mathematics**

Standard 3: All students will develop their ability to connect mathematics to other learning...  
Standard 3, Indicator Z: ...recognize the evolutionary, dynamic, and human nature of mathematics and how it responds to the changing needs of society, through the study of the history of mathematics.  
Standard 5, Indicator K: ...use emergent technologies as research tools and resources for gathering data..

**Science**

Introduction: Science should not be taught at any level devoid of its connectivity with other subjects or the needs of society.  
Standard 2, Indicator 1: Hearing, reading and writing about scientists and inventors in the context of history.  
Standard 2, Indicator 4: Developing a timeline of the major events and people in the history of science in conjunction with other world events.  
Standard 2, Indicator 7: Studying the lives and contributions of important scientists and engineers who effected major breakthroughs in our understanding of the natural world.

**Social Studies**

Introduction: The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens...  
Standard 1, Indicator 1 (Grades K-4): ...evaluate various resources for reconstructing the past.  
Standard 1, Indicator 1 (Grades 5 - 8): ...analyze historical events through the use of primary and secondary source material.  
Standard 4, Indicator 4 (Grades 5 -8): ...compare goods and services available in the United States and the world.  
Standard 6, Indicator 4 (Grades 5 - 8): ...analyze historical and contemporary incidents which led to prejudice, discrimination, expulsion, holocaust or genocide.  
Standard 7: The social studies program should provide for the study of diverse cultures through understanding of their origins and the values and principles around which they are organized.

**World Languages**

Guiding Principles and Rationale: World languages connect with all other disciplines.  
Standard 1, Indicator 6 (K-4): Provide and obtain information on familiar topics..  
Standard 2: The world language program will include experiences that promote the use of language as a vehicle to acquire and reinforce knowledge in other disciplines as a means of supporting basic skills acquisition and promoting interdisciplinary learning.  
Standard 3, Indicator 2 (grades K-4): ...develop knowledge of the cultures of speakers of diverse languages.  
Standard 3, Indicator 3 (Grades 5 - 8): ...examine the customs of home and target cultures.

## **ASSESSMENT/ACCOUNTABILITY**

Assessment of a sequential library media program on all academic learning, K - 12, will include the standards/goals, objectives and activities of the library media program.

### **PERFORMANCE INDICATORS**

Through exposure to a rich and exhaustive print collection, students will

- become discerning readers;
- be able to integrate literature into various subject areas;
- develop lifelong learning and reading habits and value the intrinsic merit and pleasure of reading.

Through exposure to a variety of print, nonprint, and technological resources incorporating resource based learning, students will

- be able to select and integrate a variety of materials beyond the textbook;
- be able to find patterns and meaning in the information acquired from diverse databases;
- be able to discern and assess the relationships between various pieces of information and a problem or subject;
- be able to experiment in their search for information by selecting different databases, creating several search strategies, and varying their search options;
- be able to understand, analyze, evaluate, interpret and synthesize information at high levels of critical thinking skills;
- be able to locate, retrieve, and access new and emerging technological resources with confidence and independence;
- be able to engage in several forms of collaboration in preparation for the global marketplace, such as interacting with library media specialists, teachers, and their peers in different course-integrated, on-line instruction units.

## **ASSESSMENT/ACCOUNTABILITY**

### **A. Research Finding:**

Assessment can best be accomplished by assessing the impact of programs—not how many books are circulated and returned, how many students sit in the library media center chairs, how many booktalks are given—but how well students tackle a problem and whether they know how to ask a question.

### **A. Reference:**

Kuhlthau, Carol Collier, ed. *Assessment and the School Library Media Center*. Englewood, Colorado: Libraries Unlimited, 1994.

# ROLES OF THE LIBRARY MEDIA SPECIALIST: TEACHER, INFORMATION TECHNOLOGY SPECIALIST AND INSTRUCTIONAL CONSULTANT

## The Role of the Library Media Specialist as Teacher

"To respond effectively to an everchanging environment, people need more than just a knowledge base. They need techniques for exploring, making connections, and making practical use of information."<sup>9</sup>

The cross curricular nature of the library media specialist's teaching mission enables students to make the academic interconnections that lead to greater achievement. These skills include the ability to see research as planned inquiry, to select and evaluate information, and to understand the roles of knowledge, information, and opinion.

The instructional role of library media specialists was studied by Aaron (1975), nearly 15 years prior to the publication of *Information Power*. Aaron found in an experimental program that when a full-time media specialist was added to the teaching team significant improvement in language arts, spelling, and math computation was achieved by elementary school students over the control group in the study. Gengler (1965) looked at differences in the ability to apply selected problem solving skills between sixth grade students who were instructed by a classroom teacher and those who received additional instruction from an elementary school librarian. Findings showed that the mean score on a problem solving skills examination for the librarian-teacher instructed group was significantly higher than for the teacher instructed group.<sup>10</sup>

"Unlike students, who frequently use the library for recreational reading or research, faculty members can continue to exist with text books and assigned reserved materials in their classrooms. As a result, faculty will require more sensitive instructional approaches. Whenever possible, instruction should be geared to their specific subject areas and, more importantly, to demonstrating how the school library media center can assist to facilitate student learning."<sup>11</sup>

## The Role of the Library Media Specialist as Teacher

### **A. Research Finding:**

"The development of student competence in research and study skills is most effective when integrated with classroom instruction through cooperative program planning and team teaching by two equal teaching partners – the classroom teacher and the teacher-librarian [library media specialist]."<sup>12</sup>

### **A. References:**

- Aaron, S. L. *Personalizing Instruction for the Middle School Learner: The Instructional Role of the School Media Specialist*. Tallahassee, Florida: Florida Department of Education, 1975.
- Becker, Dale Eugene. *Social Studies Achievement of Pupils in Schools with Libraries and Schools without Libraries*. University of Pennsylvania, 1970. 172 pages. Ed.D. dissertation. (2411-A-#70-22,868)
- Gengler, C. R. *A Study of Selected Problem-solving Skills Comparing Teacher-instructed Students with Librarian/teacher Instructed Students*. University of Oregon, Eugene, Oregon, 1965. Ph.D. dissertation.
- Hodson, Yvonne D. *Values and Functions of the School Media Center as Perceived by Fourth and Sixth Graders and Their Teachers in Compared School Settings*. State University of New York at Buffalo, 1978. 188 pages. Ph.D. dissertation. (39:3-4. 1172-A-#7817042)
- Nolan, Joan Parmeter. *A Comparison of Two Methods of Instruction in Library Research Skills for Elementary School Students*. Ed. D. dissertation. Temple University, 1989.
- Smith, Jane Bandy. *An Exploratory Study of the Effectiveness of an Innovative Process Designed to Integrate Library Skills into the Curriculum*. George Peabody College for Teachers, 1978. 1974 pages. Ph.D. dissertation. (39:8, 4569 - #7902510)

### **B. Research Finding:**

College students exposed to a high school library research skills program reported that they were able to apply these skills when conducting college level research. The findings of this study strongly indicate the importance of the school library media specialist assuming the role of educator. To facilitate the transfer of library research skills from one grade level to another, school library media specialists at all grade levels need to be considered full participants in the total educational program of their respective institutions.

### **B. Reference:**

- Goodin, M. Elspeth. *The Transferability of Library Research Skills from High School to College*. New Brunswick, NJ: Rutgers, 1987. Ph.D. dissertation.

## **The Role of the Library Media Specialist as Teacher**

### **C. Research Finding:**

"The use of electronic technologies in school library media centers has changed the mode of bibliographic instruction not only for students but also for faculty. As school library media centers become computerized, faculty will need as much instruction as their students."

### **C. Reference:**

Whitley, Sandra. "Librarian's Library," *American Libraries* 24 (July/August 1993): 657.

## The Role of the Library Media Specialist as Information Technology Specialist

The most important outcome of the educational process is the individual citizen who becomes a life-long learner and problem solver. Technology provides an important means for individualizing the educational experiences leading to that goal. Technology enables a student to acquire information at a rate and in a manner consistent with her/his optimum learning style. Students can use information technology in many ways: acquiring information, solving problems, interacting with teaching programs, accessing databases, and for communicating interactively. Students need hands-on experiences with technology in an educational setting where they will learn to understand the nature of technology as well as how to manipulate it.

Technology notwithstanding, no one classroom can possibly contain all the current resources needed to teach the students in that classroom. The most cost effective method of implementation is to network the large variety of information resources from one professionally staffed center. The format of information sources is constantly changing but the expertise needed to instruct parents, teachers, administration, and students in effective information selection strategies and critical thinking processes still remains with the library media specialist.

### **A. Research Finding:**

"The traditional '3 R's' have become outdated as emerging technologies create the 'Fourth Information Revolution,' and change our society and the expectations we have for educated people... Technology has also altered how people present, transmit, simulate, and describe. Today's learners cannot apply knowledge, skills or attitudes without access to society's technologies. Indeed, the technologies provide the tools, applications, and processes that empower individuals of the information society." (Mihalevich, 1991)

### **A. Reference:**

See, John. "Connections in Concept and Practice: Technology and Outcome-Based Education." Minnesota Department of Education, 1992.

### **B. Research Finding:**

One of the most important instructional roles of the library media specialist in an electronic environment of the "supercatalog", with its multiple databases, access to other libraries and increased searching capabilities is the extension of its client base to include parents. The scope of the school library media center has become boundless with on-line catalogs searchable via modem 24 hours a day, 365 days a year. Students can now access the school's supercatalog from their classrooms as well as their homes. This creates extensive opportunities for parents who wish to further their education or simply avail themselves of the information accessible through the collection housed in the supercatalog thereby necessitating on-line instruction from the school library media specialist. Parents may even wish to partake of career and vocational information that will be available in various on-line databases and networks.

### **B. Reference:**

Callison, Daniel. "The Impact of New Technologies on School Library Media Center Facilities and Instruction." *Journal of Youth Services in Libraries* 6 (Summer 1993): 414-416.

## The Role of the Library Media Specialist as Instructional Consultant

The library media specialist, working collaboratively with teachers, administrators and parents, provides knowledge of information resources to support curriculum initiatives. The library media specialist works with teachers to design instructional units that coordinate with curriculum drawing on resources including, but not limited to, library collections, on-line databases, and government agencies.

The library media specialist, working collaboratively with teachers, administrators, and parents, facilitates the development of teachers' understanding and implementation of outcomes-based education; plans for learning environments that support curriculum integration; previews and selects resources and technology to accommodate the learning styles and multiple intelligences<sup>13</sup> of students; and designs and implements a variety of instructional strategies and experiences that engage each student in successful learning.

In Nancy Polette's book, *Developing Methods of Inquiry* (1973), she states, "Hopefully, the educational community is achieving a level of sophistication where it is understood that the school library (assuming it is a modern school library) is not simply a storehouse of print materials. Certainly, the school librarian must be a resource person in every sense of the term."<sup>14</sup>

In *Media Magic* (1979), Mary Margrabe shares this concern: "Too often, no effective, continuous link exists between the classroom and the library media center. When a class is scheduled in the library to free its teacher for his/her mandated planning minutes per week, there is, frequently, little or no communication between teacher and librarian. Opportunities for in-depth research by students are not uniformly required by all teachers. Most library media specialists are burdened with administrative and clerical chores and lack the time to free them for professional duties; they too often lack the time to build the bridge of communication between the library and the classroom."<sup>15</sup>

### **A. Research Finding:**

"...media education and collaborative learning go hand in hand - both require inquiry-based, student-centered activities which encourage a division of tasks, sharing of information and learning skills."

### **A. Reference:**

Halls, Holly. "Media Education: A Collaborative Learning Approach." Constructing Culture Conference, University of Guelph, Ontario, May, 1992.

## The Role of the Library Media Specialist as Instructional Consultant

### **B. Research Finding:**

"The development of student competence in research and study skills is most effective when integrated with classroom instruction through cooperative program planning and team teaching by two equal teaching partners - the classroom teacher and the teacher-librarian [library media specialist]." <sup>16</sup>

### **B. Reference:**

Becker, Dale Eugene. *Social Studies Achievement of Pupils in Schools with Libraries and Schools Without Libraries*. Ed.D. dissertation. University of Pennsylvania, 1970.

Callison, Helen Leppard. *The Impact of the School Library Media Specialist on Curriculum Design and Implementation*. Ph. D. dissertation. University of South Carolina. 1979.

Hodson, Yvonne D. *Values and Functions of the School Media Center as Perceived by Fourth and Sixth Grade Students and their teachers in Compared School Settings*. Ph. D. dissertation. State University of New York at Buffalo, 1978.

Nolan, Joan Parmeter. *A Comparison of Two Methods of Instruction in Library Research Skills for Elementary School Students*. Ed. D. dissertation. Temple University, 1989.

Smith, Jane Bandy. *An Exploratory Study of the Effectiveness of an Innovative Process Designed to Integrate Library Skills into the Curriculum*. Ph. D. dissertation. George Peabody College for Teachers of Vanderbilt University, 1978.

### **C. Research Finding:**

The degree of collaboration between library media specialist and teachers is affected by the ratio of teachers to pupils. Collaboration of this type depends on the availability of both media specialist and teacher to engage in this important work.

### **C. Reference:**

Lance, Keith C. *The Impact of School Library Media Centers on Academic Achievement*. Castle Rock, Colorado: Hi Willow Research and Publishing, 1993.

## STAFFING

**"The library media staff consists of certified and support personnel who operate the library media center and implement a program which is integrated with the school curriculum."<sup>17</sup>**

A certain level of staffing is essential to provide a library program for a thorough and efficient education as described in the EMAnj Position Statement, the EMAnj Curriculum Resource Guide and *Information Power*.

**At minimum, a certified library media specialist who is a member of the teaching staff must be available to students and staff at all times when classes are in session.** The number of librarians required to achieve this standard is based on the number of teachers and students in the school. Clerical and technical support staff enhance the ability of the school library media specialist to fulfill the instructional role.

### Recommended Staffing:

\* = Certified Professional Library Media Specialist

\*\* = Non-certified library support staff

Enrollment	Elementary		Middle School		High School	
	*	**	*	**	*	**
up to 500	1	1	1	1	1	1
up to 1000	2	1	2	1	2	2
up to 1500	n/a	n/a	3	2	3	2

This proposal enables the program to be competitive with models established in other states. (See Colorado Department of Education's *Information Literacy Guidelines*; *National School Library Media Program of the Year Award Application* from Smoky Hill High School, Cherry Creek School District, Aurora, CO, winner of the 1995 award; Kentucky Department of Education's *ONLINE II: Essentials of a Model Library Media Program*; and the *National School Library Program of the Year Award Application* from the Blue Valley School District USD #229, Overland Park, Kansas, winner of the 1994 Award.)

## STAFFING

### A. Research Finding:

Staffing is the single most important variable in an excellent elementary library media program. Studies confirm that critical staffing consisted of a full-time professional and a full-time clerical employee. Students in schools with good libraries and full-time librarians performed at higher levels in reading comprehension and in knowledge and use of reference materials. Student achievement in reading, study skills, and use of newspapers was significantly greater in schools with professional library media personnel.

### A. References:

Didier, E. K. *Relationships Between Student Achievement in Reading and Library Media Programs and Personnel*. Ph.D. Dissertation, University of Michigan, 1982.

Loertscher, D., Ho, M. L., and Bowie, M. M. "Exemplary Elementary Schools and Their Library Media Centers: A Research Report." *School Library Media Quarterly*, 15 (3), 147-153, 1987.

McMillen, R. D. *An Analysis of Library Programs and a Determination of the Educational Justification of These Programs in Selected Elementary Schools of Ohio*. Ph. D. Dissertation, Wayne State University, Detroit, Michigan. 1965.

### B. Research Finding:

Voluntary reading is the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage, and writing style. Having a school library media specialist makes a difference in the amount of voluntary reading done.

### B. Reference:

Krashen, Stephen. *The Power of Reading*. Englewood, CO: Libraries Unlimited, Inc. 1993.

### C. Research Finding:

Higher educational gains in reading and library skills were achieved by elementary students who used a professionally staffed school library. An analysis of responses from 271 schools in 13 states clearly demonstrated that both the quality and quantity of reading were substantially superior in the school library category. Student library skills were also found to be noticeably better in schools in which a librarian was involved.

### C. Reference:

Gaver, Mary V. *Effectiveness of Centralized Library Service in Elementary Schools, 2nd Ed.* New Brunswick, NJ: Rutgers, 1963.

## RESOURCES/FACILITIES

"Information literacy thrives in a resource-based learning environment. ...Aside from more traditional print resources...students use multimedia technologies as materials for gathering data and as production tools. They use their school library media centers to locate and use many of these resources." 18

Facilities must be flexible and responsive to changing instructional needs and technological advances.

In 1979, the New Jersey Department of Education published a document, *Blueprint for Model School Libraries*, which provided quantitative guidelines. In 1992, the New Jersey Department of Education published the document, *Guidelines for School Library Media Programs in New Jersey: A Planning Tool*, which provides qualitative guidelines. These guidelines were designed to be used with *Information Power*, the American Association of School Librarian's framework for using school library media centers. Included in *Information Power* are budget formulas for materials and equipment, and guidelines for facilities planning.

### A. Research Finding:

A study which probed the relationship between reading ability and library quality and use proved that "Free reading is a consistent predictor of reading ability and that libraries are a major source of reading for children." This study supports the premise that reading is largely responsible for literacy development.

### A. Reference:

Krashen, Steven. "School Libraries, Public Libraries, and the NAEP Reading Scores." *School Library Media Quarterly*, Summer, 1995, pp. 235-237.

### B. Research Finding:

Students in schools with well-equipped resource centers and professional media specialists will perform better on achievement tests for reading comprehension and basic research skills.

### B. References:

Greve, Clyde LeRoy. *The Relationship of the Availability of Libraries to the Academic Achievement of Iowa High School Seniors*. University of Denver, 1974. 130 pages. Ph.D. dissertation. (4574-A-#75-1870)

Lance, Keith Curry. *The Impact of School Library Media Center on Academic Achievement*. Castle Rock, CO: Hi Willow Research and Publishing, 1993.

Yarling, James Robert. *Children's Understandings and Use of Selected Library-Related Skills in Two Elementary Schools, One with and One without a Centralized Library*. Ball State University, 1968. 210 pages. Ed.D. dissertation. (3352-A-#69-4202)

## ENDNOTES

- <sup>1</sup> *Guidelines for School Library Media Programs in New Jersey: A Planning Tool*. Trenton, NJ: New Jersey Department of Education, New Jersey State Library, 1992. page iii.
- <sup>2</sup> Eisenberg, Michael B. and Robert E. Berkowitz. *Curriculum Initiative: An Agenda and Strategy for Library Media Programs*. Norwood, NJ: Ablex, 1988. page 5.
- <sup>3</sup> Flowers, Helen F. "The Second White House Conference on Library and Information Services: An Overview." *School Library Media Quarterly*, Spring, 1992. page 155.
- <sup>4</sup> Craver, Kathleen W. *School Library Media Centers in the 21st Century: Changes and Challenges*. Westport, CT: Greenwood Press, 1994. page 117.
- <sup>5</sup> Craver, Kathleen W. *School Library Media Centers in the 21st Century: Changes and Challenges*. Westport, CT: Greenwood Press, 1994. page 117.
- <sup>6</sup> American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs*. Chicago: American Library Association and Association for Educational Communications and Technology, 1988. page 24.
- <sup>7</sup> American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs*. Chicago: American Library Association and Association for Educational Communications and Technology, 1988. page 24.
- <sup>8</sup> Loertscher, David V. "Objective: Achievement Solution: School Libraries." *School Library Journal*. May, 1993. page 23.
- <sup>9</sup> Hancock, Vicki. *Information Literacy for Lifelong Learning*. ERIC Digest. EDO-IR-93-1. ERIC Clearinghouse on Information Resources, 1993.
- <sup>10</sup> Lance, Keith Curry. *The Impact of School Library Media Centers on Academic Achievement*. Castle Rock, CO: Hi Willow Research and Publishing, 1993. page 8.
- <sup>11</sup> Craver, Kathleen W. *School Library Media Centers in the 21st Century: Changes and Challenges*. Westport, CT: Greenwood Press, 1994. page 119.
- <sup>12</sup> Haycock, Ken. *What Works: Research About Teaching and Learning Through the School's Library Resource Center*. Seattle, Washington: Rockland Press, 1992. page 23.
- <sup>13</sup> Gardner, Howard. *Multiple Intelligences*. NY: Basic Books, 1993.
- <sup>14</sup> Polette, Nancy. *Developing Methods of Inquiry*. Metuchen, NJ: Scarecrow Press, 1973.
- <sup>15</sup> Margrabe, Mary. *Media Magic*. Washington, DC: Acropolis, 1979.
- <sup>16</sup> Haycock, Ken. *What Works: Research About Teaching and Learning Through the School's Library Resource Center*. Seattle, Washington: Rockland Press, 1992. page 23.
- <sup>17</sup> *Guidelines for School Library Media Programs in New Jersey: A Planning Tool*. Trenton, NJ: New Jersey Department of Education, New Jersey State Library, 1992.
- <sup>18</sup> Hancock, Vicki. *Information Literacy for Lifelong Learning*. ERIC Digest. EDO-IR-93-1. ERIC Clearinghouse on Information Resources, 1993.

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- American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs*. Chicago: American Library Association and Association for Educational Communications and Technology, 1988.
- Eisenberg, Michael B. And Robert E. Berkowitz. *Curriculum Initiative: An Agenda and Strategy for Library Media Programs*. Norwood, New Jersey: Ablex, 1988.
- \_\_\_\_\_. *Resource Companion to Curriculum Initiative: An Agenda and Strategy for Library Media Programs*. Norwood, New Jersey: Ablex, 1988.
- Gardner, Howard. *Multiple Intelligences*. NY: Basic Books, 1993.
- Guidelines for School Library Media Programs in New Jersey: A Planning Tool*. Prepared by the Committee on Guidelines for School Library Media Centers under the direction of the New Jersey State Library, Library Development Bureau. Trenton, New Jersey: New Jersey State Library, 1992.
- Haycock, Ken. *What Works: Research About Teaching and Learning Through the School's Library Resource Center*. Seattle, WA: Rockland Press, 1992.
- Krashen, Steven. *The Power of Reading*. Englewood, CO: Libraries Unlimited, 1993.
- Minnesota Educational Media Association. *Information Connections: Guidelines for Minnesota School Media Programs*. Stillwater, MN: Minnesota Educational Media Organization, 1992.
- New Jersey Blueprint for School Media Programs*. Trenton, New Jersey: New Jersey State Library, 1979.
- Shapiro, Linda, ed. *Working with Faculty in the New Electronic Library*. Ann Arbor, MI: Pierian Press, 1995.

## GLOSSARY

In compiling this glossary, the EMAnj Professional Development & Research Committee has referred to definitions published in *Guidelines for School Library Media Programs in New Jersey*, *Information Power*, and *Resource Companion to Curriculum Initiative*. For definitions of terms not included here, refer to pp. 67-70 of *Guidelines for School Library Media Programs in New Jersey*.

**Access:** The ability to retrieve sources as well as specific information from sources. (Resource Companion) The freedom or ability to utilize the resources and staff of a library media center or to use other information sources. (Guidelines)

**Book talk:** A technique used by media specialists and others to encourage interest in reading. A book talk involves a brief description of a book's plot and characters, a brief reading of selected excerpts from the book, and references to other works by the same author and to similar works. Booktalk spelled as one word is used for adjectives and verbs. (Guidelines)

**CD-ROM:** An abbreviation for compact disc-read-only memory. This refers to the use of compact discs as a computer storage medium. These discs are "read-only" because they can be used to read the information encoded on them. The user cannot store information on them. (Guidelines)

**Certified:** Holding certification from an approved graduate program requiring successful completion of a specified number of hours in library media specialist studies.

**Citation:** A bibliographic description of a resource used in research.

**Collaborative:** Describing the work/planning done jointly with others in an intellectual/educational endeavor. (Webster's)

**Computerized card catalog:** A listing in electronic format of all holdings of any given library media center and, if networked, also includes all participants of network.

**Database:** A collection of data organized esp. for rapid search and retrieval, as by a computer. (Webster's)

**Descriptor:** A key word or phrase used to identify an item or concept (used in searching strategies).

**Format:** The general appearance and physical make-up of a print or non-print publication, including medium, arrangement, etc. (Guidelines)

**Information skills:** An extension of the old term "library skills". This involves the ability to locate and use information; includes knowledge of reference materials, ability to evaluate materials for accuracy and objectivity, development of a research strategy, and critical thinking reflecting the complex skills necessary in an information age. (Guidelines)

**Internet:** The international network of networks based on TCP/IP, usually written with a capital "I". With a lowercase "i", the term refers to any set of interconnected networks.

**Library Media Specialist:** The certified individual responsible for the library media center and its program; in New Jersey, either an Educational Media Specialist or an Associate Educational Media Specialist, depending on the degree. (Guidelines)

**Literature Based Learning:** Using trade books in the curriculum.

**Mapping:** Using a diagram of related concepts to locate and retrieve specific information.

**Materials:** Information in all types of formats; includes books, periodicals, films, filmstrips, tapes, cassettes, microfilms, computer discs, etc. (Guidelines)

**Multimedia:** Incorporating more than two resources whose formats are different, i.e., a book, a video, CD-ROM, newspaper, etc.

**Non-print:** Materials in audio and visual formats, e.g., pictures, films, tapes, cassettes, etc., many of which may require the use of equipment in order to be used; also known as audiovisual materials. (Guidelines)

**Online:** Access to data via telecommunications, modem and computer.

**OPAC:** Online Public Access Catalog; computerized card catalog, available for public use, linked to outside sources via telecommunications.

**PAC:** Public Access Catalog; computerized card catalog available for public use. (Guidelines)

**Pathfinder:** A bibliography of all resources available on a general topic, in all formats, which is designed to guide the user to specific information.

**Resource Based Instruction:** An instructional concept [strategy] which integrates a variety of materials beyond the textbook to teach all subjects. Involves the partnership of teachers and the library media

specialist to develop, plan, present, and evaluate curricular units, and requires students to participate actively in learning as they acquire strategies for finding and using information. Resource based instruction is the opposite of textbook based instruction. (Guidelines)

Resources: The materials and equipment of a library media center (Guidelines); and information accessed through electronic means or satellite reception, or borrowed from agencies with which the school has cooperative agreements. (Information Power)

Software: Audiovisual materials which require the use of equipment for projection or playback; also, computer programs, routines, procedures, etc. (Guidelines)

Technological Resources: Information/data provided/acquired by machines: computers, vcr's, tele-communications. . .

TCP/IP: Transmission Control Protocol/Internet Protocol, which is the standard protocol for transmitting data over the Internet.

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Thank you for the opportunity to testify before you this afternoon. My name is Molly Emiliani and I am the president of the Livingston Parent Teacher Council. I am very glad to see that you are keeping in touch with the reactions to the revised proposal of Commissioner Klagholtz and I would hope that you would carefully sift through these testimonies to help you draw the necessary and sometimes very obvious conclusions.

Before I begin to share my comments on the revised proposal I want to share with you some observations I have made in the past 10 months. During these months this committee has been faced with a few very controversial issues that I am aware of and have testified on and I'm sure there were others I am unaware of. First it was the administrative excess penalty, then the school voucher pilot program and now it is the revised proposal for a thorough and efficient education. In each of these issues there seems to be a similar pattern - it seems that the cart is always being put before the horse.

As a parent it is clear to me that an unsettling trend has been established. This trend is that proposals have been put into place without the necessary discussions to work out the flaws. With the administrative excess penalty we had districts being penalized for having things such as school nurses, guidance counselors and media specialists. This penalty was put in place without careful consideration of all the facts. With the school voucher pilot there were hearings held regarding the implementation of such a program before there was public testimony debating its validity and the appropriateness of implementing such a pilot. And now, it is the presentation of the revised T & E proposal. It seems that the Commissioner has come up with a funding plan before coming up with the core curriculum standards and program components that need to be included in such a proposal. These are currently being developed and will be released in January.

It seems to me that although financial equity is an important part of this plan, **THE** most important and critical part is the development and implementation of programs that will meet the many diverse needs of all the students in the public education system. Although I know that financial considerations need to be addressed I hope that this committee will consider the fact that providing meaningful and diverse programs needs to be the starting point of this proposal. This is the most essential component in providing a thorough and efficient education.

Financially you can spend similar amounts and still have one program highly developed and reaching students and the other program not be as effective. In the Star Ledger of December 3, 1995 it states that Newark spends an average of 11,300 per pupil and Livingston spends 12,000 per pupil. Here we have it - two districts spending very similar amounts with quite different outcomes. Financial parity is not the essential element - promoting appropriate programs is.

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Programs need to be tailored and developed to meet the specific needs of the population of student they are dealing with. (Development of appropriate programs is essential!) This is the area that needs the greatest amount of attention. In the revised proposal, Klagholtz refers a few times to the need of multi-agency approach to meet the needs of certain districts. I think this is crucial to the improvement of educational experiences of the children in these districts and one that needs to be explored further.

Another part of this revised proposal that troubles me is the fact that it addresses only the basics. What will happen to all of the enrichment areas of education like art, music and gifted and talented programs? By saying that programs such as these will be held at a minimum and that the extra money needed to sustain existing programs will need to be voted on by the public (the public, of course, will consider these things non-essential and unimportant as per Commissioner Klagholtz' basic per pupil expenditure) is deplorable! This is leveling down at its finest! I don't believe that this committee would ever settle for the mediocrity that this plan proposes. **Educational experiences need to be expanded not reduced!**

Many of the parents in districts that are a part of the Garden State Coalition have been working on forming a parent network. There are so many issues that face public education that parents need to be educated and informed about. This parent network would work closely with the Garden State Coalition to do just that. I would like to take this opportunity to extend an invitation to each of you to a statewide meeting of the combined **Garden State Parent Network** and **member districts Open House on Public School Funding**. This meeting will be held on **February 7, 1996** at the **Livingston High School** from **7:30 - 9:30 p.m.** I hope that you will consider attending. Thank you again for listening to my thoughts.

Molly R. Emiliani  
President, P-T Council  
23 Aspen Drive  
Livingston, New Jersey 07039

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**JOINT EDUCATION COMMITTEES OF THE SENATE AND ASSEMBLY  
HEARING ON THE DEPARTMENTS OF EDUCATION'S  
COMPREHENSIVE PLAN**

**TESTIMONY OF  
KENNETH REMPELL, MEMBER  
MILLBURN BOARD OF EDUCATION**

**Introduction**

Good afternoon, members of the Senate and Assembly Education Committees. I am Ken Rempell, a proud member of the Millburn Board of Education. I appreciate the opportunity to share with you my thoughts regarding the Comprehensive Plan for Educational Improvement and Financing.

The name "Comprehensive Plan" suggests a great deal more than the document in front of us directly addresses. Undoubtedly the probable consequences extend well beyond the narrow issue of financing, as you have heard or will hear from others last week, today and most likely next week.

My goal is to focus on the "Comprehensive Plan" which mandates a discussion of three essential concepts: thorough, efficient, and funding. As the department acknowledges, the financing plan is subject to the final determination of the core curriculum standards which in turn must relate to the strategic plan. These three documents

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taken together will define how New Jersey funds a thorough and efficient system of education for its citizens.

### *Thorough*

Even though the department laments the imprecision it sees in attempting to define what "students ought to learn as a consequence of their education," let me suggest this is an opportune moment for those who want to lead the process of education reform in New Jersey.

Goals 2000: Educate America Act is predicated on the principle: "all elements of the education system should support the achievement of challenging academic standards by all children" The act requires those states applying for funding to "develop or adopt challenging content and performance standards." Many states have embarked down this road providing a bounty of valuable source material. The Core Curriculum Content Standards, due to be presented in January, must set the standard for a thorough education consistent with the educational mission to be adopted by the State Board according to Goal 1 of the Strategic Plan. At this point I respectfully suggest the mission, which ideally guides all activities of the public school system, should aspire far beyond "the enhancement of student academic achievement." We can, we must, do better.

Two other quick points in regards to "thorough." I wholeheartedly support the departments recommended multi-agency approach for our at risk population. In addition to the actions proffered in the Strategic Plan (Goal 2, Strategies 4 & 5), it is critical to leverage our social, health and educational resources to ensure all children are ready for school and ready to learn. Beyond legislation, this

requires a shared vision across agencies focusing on the same policy goal.

One other specific group identified in this plan is at risk. You must not allow this plan, or any other, turn the clock back on the right to education for all handicapped children established in 1975 by the Education for All Handicapped Children's Act following the PARC and Mills decisions.

### *Efficient*

It has been stated that The Comprehensive Plan defines how to efficiently deliver a thorough education. This is an inviting formulation, but one I believe is fundamentally flawed.

Acceptance of this definition may lead one to conclude that to lower the cost is to increase system efficiency. This may or may not be true. I would argue that an efficient system maximizes resource utilization to maximize desired outcomes. Maximization of resource utilization can be influenced by numerous non monetary factors.

Financial analysis is critical to understanding the relative allocation of resources within a system or in comparison to like systems. This process advances rational, targeted decision making. For example, let's examine the allocation of education dollars within New Jersey to other states.

The commissioner has expressed on many occasions, including in this report, that "recent and past USDOE reports rank New Jersey's educational system near the bottom of all states in the proportion of it educational dollars that are used *directly* to support classroom instruction." From this fact it is expected we will agree with the assertion that the current

system "does not systematically target funds toward academic priorities and student results." This sounds reasonable but it may sacrifice system efficiency.

USDOE statistics also include a category of allocations to activities which support "instruction" including staff training, curriculum development, media and computer centers. When this category is included, New Jersey allocated 66.56% of its budget directly to or in support of instruction, 13th in the nation. Ultimately, it may be proven more efficient to allocate resources to indirect support of instruction. In fact, much of the current literature supports this notion. After all, New Jersey is about to adopt new curriculum standards which will require implementation.

Financial analysis does direct us to specific areas where we may not be efficient. Again, looking at USDOE numbers for 1992 - 1993, New Jersey spent 6.59% of its dollars for "General Administration," more than two standard deviations away from the national average. A reduction to one standard deviation above the national average would have reduced spending by \$254 million. Clearly this screams out to us something is very wrong. But what is wrong is not solved by the current administrative penalty which includes much more than general administration. Rather, I would suggest the problem is systemic and can be identified with a reasonable degree of precision.

One last comment on systemic efficiency before turning to funding. For the state to demand efficiency, those responsible for managing, the principals and the superintendents, must have the necessary authority to deliver. Just as I urge you to hold every district accountable for achieving a thorough education, local boards should hold superintendents accountable for agreed upon goals which in

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turn depend upon the performance of our principals and our professional staff. The work rules must reflect the fundamental truth that in order to achieve a truly efficient system, we must release and reward the creative energy and potential within our schools. The reforms in Massachusetts concerning certification and tenure reflect this stark reality.

### Funding

Two principals should guide a resolution of school funding:

- The state has an obligation to administer a fair, equitable and stable financial support system for public education.
- The state has the further responsibility to develop "standards of equity" to ensure that no community is forced to unfairly tax its property owners beyond a certain point to fund its schools.

Also, you should be aware that when Massachusetts implemented their "foundation base" 71% of their districts were below the base level. As a result these districts were guaranteed more money to close the foundation gap. The state committed to \$150 million per year until the year 2000. I am concerned narrowly defining efficiency as expenditure will have severe consequences for public education in New Jersey.

Finally, our vision for all the children of New Jersey to not only receive a thorough and efficient education but to achieve at high levels in order to become good citizens, will only become a reality if we can unite behind common goals.

To this end I urge the DOE to shift its focus from that of a regulatory agency to that of a customer driven service organization, this would herald a true commitment.

Members of the Senate Education Committee and the Assembly Education Committee:

The Comprehensive Plan for Educational Improvement and Financing states, on page 43, "... the current system encourages the inappropriate classification of some students in the categories perceptually impaired and eligible for speech correction services." We would like to address the issue relative to eligible for speech correction services or eligible for speech/language services (ESLS). Why would the committee propose elimination of the classification of ESLS students? Why not monitor those districts where you believe there is inappropriate classification? Additionally, you need to develop and put into code specific guidelines for classification of those students who require speech and language intervention in order to achieve educational success. This request was made by representatives of the New Jersey Speech and Hearing Association when they met with Barbara Gantwerk in the spring of 1995. We believe that if this plan goes into effect, the wealthier districts will continue to provide speech and language services to students who are not eligible for classification by child study teams, but poorer districts will be financially unable to provide these services. The result will be educational inequality.

This document contains the same flaw as the New Jersey Special Education Code 6:28. Speech and language services are not addressed specifically. Whether the classification ESLS remains or whether the cost of speech therapy is calculated into the foundation budget, the establishment of specific criteria for speech and language services is essential.

The committee needs to answer these questions.

What will be used as the criteria for children to receive speech services who are not classified by child study teams?

Who will be responsible for identification?

What training, background, and competency will be required to provide services?

Who will develop the remedial plans?

Who will oversee that the plans are implemented appropriately?

Who will determine that the problem has been remediated and that the child will no longer receive speech and/or language services?

Who will respond to the parents of students who may not receive services because districts decide to eliminate programs to save money? How will these children be provided a fair and appropriate public education as guaranteed by the Individuals With Disabilities Education Act?

Respectfully submitted,  
Speech Language Specialists  
Grace Bachmann, M. A.  
Marion Glantz, M. A.  
Sue Goldman, M. A.  
Lynn Shereshewsky, M. A.

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**New Jersey State Senate • New Jersey State Assembly  
Joint Education Committee Hearing  
Livingston, New Jersey  
December 12, 1995**

**Comprehensive Plan for Educational Improvement and Financing**

**Remarks of Stacy J. Holmes  
Superintendent of Schools, Glen Ridge, New Jersey**

Thank you for this opportunity to address serious concerns about the Department of Education's proposed Comprehensive Plan for Educational Improvement and Financing. My name is Stacy Holmes. I am the Superintendent of Schools in Glen Ridge, New Jersey.

At last week's hearing, I raised three questions that I will incorporate in my comments tonight by a brief restatement before going on to two additional concerns this evening. Those three questions remain unanswered by the Commissioner's plan, his testimony, and all the commentary since last week's hearing.

- My first question is: Where is the Commissioner's fantasy school district that he purports will deliver a thorough and efficient education for \$7,000 to \$8,000 per pupil in a 2,500 student K-12 district with a particular staffing pattern, pay scale, and curriculum? The people in Glen Ridge would like to visit the Commissioner's hypothetical district to see if his district's advanced placement scores, admissions to highly competitive colleges, and close-knit school culture compare with their real life experience of these basic qualities in Glen Ridge.
- My second question is: In what way does the State take responsibility in this Comprehensive Plan for conditions the State itself created? Public education is a state function under the New Jersey Constitution. Correcting what the State perceives to be problems with a state function by reshaping only local institutions and remaking only local decisions is disingenuous and dishonest.

- My third question is simply: How will fairness in property tax burden be introduced into the new funding formula for education in New Jersey? The victims of QEA include some 80 districts that pay more than 130% of the average property tax rate for education on an equalized state wide basis. Districts in this group fall in almost every county of New Jersey; include districts as small as 200 and as large as 20,000; and represent special needs, transition aid, and foundation aid districts. Any new funding formula must repay the victims of the QEA and prevent these drastic differences in local property tax impact for education ever happening again in New Jersey.

These questions have been asked throughout the hearing process, including a special hearing held in Glen Ridge High School with the State Department last September. They all remain unanswered by the Commissioner.

After last Tuesday's hearing, I realize Glen Ridge citizens are not the only ones who cannot get answers from this Commissioner or the State Department of Education. Last Tuesday, I witnessed the Commissioner's colloquy with Senator Gordon MacInnes. The Senator stated that all of the school districts in Morris County were noticeably above the cost per pupil limit the Commissioner has established for his hypothetical model school district. The Commissioner and his various Assistant Commissioners responded that there might be some transportation, technology, or special education calculations that would change how many Morris County districts were above the cost per pupil limit that the Commissioner has established for his hypothetical model school district. The Commissioner did not say how these undisclosed calculations might be made, which districts would be below the limit as a result of them, or when he might release his private information. This illustrates the first concern I have tonight to add to the three questions I posed last week. How can you as New Jersey's Legislators allow the Commissioner to blow smoke in your eyes about the Department of Education's Plan? If a State Senator cannot get a straight answer from the Commissioner, what chance do any of the rest of us have? Hearings like this one are a sham when critical elements are withheld in secrecy and indecision.

Turning to another matter, the vote on the school budget contemplated by the Commissioner's Comprehensive Plan seems incredible to me. His plan will have a minimal foundation education guaranteed by the State but, no doubt, still paid primarily by the local tax payer. If a local district chooses to provide more than the required State minimum educational funding level, then that local district must ask the local voters to approve any additional funding. If the voters turn it down, then the children get the State minimum education with no appeal to the State Department of Education. Local taxpayers would have to vote yes for what the State terms "unnecessary" and "excessive" educational programs if the children in that community are to receive more than a State minimum education.

I am sure the State Department likes the idea of less work. They will not have to consider any more budget appeals. Nobody else is served by this truncated procedure, however, least of all the children of New Jersey.

Let us think how this would work with income taxes. Consider filling out your tax return by which you are required to pay your share of the costs of a State minimum government under some interpretation of the New Jersey Constitution. Some citizens, however, might want more than the bare minimum required from State government under the Constitution. What if they could improve upon minimum State government only by a check off on the State income tax return for "unnecessary and excessive" state government? How much excellence or quality in State government would we have with such a system? This shows you my second concern this evening: Commissioner Klagholz misleads us by writing "Comprehensive Plan" on the cover of a document that is a minimal plan. His purpose appears to me to be to rob the children of New Jersey of their Constitutional guarantee of a "thorough and efficient" education by assuring them only a minimum education.

Last week Senator Ewing challenged some of the critics of the Comprehensive Plan to propose something they would support. I appreciate the frustrations Legislators must feel as one criticism after another is raised against this proposed plan from the Department of Education. Let me assure you that I am ready to support improvement in our state's public education. I can support some of the ideas in the Commissioner's Plan if they are turned toward the purposes of providing education instead of reducing the State's constitutional responsibility to children. Let me reference specific ways to turn the Commissioner's plan into something that might help children:

- I support using a model district as a standard. Choose a real district, however. New Jersey has many outstanding districts. Tell me which one comes closest to the Commissioner's concept of thorough and efficient. I will begin tomorrow to see where Glen Ridge can improve to match or exceed that district's accomplishments.
- I support defining thorough and efficient. The New Jersey Supreme Court pointed out the need to define this key Constitutional phrase in the Abbott v. Burke decision. But save us another court case; do not try to make "thorough" or "efficient" translate into "minimum". And while we are playing with words, let "excellence" be the word we use for our State's finest educational programs; let us stop right now the false labeling of some of New Jersey's most thorough and most efficient school programs as "unnecessary" and "excessive".
- I support saving money by changing local practices that are not cost effective. I hope that you support changing State laws and State institutions that are not cost effective.
- I support a local vote on the portion of the school budget that exceeds the foundation amount. The foundation amount, however, must be at least what is already in existence in a local community. The Commissioner's non-existent, unproven model does not represent an acceptable foundation education for Glen Ridge or, I suspect, many other districts.
- I support using property taxes to fund local education. The quality of local schools is a key factor in the value of local property in many communities,

and it should be so everywhere. The impact of a tax levied to support a state function, such as public education, must have an equitable impact. The same property tax rate for public education should be paid by all state wide.

I offer this specific support for education and a willingness, even an eagerness to change. I am sure most of us here tonight are just as supportive of education and are just as willing to change. At the same time, many of us will come before you as often as necessary to resist any effort to curtail the State of New Jersey's Constitutional and moral obligations to New Jersey's children.

Thank you for your consideration of my remarks this evening..



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***Position Supporting Educational Goals  
Funded Without Increasing Property Taxes  
December 12, 1995***

The New Jersey State Legislative Committee of the American Association of Retired Persons supports meeting court mandated educational funding reforms. We further support ways of meeting these goals without resorting to school financing methods likely to increase the burden on the local property tax payer.

Property tax is the single most burdensome tax for many low-income and older persons. It affects older persons directly because most are homeowners but it also affects renters indirectly because at least part of the tax is passed on to renters in the form of higher rents.

At present property tax levels, increasing numbers of older Americans in New Jersey are reporting trouble purchasing necessities and paying their property taxes. The property tax is already the largest bill of the year for most retired property owners. Those who can no longer afford their private home often seek taxpayer supported alternatives.

Older Americans are well aware and supportive of the value of quality education, of which they too benefit, and seek to bear their fair share of the cost.

Our Committee encourages the State Legislature and Executive officers to broaden our state's method of financing public education by depending less on property tax and shifting part of the burden of educational financing to other more fair and elastic revenue sources. For further detail, please see the attached 1996 State Legislature AARP Property Tax Position Paper.

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**1996 NEW JERSEY POSITION PAPER  
ON  
PROPERTY TAX RELIEF**

**BACKGROUND**

The New Jersey State Legislative Committee supports legislated property tax relief, including relief for older persons, that is fair and maintains necessary state revenues. At the same time, we urge development of a more equitable method of funding public education, to relieve the over-reliance upon property taxes, and to help make equal educational opportunities available to all students.

**PROBLEM**

Seniors of New Jersey are in a very difficult and unique situation - that of not being able to keep up economically with the rapid rise in property taxes. The actual cost of meeting rising property tax expenses is well beyond the inflation rate and exceeds, often, the annual cost of living adjustment (COLA) for Social Security or other retirement income.

This situation has caused great consternation among the senior population of New Jersey. In many cases, the alternatives are neither practical nor favorable: to sell their homes and move to less expensive accommodations, or to cut back on spending for other necessities, including food and medicine.

At the same time, the public education system (which relies heavily upon the property tax) in

communities with high property values, schools can spend more per student than communities with lower property values and thus lower tax income for schools. Thus, a system which is simultaneously unfair to seniors and to children both exists at this time.

**OUR POSITION**

The New Jersey State Legislative Committee, mindful of the recent NJ court ruling in Abbot vs. Burke, believes the state should develop alternatives to funding education rather than the existing heavy reliance on the property tax. This is critical to provide equity among the community public school systems and to relieve the heavy burden of property taxation among homeowners, many of whom are seniors.

We welcome the opportunity to collaborate with legislators in developing a more equitable system of state and local taxation, including property taxes and funding mechanisms for public schools:

*For further information please contact:*

Robert E. Linz, 257 Steve Lane, Franklin Lakes, NJ 07417 (201-891-0297)

December 1995

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# The Community School of Bergen County, Inc.

LOWER SCHOOL: 11 West Forest Avenue, Teaneck, N.J. 07666 (201) 837-8070  
HIGH SCHOOL: 120 Washington Avenue, Westwood, N.J. 07675 (201) 358-6221

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*Founder*

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*Executive Director*

TOBY BRAUNSTEIN, M.A.  
*Director of Education*

DENNIS COHEN, M.A.  
*Director of Program*

To: Senate Education Committee;  
Assembly Education Committee

Re: "Comprehensive Plan for Educational Improvement and Financing" /  
Special Education Funding Formula

The comments below are respectfully submitted in regard to the special education funding formula noted in the "Comprehensive Plan for Educational Improvement and Financing."

While the concerns raised in Part II of the Plan (page 17-19) are real, unfortunately the special education funding solution noted on page 43-46 does *not* meet the Department's stated goals, namely that "programmatically decisions should be based on needs" and that "There should not be incentives or disincentives for specific placements." Rather, the formula (in addition to being fiscally imprudent) is a narrowly constructed solution based on an attempt to "fix" some rather specific problems (special education aid for speech services and a perceived over-classification of PI students.)

While it is understandable that the State would seek a way to keep districts from inappropriately classifying students, how does the proposed formula insure that all truly justifiable classifications are provided the aid they deserve? *It simply does not.*

Disallowing categorical aid for all students who exceed a set classification rate ceiling (a "threshold" formula) may help the State reduce the numbers of PI classifications, but what kind of *chilling* effect might it also have on a district which legitimately has a higher than 10% classified rate???

While the report seeks to eliminate "incentives or disincentives", and while its desire to eliminate funding based on "labels" is admirable and necessary, the proposed formula only creates an additional disincentive for districts. *In short, it simply replaces one evil (over-*

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*classification) with another (under-classification). Because it is a formula which ties the numbers of identified and classified students to the percentage of funding which will*

*follow, districts will be tempted to reduce classifications. This is not a bad thing if the assumption that all districts have over-classified is correct. It is though a very bad formula for those districts which have classified correctly but who might still be exceeding the threshold.*

*A truly equitable funding formula is one which is program based, not category or label based and not based on classification rates or percents. It is one which would note to a district "Show us your true, valid educational needs and costs and we will provide you with a percentage of aid for each student, to the best of our ability, not based on a particular label or on how many other students you happen to have in your district with similar legitimate needs."*

*The proposed formula of course notes quite oppositely: "Either figure out a way to change your needs and classification rates or we won't provide for some of your students.."*

*Is there a way to "fix" the bad parts of the proposed formula? First, the State should seek another way (perhaps through better monitoring of PI classifications) to alleviate their concerns with over-classification. Second, it should, as promised, eliminate funding based on "labels," but it should not simply replace the old funding formula with a system based on "classification rates." The threshold portion of the formula should be eliminated and replaced with one which sets funding based solely on a percentage of program cost.*

*How would this kind of formula work? If "x" is the available pool of state aid for special education, and "y" is the total program costs for all special education students, then  $x/y$  or "z" would be the percentage of cost per student paid to each district as direct aid.*

*For expenses where a district's total dollar amount proves to be extraordinary (in those few cases where the need for a highly specialized program would mean that the district's percentage computes to an extraordinary high dollar amount) then the same special mechanics for extraordinary costs noted on page 45 of the report should be implemented.*

*Admittedly, this kind of percent of program costs formula requires that public schools develop a mechanism to compute the total cost of each of their special education programs and placements, including inclusive placements. While this may be difficult, the time for it is long overdue. Indeed it will help us to learn more about how special*

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education monies are being used and especially about how "inclusion" is being applied. Initial State monitoring reports seem to imply that at least some students are classified and placed in regular settings, but are not receiving special education services (e.g., no special education teacher is being placed in the classroom.) Under this percentage of program costs formula, there would, *properly*, be no reimbursement for a student if no true special education was being offered. Under the Department's proposed formula, the State would still fund such a student so long as the student was classified and fell within the 10% threshold. This would be an unnecessary payment. Funding should *always* follow the student program. Any funding formula which simply supplies aid based on classification and not on true program costs is inefficient and fiscally imprudent.

This program based approach to funding proposed here assures that all legitimately classified students needs are addressed, even where classification rates may vary from district to district. Further, It doesn't encourage districts to either classify or declassify in the same acute way a threshold system will.

Most importantly, it meets the State's expressed intent, that "districts will be able to make placements of students with disabilities without concern for the relative amount of state aid generated for each placement, thus encouraging placement in the least restrictive environment" (page 45 of report).

Respectfully submitted, December 6, 1995



Dennis Cohen  
Principal

**Good afternoon, My name is Patricia Bedell Buikema. I live at 393 Forest Ave. in Glen Ridge. I have been an employee of the Glen Ridge Public schools for the last 22 years. I also have two children. One "child" is a freshman at the U. of Syracuse. The other is in eighth grade. Both my children have been fortunate to attend the public schools that I have personal pride in.**

**Over my 20 plus years, I have seen many changes in our state education plans. This Comprehensive plan for Education Improvement and Financing have left some very important questions unanswered. I am deeply concerned with the formula that our Transition Aid district has been left with. It appears that we are being punished for doing well with less and less. We are small but mighty! Every indication should points to our success. Our students and staff are outstanding. And yet, you are taking away more and more and expecting us all to be the same.**

**These last 22 years in Glen Ridge I have been teaching Physical Education and Health. Klagholz's November document address entra-cirricular activities and the price per pupil. IS this the cost of covering a student in an athletic season? Or is this the cost per year? Glen ridge has always had a very high participation rate in after school activities. Whether we are talking uniforms... or the number of pupils in a school it appears that we are all being asked to be the same. I would like to share a fact with you. ONE SIZE DOES**

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**NOT FIT ALL. Whether we are talking pantie hose, regular education, special education or athletes. Commissioner Klagholz has asked every district to fit into these pantie hose.**

**I did not see in the November document any mention of advanced placement courses. Let me speak from my heart as the mother of those two students of the Glen Ridge schools. My daughter graduated on June 23 with the rest of the class of 1995. She is, as we speak, taking a final exam at the college of her choice. That college was reached at the end of a high school journey that addressed her needs academically, physically, emotionally and socially. That Glen Ridge journey, included advanced placement course, art and music courses during the school day and a wide and varied assortment of co-circular activities. If Commissioner Klagholz has his way the journey will be very different for my son. He is a member of the Glen Ridge public schools class of 2000. Just like the fact that my daughter and son will not both fit into these pantie hose the same way... all of us can not be expected to fit into the same state model.**

**Please do not punish us for being susesfull. Please not try to continue to force us all into this: I fear we will become this.!!!**

December 12, 1995

Good Evening. My name is Catherine Cleenput, I am a teacher in the Glen Ridge School system and am currently serving as President of the Glen Ridge Education Association. Thank you for the opportunity to speak this evening. This is now the third time that I am presenting testimony concerning the Commissioner's Comprehensive Plan. The first time I was in West Orange where numerous people waited for their chance to speak and still many others did not get their opportunity to speak due to time constraints. The second time was at a special hearing in Glen Ridge where our community displayed great interest and concern, but to our dismay, our questions and concerns were not answered or addressed. At each of these meetings I was extremely impressed by the State's interest and that so many people cared so much about education in New Jersey. At this point however, I am becoming disillusioned and angry. This disillusionment set in when I read Commissioner Klagholz's latest proposed Comprehensive Plan because I do not see a reflection in the plan of what the people of New Jersey are saying. I am angry that Commissioner Klagholz and the Department of Education are not seeing the realities of our schools and that the hypothetical model they present does not fit the needs of every district. Commissioner Klagholz and the Department of Education are asking us to compare ourselves to a mythical school district which does not exist. In pursuit of the "perfect" district the state appears to want to impose on all of us a standardization which will not guarantee increased monetary efficiency or academic performance. Instead of proposing that successful districts be forced into a new and unproven mold, why can't an attempt to assess what the

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successful districts are doing well and adopt those ideas for use in other districts.

I am a product of New Jersey public schools. I support public education and the unique distinction that each community adds to its public schools. I have a great deal of pride in the state of New Jersey and it saddens me to think that we as a state are willing to lower our standards and short change our children. I believe that the Department of Education is forgetting that our children are our most precious and valuable resource.

The model school district which they are proposing assumes that the per pupil cost will cover all essential programs and services, including:

- All staff (including administration);
- Instructional materials;
- Educational technology;
- Remedial education;
- "Pull-out" services for perceptually impaired and speech impaired students;
- Field trips and extracurricular activities
- Professional development
- Building security, operation, and maintenance.

This plan does not provide the financial support needed to maintain all of these programs in this model. Besides, the plan does not include allowance for vital learning experiences such as gifted and talented, Advanced Placement or prekindergarten programs.

The plan reduces or eliminates funding in Special Education and At Risk Aid. The plan continues to remain unclear in its definition of "extracurricular activities" and does not mention athletics.

At this point the proposed plan has state and local shares determined by

local property wealth and income wealth. Small district with no ratables like Glen Ridge would be drastically affected. Our programs would suffer, our children would lose and our district would die. I can't imagine that the Department of Education is willing to sacrifice a successful school district for a mythical model.

I certainly agree and understand the necessity for the state to set guidelines. But, hopefully the guidelines will produce equality in a through and efficient system of education which is maintained to meet the needs of all of our children. Please consider guidelines that foster equality and excellence in all of our schools. Realize that there is no set solution that will accommodate everyone and that gray areas must exist. Also take into consideration that not everything that is valuable can be quantified. Please keep in mind that small districts like Glen Ridge, which are proven to be successful, have a lot to offer. Our children are our future, please do not penalize them for the size of their town.

Thank you for your time and consideration.

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**MISSION STATEMENT**

To propose needed reforms in the funding of Thorough and Efficient education. Such changes will enable all New Jersey children to experience quality educational programs, in order to prepare them to be successful, productive citizens at a cost that is affordable to New Jersey residents.

**POSITION STATEMENT**

.The reliance on local property taxes as the primary source of education funding shall be eliminated.

Position -- The New Jersey State Constitution mandates that the State assume responsibility for a Thorough and Efficient education. As a result, school funding should be based on a state-wide revenue source. This formula should be broad-based in character, using a revenue plan that is more equitable, giving consideration that it be based on an ability to pay.

.State regulated funding floor and ceiling should be initiated and financed by the State.

Position -- There must be an equitable funding floor and ceiling established which will permit all school districts to provide essential programs and services on a fair basis. The floor or ceiling shall be based on the Income Quotient of a given school district. This will enable urban school districts to offer comparable essential services and programs, along with their suburban counterparts. All non-essential services and programs that exceed the floor or ceiling level, shall be supported locally upon voter approval.

.State mandate/State pay.

Position -- All state legislated and Department of Education enacted mandates shall be fully funded without exception. This would include all social service related medical issues and employee benefits. The only contribution from local funds shall be those exceeding the floor criteria of said mandates. [Note: This includes all existing mandates.]

.Locally based school management and control (monitoring) shall be implemented.

Position -- The State shall set performance criteria throughout New Jersey. Local control shall be without State interference, unless the set performance objectives are not met. This shall include local control/management of programmatic deliveries, building upgrades and use.

.Business/Educational partnerships should be tied to any tax credit incentives.

- Continued -

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Position -- Business has a vested interest in the success of the State school system. Today's students are the employees of tomorrow, the potential profit makers for New Jersey business. The commercial sector should have tax credit incentives based on this educational partnership by their investment of funds, equipment or services of district defined needs.

.Employee performance appraisal process should be reviewed to guarantee excellence in educational deliveries to all children in the State.

Position -- While it is essential for school employees to be protected from political influence with regards to job security, employment advancement opportunities and classroom teaching effectiveness, there must be a proactive performance based on a defined review process for school district employees who may be performing below standard. This should be a progressive system of retraining and staff development.

.State control of collective bargaining salaries.

Position -- A state-wide system of collective bargaining for all New Jersey school districts has, in effect, been addressed in the past, with the imposition of a minimum salary requirement, control over pension costs and benefits, as well as the State Health Benefits Plan adopted by most school districts and other political sub-divisions. This should be expanded to include the adoption of state-wide salary guides with modifications based on the geographic economic requirements and cost of living in each county or group of counties. The adoption of State guides will eliminate the most difficult of all local negotiation issues and stabilize rising salary costs. The costs associated with the aforementioned should be borne by the State with entire funding, an equal partnership shared basis or, at the minimum, State financing for the minimum salary requirement of \$18,500.00 per teacher, adjusted based upon regional cost of living needs.

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December 8, 1995

Ms. Kathleen Fazzari  
Senate/Assembly Education Committee  
Legislative Office Building, CN-068  
Trenton, New Jersey 08625-0068

Dear Ms. Fazzari,

In an age of technology, the Department of Education seems to be using "anachronology" to determine the needs of today's students. Quality education like quality products cost more money than items which are cheaply made and poorly maintained. While criminals in prison are enjoying cable television and state of the art exercising programs, children in schools suffer from a lack of state funding. Legislators and people in the D.O.E. don't seem to understand how to prioritize the needs of our society.

Our children are our future and we need to support their efforts in school. Adequate statewide aid has to be given to local districts in order to stabilize taxes while providing what is necessary to fund public education.

Salaries, staffing patterns, and media specialist models as designed by the State D.O.E. are inadequate. The education of children has become a political football and the funding issue a battle cry for political campaigns. The State has mandated programs and never paid for them. They've got to "ante up" what they owe to all districts. By cutting the salaries of just one group of employees is discriminatory.

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Furthermore, in our district, elementary Library Media Specialists teach library and technology skills, are in charge of audio-visual equipment and repair, besides running a library every day. At present, I teach twenty-four 45-minute periods a week and have five periods of open library. You are downgrading our position to just an aide by what you have introduced. Please tell me how you expect a half-day Library Media Specialist to do this when it is almost impossible to do as a full-time L.M.S.?

Politicians and educators must set realistic expectations for a State T. & E. model. By enlarging classes, cutting salaries and depriving wealthy districts the D.O.E. is mediocritizing the delivery system of school districts. The State is **NOT** paying its fair share to any district in the State. What our group has read about the T. & E. model thus far amounts to a little more than tinkering while the State abrogates its payment responsibilities.

Please end the funding turmoil. Ease the local tax burdens so that school budgets and referenda are not assured of defeat every time they are on the ballot.

If the D.O.E. and legislators get it right, children will become the focus of our future.

Sincerely yours,



**Judith Ferentz,**  
Library Media Specialist

Washington Elementary School  
289 Main Street  
West Orange, New Jersey 07052

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**TESTIMONY OF P. KELLY HATFIELD, PH.D. , SUMMIT BOARD OF EDUCATION, BEFORE THE CHAIRMEN OF THE SENATE EDUCATION COMMITTEE AND THE ASSEMBLY EDUCATION COMMITTEE, ON THE COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT AND FINANCING, DECEMBER 12, 1995.**

Good afternoon. My name is P. Kelly Hatfield, I am a member of the Summit Board of Education and a member of the New Jersey Legislative Special Education Funding Task Force. Thank you for the opportunity to speak today. I will limit my testimony to Special Education and At-Risk Funding.

An overriding concern for Summit Public Schools and Summit taxpayers is the shift of the states obligation to provide funding for public schools to the local taxpayer. This plan will place a greater tax-burden on our local property owners for essentially the same services.

**AT-RISK AID AND COMPENSATORY EDUCATION AID**

- In evaluating the Department of Education's position on AT-RISK funding we agree that extra support should be made available to those communities where poverty is so pervasive that students given the same educational opportunities found in Summit would be AT-RISK to fail. We support the concept of interagency collaboration at the state level and would encourage the legislature to look to these agencies to fund those programs and policies which are aimed at ameliorating the socioeconomic influences that impact negatively on learning.

- However we strongly disagree that AT RISK programs and Compensatory Ed programs are the same and we find it troublesome that the Department of Education confuses them. They are separate, distinct and provide different services. In Summit, we use our state dollars to remediate students who fail for a variety of reasons. We provide programs and interventions for these students in the regular education program. In Summit these dollars are used to keep individual students out of special education. The potential loss of these dollars to our district **will cost our taxpayers \$170,000.**

**SPECIAL EDUCATION**

-We are very concerned about the effect of moving speech eligible students and a significant proportion of perceptually impaired students from the special education funding to an equalized foundation budget. In Summit, our CST classification rate for speech-only in 94-95 was 2.0%. Because we will receive no transition state aid it **will cost our taxpayers an additional \$68,993.** to provide this mandated special education cost.

-If we were to move and serve 1.5% of our classified PI students, as suggested in the plan, into regular education it would **cost our taxpayers an**

**additional \$126,921** to provide the interventions and services that we believe are necessary for these students.

-The current distribution of federal IDEA dollars is based on a head count of students eligible for special education services in New Jersey. Has the Department of Education considered the potential loss of millions of federal dollars when the 4.4% (state average) of speech eligible students are no longer classified and the 1.5% of perceptually impaired students are declassified?

-Philosophically we are opposed to a funding formula which has an arbitrary and maybe irrational cap on the number of students eligible for special education services. {We understand the intent is to reduce a perceived overclassification of students, however it may also provides an incentive for districts to underserve students who may need these services.

-We agree in concept with the Departments position on funding the excess costs of special education and we agree that the first portion of every special education pupils program is supported by the foundation budget in the same manner as the foundation budget supports its regular students. However, we do not believe this amount should be a single cost factor based on statewide averages. With the current GAAP accounting procedures, districts can identify those excess costs and should be reimbursed for them. The only truly placement neutral funding formula is cost based formula which reimburses districts the full excess costs of special education.<sup>1</sup> Using a statewide average will encourage some districts to place student in the LEE (least expensive environment ) in stead of the LRE (least restrictive environment).

-Finally, we applaud and support the Departments identification and funding of those extraordinary cost associated with some special education placements. This is a fair approach and will help relieve communities with expensive placements that they have no control over.

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<sup>1</sup>Hartman, W. (1992). State funding models for special education.. Remedial and Special Education. 13(6), 47-58.

State Education Committee Head  
Senator John Ewing  
59 Mine Brook Rd.  
Bernardsville, N.J. 07924  
908-766-7757

Mr. Steve Weston - point of contact

Subject: Take school funding off of the back of property taxes.

Reason: It would relieve seniors of a tax burden they do not need and keep them off of state funding programs.

- b. Rents should go down allowing property owners to offer cheaper rents to business. Also to low income families.
- c. These funds can be made up through income tax and product taxes.
- d. People now not supporting education would be.
- e. This should satisfy the courts, Public School Education Act OF 1975 (P.I.1975,CH.212)

Subject: School budget use.

- a. School budgets should be controlled by law.
- b. Salaries and overhead should not be more than 60% of budget.
- c. As voters we cannot control our budgets.
  1. Contracts signed pryor to voting date, therefore all we vote for is to cut funds used on childrens supplies.

Example: Morris Hills Regional school system for 1994-1995 set aside only \$814.00 per student, actually used \$722.00 per student. This from a \$27.67 million budget, for 2443 students.

Subject: Foolish state mandates

Example: Class room size with approval from an architect, should not be necessary.

2. Certain jobs should not need bidding.

Subject: School board types (N.J.S.A 18A:9-1 ET SEQ)

1. Should be checked by Trenton every 5 years.
2. No one should be on a school board if a family member is in the education business.

Subject: State aid

- a. This could be dispensed with if tax formula was changed.

Subject: Teacher's pay

- a. Pay teachers as locality pay, and not on amount of schooling and degrees they have.

Example: This is the only industry where a person gets a license without serving an apprenticeship. This should be changed.

1. Number of steps with pay increases, plus longevity and

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cost of living.

2. Cap on pays after last step, there is no limit at the present time.

Subject: Vouchers

- a. Allow parents to have them if they want them.

Subject: School buildings and property

- a. This should be controlled by town mayor and council in conjunction with the state.

Reason: It would be cheaper for town personnel to handle many of the repairs functions. They would know more about many repair functions.

1. This would stop paying contractors when the town has the equipment to do it.

Example: The removal of oil tanks, sewer line problems. Dirt and rock removal or fill.

Comment: This problem takes tax money out of the town.

Subject: Monies above salaries

- a. Health benefits
- b. Paid schooling
- c. Holiday and vacation time
- d. Sick time
- e. Gratuities

Subject: Thorough and efficient education

Comment: Make thorough and efficient education pertain to the following.

1. Reading in two languages
2. Writing in two languages
3. Arithmetic-should be proficient in adding, subtracting, and geometry.
4. Class periods should be 50-55 minutes long.

Subject: Tenure

1. Should depend on work performance not amount of education or number of years.

Subject: Over budgeting

1. Penalty should be imposed, from 30 days off without pay to out right release.

Subject: Special education 46 students at Chacler Academy.

1. Type of disabilities disturbed
2. Broken homes 30 of 46 students.
  - a. Fatherless homes
  - b. Abusive homes or behavior
- c. What part does divorce play with special education multi-partners

Subject: Loss of property due to taxes coupled with job loss

Loss of property due to delinquent mortgage payments approximately 80 units per month, as per Morris County Sheriff sale.

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amount to be raised by taxation for a Board if a School Budget has not been adopted by a Board of School Estimate or by the voters.

### County Superintendents

County Superintendents are appointed by the Commissioner, with the approval of the State Board, to act as an agent of the Department. They are charged with the enforcement of rules pertaining to the certification of teachers, financial reports and pupil registers.

## STRUCTURE OF SCHOOL DISTRICTS IN NEW JERSEY

### Types of School Districts (N.J.S.A. 18A:9-1 et seq.)

School Districts are principally of three categories:

1. Type I, in which the governing body of a municipality appoints the members of a Board of Education and a Board of School Estimate, consisting of two members of the Board of Education and two members of the governing body of the municipality and the chief executive of the municipality comprising the School District, approves all fiscal matters.
2. Type II, in which the registered voters in a School District elect the members of a Board of Education and either (a) the registered voters also vote upon all fiscal matters or (b) a Board of School Estimate, consisting of two members of the governing body of and the chief executive of each municipality within the District and one member of the Board of Education, approves all fiscal matters. The Township of North Brunswick Board of Education is a Type II School District without a Board of School Estimate.
3. Regional, in which the registered voters in the School District elect members of the Board of Education and vote upon all fiscal matters. Regional School Districts may be all purpose grades (K-12) or limited purposes (grades less K-12).

There is a procedure whereby a school district may change from one type to the other after an approving referendum. Such a referendum must be held whenever directed by the municipal governing body or board of education in a Type II district, or when petitioned for by fifteen percent (15%) of the voters of any district.

### SUMMARY OF STATE AID TO SCHOOL DISTRICTS

In 1973, the Supreme Court of the State of New Jersey ruled that the existing method of financing school costs, principally through property taxation, was unconstitutional. Pursuant to the Supreme Court's ruling, the State Legislature enacted the Public School Education Act of 1975 (P.L. 1975, Ch. 212) which required funding of the State's School Aid through a New

DISTRICTS SHOULD BE CHECKED BY THE COMMISSIONER,

December 12, 1995

New Jersey State Legislature  
Senate Education Committee  
Assembly Education Committee  
Legislative Office Building, CN-068  
Trenton, NJ 08625-0068

Ladies and Gentlemen:

In reviewing the proposal outlined in the Education Commissioner's Comprehensive Plan for Educational Improvement and Financing, we are amazed at his lack of understanding.

For many years, the state plan for excellence in education, which became the model for school districts throughout New Jersey, stressed the importance of the school library / media center as the focal point of the educational process. As information specialists, school library / media personnel are the disseminators of information between subject disciplines. With the addition of computerized sources, the tasks of the library / media specialist have expanded, not diminished. Commissioner Klagholz's plan would undermine all of the enhancements made by media centers reaching for the excellence outlined in the state plan.

The proposed model for elementary schools, which designates one-half library / media specialist per school is, in view of the concern about students' lack of reading, very short sighted. It is in the elementary school library / media center that children are introduced to books and reading in a hospitable atmosphere. To watch small children eagerly select books to take home is to understand that this is the foundation of the recreational reading habit. To watch their faces as the library / media specialist reads to them is another indication of what the printed word means to a small child. It is especially important to children from disadvantaged or foreign backgrounds.

The elementary school is also the first place where sequential library / media skills are taught. This skills program continues through high school. Since it is the school's job to prepare its students for the next step in their lives, familiarity with books and computer sources will help both the college-bound student, and the student who is completing his / her formal education with high school graduation. The time required to just teach students the skills, that only a knowledgeable materials expert can provide, far exceeds the commissioner's half time proposal. Add to that the administrative duties of maintaining circulation and collection development, as well as assistance to faculty members, and the half-time librarian / media specialist becomes an impossibility.

In the middle school, the sequential skills teaching and the emphasis on books and reading continues. Students at this age are open to new ideas and can easily be influenced by peer pressure. A strong library / media program is one way to assure

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that they will continue to read for pleasure. Continuing the skills program assures that they will be able to solve problems on their own by using materials other than their textbooks.

At the high school level, research and homework proliferate. However, with a strong media program and the proper books, even the most reluctant reader will do some recreational reading, and the confirmed reader will read when time allows. Here it is the computer programs, research materials and the more sophisticated skills requirements that allow the culmination of problem solving on a higher level. Students are required to use these higher level thinking skills throughout the curriculum, and research builds from the freshman to the senior year. Preparation of support lessons for the various subject areas, as well as individual student assistance, take an inordinate amount of time. One librarian and one aide could just about maintain the collection and check out books. Computer and information skills instruction would come to an end, and the research component of education would no longer exist, if the high school media center was staffed according to the proposal.

It has been proved that students who attend schools with strong library / media programs score higher on standardized tests than those who do not. *School Board Notes*, March 9, 1995, quoted William Bainbridge's study, which verified that "the closest correlation to high scores on college entrance exams is not per pupil expenditures for instruction, teacher salaries, or textbooks. Instead, by a wide margin, it is the number of local tax dollars spent per pupil on library / media centers."

The differing salary scales for librarians according to level is also very wrong. The elementary school librarian is as much a master of his / her program as are the middle and high school library / media specialists. Each has a different audience and thus different tasks to perform, but each is a specialist. The time spent accomplishing these tasks, and the skills needed to do so, are equally important. The same is true for the media aides at all levels. Moreover, are we to assume by the commissioner's plan for gradation of salaries that he considers some levels of education less deserving than others?

Library / media specialists are also paid on the same salary scale as teachers. To remove them from that scale and pay them less could lower, in the eyes of their colleagues, the value of the work that they accomplish. In addition, many of the salaries currently earned by library / media personnel exceed the proposed recommended salaries.

There is a very great danger in the diminution of staffing and services in education. If we don't allow every student to do the best that he or she can, if we don't provide the best that we can to each learner, where will our country be when these students reach maturity? Diminishing education is one way to assure that America will become a second-class society, while those countries, like Japan and Germany, who expect and provide the best for the students, flourish.

WEST ORANGE SCHOOL DISTRICT

WEST ORANGE SCHOOL DISTRICT

Anne [unclear]

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Linda Halper

Judy Ferentz

[unclear] Telford

LIBRARY / MEDIA SPECIALISTS

**Testimony of Michael Knowlton, Summit Superintendent of Schools,  
before the Chairmen of the Senate Education Committee  
and the Assembly Education Committee, on the  
Comprehensive Plan for Educational Improvement and Financing  
December 12, 1995**

Good Afternoon. I want to thank the Chairmen of the Senate Education Committee and the Assembly Education Committee for providing us with the opportunity for input on the proposed Comprehensive Plan for Education Improvement and Financing. I am here as part of a team of representatives from the city of Summit, including a member and past President of the Board of Education, and the Legislative liaison of the District PTA/PTO. Summit is one of the founding school districts of the Garden State Coalition of Schools, a statewide organization composed of 110 primarily suburban school districts that focuses on the interrelated issues of excellence and equity in academic achievement, educational practices and school finances.

My plea is simple and straightforward. While the Comprehensive Plan provides a theoretical base for the definition of a thorough and efficient education, a much needed step in the right direction, it would impose a **substantial** additional financial burden in the form of increased local real property taxes for those communities which already send far more tax money to Trenton than they receive in return. No plan should impose on local communities the likelihood for substantial increases in local real property taxes as a result of substantial cuts in state aid and state funding of teachers' social security and pension costs. simply to continue with their existing programs intact.

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**That is right!** While we should be discussing these matters with the benefit of specific data from the State on the financial impact of the Comprehensive Plan on each school district in the State, our preliminary estimates are that state aid to Summit would be cut by almost 20%, not counting the probable annual loss of approximately \$500,000 in state funded teachers' social security and pension costs. This is in a community which **already** pays for more than 90% of its budget in local real property taxes. It is simply **not** in the State's best interest to create the turmoil and upset in those communities throughout the state where, ironically, many of the best school districts in the State are located.

There are numerous references in the Comprehensive Plan to what are referred to as "**wasteful**", "**unnecessary**" or "**excessive**" spending. I define wasteful, unnecessary or excessive spending to be the provision of district owned cars and drivers to members of Boards of Education or administrative expenses which are substantially beyond the norm. I do **not** define as excessive or wasteful those additional costs resulting from a local community decision to provide smaller class size than the state model or additional substance awareness counselors, particularly when those school districts are paying the full additional costs and when those costs are going directly to benefit students. In the debate over funding of public schools, one should **not** make the mistake of catering to those who would believe that all public schools are fraught with wastefulness, inefficiency and excessiveness when that is simply not the case.

Also, I caution **against** moving the date of school board elections to the November general elections. As a relative newcomer to the State, I was

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surprised to note the already high level of politicization in New Jersey public education. **Nothing** should be done which would likely make the situation even **more** highly politicized.

The cost of salaries and benefits is touched on only lightly in the Comprehensive Plan. While this is a very difficult political issue, one cannot ignore the fact that this drives a substantial portion of the costs of public education. Consideration should be given to providing a better balance between local school boards and teacher unions in the collective bargaining process, which might limit the continuing increases in the cost of salaries and benefits.

While it is easy to criticize components of the Comprehensive Plan, it is equally important to acknowledge those components which make good sense. First, the proposal for an advance setting of a two-year funding plan would provide some much needed stability for planning at the local school district level.

Second, while one can debate the proposed funding level by the State, at least the Comprehensive Plan establishes a method for addressing funding of all public school districts, not just the special needs school districts identified by the Court.

Third, the Comprehensive Plan suggests special funding for 1) technology grants to develop a statewide system of educational technology and 2) rewards for high academic achievement. Again, while one can criticize the suggested level of funding as being too low (\$10 million and \$5 million respectively), these are obviously important priorities which deserve serious attention.

Thank you for providing me the opportunity to contribute to the discussion of what I believe to be the most important issue confronting the State of New Jersey at this point in time.

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ASSOCIATION OF LEARNING CONSULTANTS  
Professional Information  
Post Office Box 1829, Clifton, NJ 07015  
201 - 772 - 1979

December 12, 1995

Testimony on the November, 1995, New Jersey Department of Education Comprehensive Plan for Educational Improvement and Financing.

Legislative members, staff members, educators and concerned citizens. My name is George Kreoll and I represent the Association of Learning Consultants. The Association of Learning Consultants is a statewide professional organization of over one thousand Learning Disability Teacher-Consultants who work in public schools, private schools and are in private practice.

The Association of Learning Consultants has mixed feelings about many items in the proposed Department of Education's plan to comply with the New Jersey Supreme Court's fiscal equity rulings. In its overview of problems and issues, the Department fails to give sufficient emphasis to the politicization and commercialization of public education. Discussion by the Department of the expansion of the public school's mission (on pages 9 and 10), and the more than 600 education bills introduced in the State Legislature in a twelve-month period is an example of the politicization of public education. Commercialization of public education, while not discussed as such in the plan, is promoted by its emphasis on privatization.

In paragraph four on page 17, we are reminded by the State Department that "special education programs must, by law, be provided to all children who are judged to require them,". If the Department requires public schools to provide for all the children who need special services, why do they want to pay for only 10% of the children who need those services. Why not reimburse the public school districts for 100% of those children needing special education services, the same percentage of the children the Department wants us to provide programs for. The Department created the programs that the public school districts must abide by. Therefore, we believe that it is up to the State Department to provide for these

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Programs.

On pages 18 and 43 the Department discusses the proper identification of special education pupils. On page 43 it states the current system of special education encourages the inappropriate classification of some students in the category of "perceptually impaired". Over the years the Association has brought this concern to the Department's attention. It is and has been the Association's feeling that it is the State Department's failure to clearly define "perceptually impaired" that causes this problem. NJAC 6:28-3.5(d)8.ii says, "'Perceptually impaired' means a specific learning disability manifested by a severe discrepancy between the pupil's current achievement and intellectual ability in one or more of the following areas" etc. What is a "severe discrepancy"? A "severe discrepancy" is what any child study team says a "severe discrepancy" is. It is what any judge says it is. By keeping the definition vague and unclear, the Department encourages overclassification.

On page 19, the Department discusses "Extraordinary Costs". It refers to the high costs of placing some special education pupils in out-of-district facilities. From reading this paragraph, one might come away with the feeling that local Boards of Education encourage the high cost of special education placements. It is the Association's position that most, if not all of these placements have come about because of judicial decisions.

What does the the third paragraph from the bottom on page 73 mean when it says, "Administrators have built their operating strategies in the context of intrusive, detailed state oversight"? Does it mean that the state was watchful, or does it mean that the state was wrong? The second sentence declares, "A school environment governed by needs, not compliance, will present very different opportunities and demand very different skills on their part". Does this mean that public school administrators should not worry about complying with state rules and regulations?

On behalf of the Association, I thank you for allowing me to testify. As the Department's model makes its way towards legislation it is the Association's hope that we will continue to be called upon for input.

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THE PUBLIC SCHOOLS  
WEST ORANGE, NEW JERSEY 07052  
TELEPHONE: 201-669-5397

GREGORY SCHOOL

December 12, 1995

301 GREGORY AVENUE

New Jersey State Legislature  
Senate Education Committee  
Assembly Education Committee  
Legislative Office Building, CN 068  
Trenton, NJ 08625-0068

Re: Comprehensive Plan for  
Educational Improvement  
& Financing

Ladies and Gentlemen:

Please accept this testimony in reference to the section of the above-mentioned plan relating to library media services.

Reducing our elementary school librarian from full-time to half-time would greatly affect the education of our students in a negative manner.

The librarian is extremely knowledgeable about book and media collections, about new publications, and possesses knowledge that classroom teachers do not have. She knows what students enjoy, and turns students on to books every day. The librarian helps teachers to select books that integrate all areas of the curriculum, for teaching and ordering. These books turn students on to reading, as well as the topic being taught.

The librarian is the person in our school who is most knowledgeable about technology improvements. She has taught teachers and classes to use CDI players, laser disks, CD-ROM programs, Hypercard, telecommunications, and other systems. Without her expertise on a full-time basis, our classes would not have access to the benefits of using this technology. She is the greatest resource the school has.

A half-time librarian would not have time to teach the regular information skills classes that are now a necessity, not a frill. The librarian is more than a full teaching partner. In addition to teaching a full load of classes, she does administrative work to make the collection available to students and teachers, and offers individual research assistance as well. The library is packed before and after school, indicating the huge demand for library services, and the librarian's willingness to meet the demand.

If the salaries of school librarians are lowered, as called for in the plan, the caliber of people who enter the profession will be lower. Since the salaries of teachers have risen, the profession has attracted intelligent, professional men and women who might not have considered teaching otherwise.

The half-librarian model for the elementary schools in New Jersey would be a disservice to all students in the state.

Sincerely,

Members of the Gregory School Faculty

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Members of the Gregory School Faculty

Leslie Collins

Tara L. Pasener

Melissa J. Newman

Patricia DeVescovo

Judy Gottschall

Elissa Link-Lery

Ana Bryllyn

Suzanne, Alessio

Cynthia Swinier

Robin Rothstein

Carol Hyde

Judy Mattman

Laura Burns

Lisa Shapiro

Mindy Hirschburg

Skiti Hoffman

Arlene O'Connor

Kelli Siler

Jon Truitt

Testimony on  
The Comprehensive Plan For Educational Improvement and Financing

Presented to:

A Joint Meeting of the Assembly and Senate Education Committees

December 12, 1995

Pam Clause Mc Groarty  
NJAPERD Vice President- Elect - Physical Education

Thank you for this opportunity to testify on the proposal to establish an "educationally effective and fiscally efficient" funding system to support public education in New Jersey. My name is Pam Clause Mc Groarty, Vice President-elect for Physical Education for the New Jersey Association For Health, Physical Education, Recreation, and Dance. I am 25 year career educator currently serving as K-12 supervisor for health and physical education in the Livingston School District, a premier district in our state. I am presenting testimony today on behalf of the association membership, my departmental colleagues in the Livingston district, and as a taxpayer in Jefferson Township.

This plan has fundamental standards which are welcomed by members of my profession. With many of our programs around the state perennially viewed by administrators as recreational dumping grounds for large numbers of students (60-70 avg.) during the course of a regular school day, we embraced the development of content standards which set rigorous expectations for comprehensive health and physical education knowledge and skill development. Several members of our association served on the standards committees and many more have participated in the round table sessions for public input into the process. We support a funding proposal which as stated in the document: "1) identifies the educational results that students ought to achieve; 2) carefully designs educational programs that will enable student to achieve those results, 3) prudently determines the amount of money to support those programs and 4) targets those funds toward results-oriented programs they are intended to support.

After thoroughly examining the assumptions which comprise the efficient delivery of programs and services, the cost analyses, and per pupil funding levels, funding methods, and plan for implementation, we find the plan to be seriously flawed with respect to reality - what comprises a quality education in the northeastern marketplace. As taxpayers and educators, we are gravely concerned for our students who will be denied a comprehensive quality education which will prepare them to lead healthy, productive lives and, ultimately enable them to fulfill important roles as citizens, leaders, peacemakers, and competitors in a global marketplace. The proposed school models can be best described as basic, fundamental, understaffed, under-

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supported, and downright cheap. This plan is a fifty percent off - discount education which is now defined as "within the median". We prefer using the descriptor "mediocre", a word which in root terms means "middle peak". This is not what Marilyn Morhauser had in mind when she championed litigation in the courts on behalf of urban school children, nor is it what the Court wanted when it mandated equalization of educational programming. I will highlight a few examples from the model.

An example of the incongruence of the model with what is in keeping with national standards and practices is best exemplified by the effect within our own discipline. The first draft of this proposal in January suggested that all elementary teachers could, indeed, teach both health and physical education because they were "certified". The fact is that most elementary teachers have only one required course to prepare them for teaching these subjects. In my experience, the elementary staff are sorely in need of staff development courses in order to prepare them for teaching content and skills for prevention programs dealing with chemical health, violence, health maintenance, disease prevention, sexuality, and family life. Currently overburdened with ever-changing academic standards, learning new strategies, methodologies, inclusion, and technological applications, elementary staff cannot possibly maintain quality instruction in every discipline. Staff tend to teach to their strengths and minimize subject matter in which they are less confident. Thus, students do not receive the depth of information and skills they will need for a lifetime.

The model also does not provide allocation for subject area supervisors at the K-8 level and we suspect that among the four allocated to the secondary level, health and physical education was not to be represented. No money is allocated for curriculum evaluation. Principals, overburdened by a range of administrative responsibilities and the over-all educational leadership of their buildings, cannot possibly address the staff development needs of every subject area in a consistent, comprehensive manner alone. Just as students present a range of learning styles and developmental needs in each subject area, so do staff members have unique needs in their adult learning process. Why is it that we ignore the basic principles of education methodology with respect to our adult educators who have the ultimate responsibility of preparing students for their future roles? Without appropriate instructional support and monies and staff to conduct regular curriculum evaluation, programs of instruction become disjointed and fragmented. I know from experience, having been the recipient of students who evolved from a K-8 system without such supports and leadership. The textbook becomes the curriculum and each individual teacher's expectations for performance become the measure of course outcomes.

In the November report, comprehensive health and physical education was restored to the elementary model at one teacher for 500 students at 2 days per week. This is a significant reduction

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to the current mandated 150 minutes of instruction. The middle school and high school model was reduced similarly to instruction at two days per week. In reviewing the current list of mandates for our subject area and in light of the fact that legislators frequently debate health education issues and what children should be taught in school, the cutback in instructional time severely impedes the ability of education professionals to address the health needs of students.

The plan suggests that government and other agencies in the public sector must take responsibility for "concerted and coordinated effort" to develop "broad" solutions to "drugs, violence, teen pregnancy, disease, and other fundamental problems that ultimately inhibit children's learning." The plan does not propose a model of how this would be accomplished and who ultimately will be accountable for learning outcomes. Meanwhile, educators will be held accountable for a set of comprehensive standards which require adequate time and funding for resources and materials to successfully attain these goals. The authors of the plan cite research in developing their assumptions and models. One significant piece of research is missing from the document particularly as it relates to comprehensive health and physical education. In a study of curricula, Walberg found that in grades 4-7, health knowledge begins to improve after fifteen hours of instruction; forty-five to fifty hours are needed to begin to affect attitudes and practices, with maximal learning and application occurring in those grades after about sixty hours of instruction in a given year (Elias, 1990). The comprehensive plan allocates time and staff approximately 48 hours of instruction over a given school year for both health and physical education. Clearly, the opportunities for needed practice and application which promote transfer to real life behaviors are severely diminished thus, placing our students at risk.

From a physical fitness perspective, this plan flies in the face of every national report on disease prevention and the importance of physical activity in promotion of health and wellness. The number of seriously overweight children and adolescents in the United States has more than doubled during the past three decades with the most increase occurring since 1980 according to the latest government figures. The experts suggest that physical inactivity due to television, computers, and video games, plus the ingesting of high caloric foods has contributed to this health problem. We propose our own hypothesis. Is there a relationship to the steady decline of programs of physical education nationally and the ever increasing reliance on athletic and recreation programs to substitute for promotion of physical activity? Assessment data from my district leads me to believe that when students participate in a recreation-based program, their fitness levels and nutritional practices are poor and their physical activity choices are limited. When money is provided for education reform and a program is established where education objectives are clearly specified and assessed, improvement occurs. Students make better choices in selecting fitness

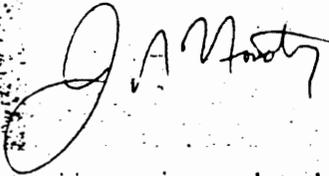
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activities as part of their program of activities. They are genuinely interested in improving their bodies and health habits. I know because I have read their testimonials in free response journal writings when they were asked to critically evaluate the value of physical education programs in our high school.

I have presented only a few examples of how the funding plan affects our discipline. In closing, I want to make it very clear that this proposal cuts the life out of many programs that citizens and educators have worked for years to implement in their schools. We will no longer be able to support programs of quality, varied electives which reach the needs of a wide range of students of varying intellectual abilities. The concept of approaching the public for the continuance of programs not funded or the inclusion of new initiatives not considered to be essential will result again in inequities in educational opportunity and funding. Children in a district that has the means and the property tax base to support an increase benefit and children who live in median and impoverished areas will not. On behalf of those whom I represent, I urge you to re-evaluate this plan in committee, not in the courts after it has been implemented as Mr. Klagholz has indicated, for then it will be too late. It takes years to restore specialized courses, gifted and talented programs, librarians, specialists, and counseling support personnel to the previous attainment level after they are cut. Our children will not receive a comprehensive education; they will get a very basic one - if they are lucky.

Respectfully Submitted by

James A. Neutny



12-12-75

I am writing you in regards to the State Department of Education's development and pending adoption of core content standards for the eight core areas. As you are probably aware, the standards have been developed for science, mathematics, language arts, world languages, fine arts, career education, social studies, and physical education. These are supposedly the areas that will enable students to achieve "educational excellence" and the only areas funded under the proposed Comprehensive Plan for Educational Improvement and Financing. I am concerned by the omission of Technology education as a core area.

Throughout the 20th century Industrial Arts programs have prepared individuals with the general skills to interact and understand their industrial based society. As society progressed more towards a technology focus, so too did the focus and content of industrial arts. Reflecting this change, most industrial arts programs, including all the state teacher preparation colleges (Trenton, Kean, and Montclair), have completely changed to reflect the design, application, and evaluation/assessment of all types of technology. The new curriculum area is called Technology Education and has a goal to prepare technologically literate and capable individuals.

The State Legislature is to vote on the core content areas in early January. It is imperative that they include Technology Education as a core area. This will insure that all students are afforded the opportunity to learn about, use, and create technologies which will be of benefit to them throughout their lives. Technology Education programs provide a formal means to effectively develop the knowledge and skills that all students need to possess as we enter the twenty-first century.

I am the supervisor of Technology Education for Livingston Schools and concerned about the state board of education's plan to adopt the "eight core content standards." As you will no doubt agree, we live in an ever increasing technology based society and economy. As the purpose of schools is to prepare individuals for a productive and healthy life and that the society that they will be entering is based around technology, it would appear logical that Technology Education would be included as a core area of study.

However, this is not the case. The standards committee has adopted a stance that technology be infused across the curriculum. While this is indeed a worthwhile goal and one that is shared by a vast majority of Technology Education teachers and supervisors, it is not a viable option if the goal is to truly prepare the "world class" students. Take for instance mathematics. While interdisciplinary usage of mathematics skills is desired, a definable curriculum exists to insure that all students receive the basic instruction necessary to graduate and function in society.

Technology education is no different. The knowledge and skills necessary to teach students how to understand, use, create, and assess/evaluate technology are possessed by Technology Education teachers. The means to best insure that all students graduate with the knowledge and skills to become productive members of society is an articulate K-12 Technology Education program.

Technology is a mainstay of the New Jersey economy. Doing away with Technology Education programs should not even be an option. Enhancing and improving Technology Education should be a priority in a state where technology is so vital.

Your support is needed to avoid this mistake. Insist that Technology Education be identified as a core curriculum area.

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# Gregory School

301 Gregory Avenue • West Orange, NJ 07052 • 201-669-5397

December 11, 1995

Members of the Senate Education Committee  
Members of the Assembly Education Committee  
Joint Public Hearings on Comprehensive Plan for Educational Improvement and Financing

NJ State Legislature  
Trenton, NJ 08635

Dear Respected Members:

Presently I am a principal of K- 5 school that has 485 students, which is close to the ideal size being recommended by your plan. I have serious concerns about the recommendations for staffing which are inadequate for a school of this size.

Most serious is your recommendation to have librarian/media specialist serve the building for one half of a day instead of the full day they presently work. I would invite you to spend the day with this teacher to see the comprehensive nature of her job that involves weekly lessons with classes, preparation of audio visual equipment and classroom materials for 21 classroom teachers, introducing and monitoring the use of technology in the library, processing and shelving at least 500 to 700 books a week. With no teacher aides to assist her, she is even now unable to keep up with her duties.

When you consider that the **media center should really be the hub of the school**, it seems unthinkable that you would want to close the library for a half a day. This is unjust and not educationally sound given that students at this level are learning to do research and need access to the materials. A library cannot be left unmanned. Students need access to the equipment and the resources of the media specialist to complete daily research projects that are on going throughout the day.

Please rethink your position in this area. We strive for academic excellence and cannot achieve it with limited personnel.

Sincerely,



Mary P. Quigley  
Principal

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**Testimony of Nora G. Radest, Summit PTA/PTO Legislative Committee  
before the Chairmen of the Senate and Assembly Education Committees  
on the Comprehensive Plan for Educational Improvement and Financing  
December 12, 1995**

Good afternoon. My name is Nora Radest, I am the chairman of the Summit PTA/PTO Legislative Committee. Thank you for the opportunity to express our concerns about the current school funding system and respond to the Comprehensive Plan for Educational Improvement and Financing (the "Comprehensive Plan"). The constitutional requirement that all students, regardless of where they live, are to receive a thorough and efficient education is extremely important, and its proper implementation is crucial to the growth and vitality of New Jersey. The education of all children should be our paramount concern.

Parents of the school children of Summit, along with the Superintendent of Schools and representatives of the City, and the Board of Education are here today to urge the Legislature to adopt a funding mechanism that will work and that will create equity in the school system. The current system is failing to educate many children. It does not allow for the flexibility which all districts require, and it is not equitable.

We support the rationale of defining a "thorough and efficient" education based on core curriculum standards and efficient delivery of programs and services which will foster students' achievement. We believe, however, that the State must set goals, but not procedures; it cannot attempt to micro-manage education. Allowing local school districts to develop programs to meet state goals facilitates more

creative solutions that those which the State can formulate. We must educate our children for now and the future, not the past. It is not within the State's expertise to mandate the method of education appropriate to each community.

We agree that the development of "T&E" funding models is an appropriate basis for determining funding levels. However, we are very concerned about certain assumptions in the Comprehensive Plan which were made in determining the "T & E foundation amount". Local districts understand the circumstances of their staff and student body far better than does the state.

The State has said that it is the job of schools and educators to instruct each child effectively; to manage schools appropriately; and to find solutions for the problems that accompany those tasks. Unfortunately, the creation of a statewide dollar cap for per-pupil funding levels could impede schools and educators from accomplishing these tasks. Additionally, regional differences in the cost of salaries, learning materials and services are often dramatic. The attempt to equalize these differences by implementing a Flexible T & E Range is laudable, but only if that range is large enough to truly accommodate such cost differences. This is a clear example of decisions in which the local school district ought to have the authority to exercise its judgment.

Finally, we strongly support the proposal that individual communities have the right to spend additional funds on "non-T&E" items. However, we vigorously disagree with the characterization in the Comprehensive Plan that such expenditures are "unnecessary" or "excessive". If a community decides to create programs and allocate the

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required funds therefor, it should not be within the authority of the State to disparage such expenditures. Many people live in Summit because of its fine school system, but in order to avail themselves of the Summit schools, they have had to make significant sacrifices. Homeowners pay a higher than average price for housing and they pay higher than average real estate taxes; renters pay higher than average rents, and many families require two incomes to cover these costs. In addition, parent volunteer participation in the schools is tremendous.

We must emphasize to you that Summit is a diverse community; the school population is comprised of approximately 22% minority students. If then, such a community decides to expend additional funds for education, it ought not to be inhibited by the State. After all, it is a fundamental American belief that individuals may live where they choose and provide the education of their choice to their children. If the parents of the Summit school children are not allowed to get the services for which they are paying, whether they rent or pay property taxes, they may move out of the community or remove their children from the public schools, thereby eroding the vitality of the community and the strength of the schools. Each community has its own standards for what it considers appropriate school spending. Any local expenditures above the "T & E foundation amount" voted upon by the community should be beyond the constitutional purview of the State, and should be left to the discretion of local school districts.

In closing, we implore the Legislature to bear in mind that because a democracy requires an informed citizenry in order to function successfully, the state must provide open access to an equal education. Moreover, equality and excellence in education are dual concepts which a

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democracy must provide. In his book Excellence, John Gardner concluded that *excellence without equality is not excellence, and equality without excellence leads to a broad and unacceptable level of mediocrity.*

Thank you.

Nora G. Radest  
Chairman, Summit PTA/PTO  
Legislative Committee

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12/12/95



HEARING-EDUCATION

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LIVINGSTON, N.J.

UNITED WE STAND AMERICA

*Lyndhurst Chapter*

228 Summit Ave.

Lyndhurst, NJ 07071

201-933-7129

*Pat Juno, Lyndhurst Town Coordinator*

I am proposing a 'taxable income' fee to finance education in N.J. Every time a person who lives in N.J. receives wages the state would deduct a certain amount of money based on a percentage. This percentage can be derived from NJ State income forms with comparison to how much money is needed. Taxable income line times certain percentage should equal the amount of money needed to finance education. On the N.J. STATE INCOME TAX FORM TO BE FILED by April 15 of each year, this item could appear. Whatever amount to be paid minus the payroll deductions could be paid to the State in quarterly payments. I am also proposing an 'education fund' which will be separate from N.J. budget items and used exclusively for education. This would mean total commitment to education on a local level. It would pay for all expenses for the property, salaries, maintenance and administration. I would like the local school board and the superintendent to control the daily expenditures with reporting to the State. For example; why does Lyndhurst have a phone bill \$5,000 monthly/ Does anyone question this? There must be other expenses that could be audited each month at the local level. It is never done. I would like to see a school budget from the local towns and county submitted every Sept of the current year and returned by the State by Oct 31 and to be effective by Jan 1 of the following year. This would be when the new 'taxable income fee' would start.

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