NJ
10
E24
1992m
v.3

Committee Meeting

before

SENATE EDUCATION COMMITTEE

and

ASSEMBLY EDUCATION COMMITTEE

"The Quality Education Act of 1990 (QEA)"

LOCATION: Town Hall
Cherry Hill, New Jersey

DATE: May 6, 1992
3:00 p.m.

MEMBER OF SENATE COMMITTEE PRESENT:

Senator John H. Ewing, Chairman

MEMBERS OF ASSEMBLY COMMITTEE PRESENT:

Assemblyman John A. Rocco, Chairman
Assemblyman Fredrick P. Nickles
Assemblywoman Mary Virginia "Ginny" Weber

ALSO PRESENT:

David C. Hespe
Office of Legislative Services
Aide, Assembly Education Committee,

Hearing Recorded and Transcribed by
The Office of Legislative Services, Public Information Office,
Hearing Unit, 162 W. State St., CN 068, Trenton, New Jersey 08625-0068

John H. Ewing
CHAIRMAN
Joseph A. Palaia
VICE-CHAIRMAN
Andrew R. Ciesla
Joseph M. Kyrillos, Jr.
Dick LaRossa
Matthew Feldman
John A. Lynch

New Jersey State Legislature
SENATE EDUCATION COMMITTEE
ASSEMBLY EDUCATION COMMITTEE
TRENTON, NEW JERSEY 08625-0068
(609) 984-6843

John A. Rocco
CHAIRMAN
Robert J. Martin
VICE-CHAIRMAN
Frederick P. Nickles
Mary Virginia "Ginny" N.
David W. Wolfe
Stephanie R. Bush
Joseph Charles, Jr.

NOTICE

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 COMMITTEE MEETINGS**

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

The Senate Education and Assembly Education Committees will hold a series of joint meetings in order to receive public testimony on the following subject:

The Quality Education Act of 1990 (QEA)

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

Monday, April 6, 1992 **1 P.M.**	**Committee Room 8** **Legislative Office Building** **Trenton, N.J.**
Thursday, April 23, 1992 **3 P.M.**	**Alumni Lounge** **Downs Hall** **Kean College** **Union, N.J.**
Wednesday, May 6, 1992 **3 P.M.**	**Town Hall** **Mercer Street** **Cherry Hill, N.J.**

Issue date 4/01/92
Revised 4/02/92

TABLE OF CONTENTS

	Page
Senator Bradford S. Smith District 7	3
John F. Garrity Superintendent Pleasantville School District	5
Susan Bass Levin Mayor Cherry Hill, New Jersey	7
Philip Esbrandt, Ed.D. Superintendent Cherry Hill School District	9
Senator John H. Adler District 6	16
Paul Tractenberg, J.D. Professor Rutgers Law School Newark, New Jersey, and representing Law Students in the Course "Legislative Process and Equal Education Opportunity."	20
Robert P. Halpern Maple Shade, New Jersey	25
Richard J. Porth Member Trenton Board of Education	30
Louis B. Wary, Jr. Education Chairman New Jersey Taxpayers Task Force Bricktown, New Jersey	34
Barbara Jackson Parent Coordinator/Secretary District Parent Advisory Council Camden Board of Education	39
Bernard Laufgas Executive Director The Public Watchdog, Inc. Barnegat, New Jersey	41

TABLE OF CONTENTS (continued)

	Page
Stewart Hartman Wildwood Public Schools	45
William Jenkins Private Citizen	47
Judith Cambria Education Director New Jersey League of Women Voters	50
Marie V. Akins City of Burlington Public Schools	53
Michael Rothstein Private Citizen	56
Dorothy W. Wyatt Camden City Board of Education	58
Patricia E. Abernethy, Ed.D. Superintendent City of Burlington Public Schools	59
Robert J. Moore Superintendent Pemberton Township Public Schools	62
Roosevelt Nesmith Coordinator for Southern New Jersey NAACP	63
Mamie G. Jackson Member Finance Committee, and Policy Committee Pleasantville Board of Education	69
Gerald W. Hoenes President Absecon Board of Education	72
Robert Van Zanten, Ed.D. Superintendent Garfield School District	76

TABLE OF CONTENTS (continued)

Page

APPENDIX:

"Impact Study on
Seventh District Townships - 1992"
submitted by
Senator Bradford S. Smith 1x

Testimony submitted by
Philip Esbrandt, Ed.D. 73x

Statement submitted by
Professor Paul Tractenberg, J.D. 86x

Statement submitted by
Robert P. Halpern 93x

"Quality Education Act Proposal"
plus attachments
submitted by
Louis B. Wary, Jr. 98x

Statement plus attachments
submitted by
Bernard Laufgas 115x

Testimony submitted by
Judith Cambria 142x

Statement submitted by
Robert J. Moore 149x

Statement submitted by
John F. Garrity 155x

"Pleasantivlle School District
Fact Sheet" submitted by
Mamie G. Jackson 163x

Statement plus attachment
submitted by
Gerald W. Hoenes 164x

Testimony submitted by
John P. Deibert
Superintendent
Lebanon Township School District 170x

TABLE OF CONTENTS (continued)

Page

APPENDIX (continued):

Statement submitted by
Beryl C. Zankel
Superintendent
Passaic Public Schools 173x

Testimony submitted by
Eugene C. Campbell
Newark School District 175x

Testimony submitted by
Dr. Bruce Ransom
New Jersey Public Policy Research Institute 183x

Exhibit submitted by
Kenneth D. Hall, Ed.D.
Matawan/Aberdeen School District 187x

Report submitted by
Ramapo Indian Hills Region High School District 190x

Testimony plus attachment
submitted by
Michael A. Ash
Research Fellow
Trenton Office of Policy Studies 207x

Letter to Senator John H. Ewing
from Barry J. Galasso, Ed.D.
Legislative Chairman
Camden County Association of
School Administrators 216x

Letter to Honorable John H. Ewing
and Honorable John A. Rocco
from Mark M. Durand
Chief School Administrator
Elsinboro Township School 219x

* * * * *

bgs: 1-80

ASSEMBLYMAN JOHN A. ROCCO (Co-Chairman): David, can we have a roll call, please?

MR. HESPE (Committee Aide): Senator Ewing.

SENATOR EWING: Here.

MR. HESPE: Assemblywoman Weber.

ASSEMBLYWOMAN WEBER: Here.

MR. HESPE: Assemblyman Nickles.

ASSEMBLYMAN NICKLES: Here.

MR. HESPE: Assemblyman Rocco.

ASSEMBLYMAN ROCCO: Here.

MR. HESPE: You have a quorum.

ASSEMBLYMAN ROCCO: Thank you.

At this time, Senator Ewing, our co-host here, may have a few words. I will tell all of you to disregard my high school photo back here, and to let you know there are 30-something speakers, so if you would please disregard reading your information or written testimony, just give it to the-- (speaking to aide), Who's doing the--

MR. HESPE: Just hand the testimony to us, and we'll give it to the transcriber.

ASSEMBLYMAN ROCCO: Give it to the OLS person. That will definitely get into the record. Kind of summarize your comments at that point.

MR. HESPE: And everyone who's speaking must speak into the microphone at the podium. No other testimony will be picked up.

ASSEMBLYMAN ROCCO: It will be transcribed, and that will be the official record.

I hope we have a productive period of time as we attempt to move forward in trying to provide the best possible education for our residents of the State.

Senator Ewing. Do you have a few comments, Jack?

SENATOR JOHN H. EWING (Co-Chairman): Thank you, John.

Thank all of you for coming, and our Cherry Hill hosts for providing us with the facility.

I am Senator John Ewing, Chairman of the Senate Education Committee. I'm happy to be here with Chairman Rocco. Chairman Rocco said -- well hasn't said, actually -- but this is the third in a series of joint meetings of the Senate and Assembly Education Committees to determine the true impact of the Quality Education Act and the QEA II on the education system of New Jersey.

As we've traveled around the State listening to those of you who had to live with the impact of the Quality Education Act, it's become very clear the bill has had a very different impact in every district around the State. And it's also become clear that the depth of that impact had little to do with whether the district was a special needs district, Foundation Aid, or a Transition Aid district.

Before we begin today's hearings, let me clarify one issue. Contrary to some newspaper reports, there's no bill on the agenda today. This is an open discussion on the impact of the Quality Education Act of 1990 and education in general.

We've already completed a series of field review briefings with the supervisory staff from local school districts, hosted by their associations, and representing all counties in New Jersey. We will continue to meet with education groups across the State.

Once legislation has been drafted, we will make sure it is reviewed and ask for suggestions and improvement. As all of legislation, not everyone will be satisfied with the end result of this process, but it is critical to the process that everyone who has a student of New Jersey at heart, be heard. That did not happen with QEA I and QEA II.

Thank you, John.

ASSEMBLYMAN ROCCO: Thank you, Jack.

We'll start off with our first speaker, Senator -- our courtesy here -- with Senator Brad Smith, Burlington County. Senator Smith, would you make your presentation, please?

S E N A T O R B R A D F O R D S. S M I T H: Thank you.

Chairman Rocco, Chairman Ewing, ladies and gentlemen of the Education Committees, when we were faced with the funding proposed in December of 1991 for the school districts under the Quality Education Act, we found that in the 7th Legislative District, we were being severely impacted with the loss of Foundation Aid. So, at that point in time, I contacted the superintendents of various school districts in the 7th District, and we had a meeting and decided that what we wanted to do was put together a report, because we knew something had to be done. Things could not be left the way they were as of December '91.

So each school district, through their superintendent, prepared a report for me with respect to the impact of QEA on their particular school district. In addition, the superintendents formed a study group, a group to prepare a report which had the consensus of the superintendents, and that has been done. The individual reports and the group report are contained in the report that I am submitting to you. The main copy in the hardbound volume also includes letters from constituents, concerned parents, many of which raised very interesting points and concerns that they had themselves.

We found-- I'll give you an example of some of the kinds of problems: Maple Shade, for example, was designated as a district that has a very high income. What we believe happened there is that Maple Shade, for example, has a lot of apartments in their community. Many of those apartments are filled with young people who don't even have children at this point in time, but their income is included in the formula -- in the numerator of the formula -- and it makes their income for that town inordinately high. At the same time, it's a community that many of their children attend parochial schools, and are not counted in the denominator of the fraction. So, therefore, Maple Shade, which is really a working community,

was classified as a community that has extraordinarily high income.

In Palmyra, for example, they had entered into a lease purchase agreement which required a payment of $500,000 a year, under the lease purchase contract. This was entered into before QEA. Now that expenditure, instead of being outside the cap, under the QEA was included in the cap. In essence what that did was take away $500,000 a year from the educational program. That was a severe handicap for Palmyra and seriously needs to be looked into.

Other school districts found that even though they were at cap, their budgets were severely reduced because of the caps. They're actually spending less in the coming year than they did in the previous year, and that was causing severe problems.

It's all set forth in the report. I ask the Committee members to review it. Any number of problems are reported in detail, and I think it will be a valuable resource for your Committee.

I thank you for giving me the opportunity to be here today and to present you with this information. You have a very tough job ahead of you. Good luck. If I can help any more, I will. Thank you.

ASSEMBLYMAN ROCCO: Thank you, Senator. Senator Smith, most of it will be just testimony, but I think we ought to hear from Assemblyman Nickles, who is a Superintendent in the State, and Assemblywoman Weber, who has been a former teacher. They may have a few comments, especially Fred, in regard to lease purchase.

ASSEMBLYMAN NICKLES: I have to agree with the Senator's comments of the lease purchase. Our school district is in the process of building two new schools at a cost of $40 million, and we entered the lease purchase agreement prior to the QEA, recognizing that we were a 52-percent-funded district

and we could anticipate through, you know, the funding levels, the receiving of that much on what we spent. QEA came into being-- We will open our buildings this fall. For the last two years we've had to pay $4.2 million as the mortgage, or the amount of money to come back, and that's not only come out of our local current expense portion of the budget, it also, at this time, does not receive any funding as do traditional bonding projects -- construction projects. Just in the last week or so, I discussed that issue with our Assembly Chairman, and we will be introducing legislation to try and correct that as one of the deficiencies of QEA.

SENATOR SMITH: If I may, there was one other point I wanted to mention. It seemed to be a unique situation to a couple of towns in my legislative district. Burlington City is a special needs district; Edgewater Park is not. Edgewater Park sends their high school students to Burlington City and pays tuition. When Burlington City gets increased funding because it's a special needs district, their cost per pupil goes up and they charge that cost to Edgewater Park in the increased amount, and Edgewater Park is getting less funding. So, it's a unique example, or twist on this thing, which shows how devastating it can be in particular instances.

ASSEMBLYMAN NICKLES: I would share one other comment with you, Senator, and also with those assembled today. I serve as Superintendent of Egg Harbor Township Schools. My counterpart is the Superintendent of Pleasantville, who is here, and I'm sure John will give testimony. He also was my seventh and eighth grade math teacher, although he takes no credit for me ever being in his class.

J O H N F. G A R R I T Y: Agreed. (laughter)

ASSEMBLYMAN NICKLES: One of the problems that we had in our municipality is we have eight different post offices or zip codes which, you know, handles the mail in our municipality and it just so happens that Pleasantville's zip -- which is a

special 30 district -- is 50 percent of our mailing service through the Pleasantville zip code.

I called the Department of Education -- not called, I spoke to them at a meeting -- and asked them how do you determine, because I realize our neighboring district, Pleasantville, received $3.5 million more and our school district lost $1 million-- I said, "How do you come up with the income factoring grouping in the community; you know, grouping as far as income is concerned?" And they said, "Well, we do it by a computer program." And I said, "Well, how do you determine what is a certain municipality?" They said, "Well, we do it by zip code." I asked them, "What zip code?" and they said, "Well, what's the problem?" I told them we had "X" number of zip codes. They indicated to me, "Well, then, we would probably do the zip code of the municipality."

Now, Egg Harbor Township's municipal zip code is Linwood, and Linwood, down at the shore-- We have an area called the "Gold Coast." I said, "Well, I have a problem with that, because consequently you're taking Linwood's zip and you're doing your factoring through the Linwood zip code, but 50 percent of our community is serviced by the Pleasantville zip code." And then I asked them, "How do you bifurcate between borders?" We have a number of streets, the Black Horse Pike, Washington Avenue, and a number of streets that go across the municipal boundaries.

And so, there are a lot of questions that really haven't been asked -- or have not been answered satisfactorily -- and they're some of the problems that we have to look at to guarantee that, you know, Pleasantville does get their fair funding. But at the same time, we don't want another district to lose funding that should be coming to that area as well.

SENATOR SMITH: I'd like to mention one other problem. These very small towns and small school districts have even more of a problem, I think, than other areas. For

example: In Riverton, which is a town of one square mile, the report that I received indicated that one resident in Riverton earns an income in the high seven figures; one resident, and that throws the formula out of whack.

Thank you.

ASSEMBLYMAN ROCCO: Well, there are numerous problems, obviously, Senator, as you've indicated.

Assemblywoman Weber.

ASSEMBLYWOMAN WEBER: Well, we've sat and listened to a lot of horror stories. They're really mind-boggling. We simply have to do something to change the whole formula, as far as I'm concerned, because it's wrong. (applause) You can't have programs being thrown out and you can't have the educational process interrupted the way it has been. So, I'm all for really attacking it, no matter how long it takes.

ASSEMBLYMAN ROCCO: Thank you, Ginny.

Darby Cannon is working as an Aide to Senator Ewing. Dave Hespe is working with the Office of Legislative Services, and Tom Damm is working with the Assembly Education Committee. So, they are the other people that you see before you.

Let's go next to our host and personal friend, Susan Bass Levin, the Mayor of Cherry Hill. Susan?

M A Y O R S U S A N B A S S L E V I N: I'd like to welcome the distinguished Senators and Assemblypeople to Cherry Hill Township, and to all of you who are here today to testify, I'd like to welcome you also.

I would like to just take this opportunity, as the Mayor of this Township, to express my thoughts to you about quality education -- the Quality Education Act. I must, though, first say that there are those here far more qualified than I to talk to you about educational policies and programs and how best to implement some of the goals of the Quality Education Act.

My thoughts are really quite simple, and my requests are quite simple. First and foremost, as the Mayor of this Township, I urge the Senate and the Assembly to do what's best to assure that Cherry Hill Township is funded at the same levels that it was funded prior to the Quality Education Act coming into play. But, even more importantly, what I'm concerned about is that with all the talk of cutbacks, what we will see is not our funding restored, but our funding cut even more.

I'm a Mayor. I'm in government. I know how it works, and when you're talking about cutting revenues that come in, someplace or other you have to cut services; you have to cut funds going out. That is the reality. And we've all worked -- whether it be on a local or a State level -- with budgets, and know that the budgets have to balance. So, before you and your colleagues talk about what it is you're going to cut in the way of taxes, please take a long, hard look at the costs that we will all have to pay if that occurs.

We're here today, and there are others from our Township, asking that you restore the funding to this town, as Assemblyman Rocco's bill would have done. But I know that you are in a difficult position and need to find ways to fund that. So, I ask you to take a moment, and before you continue to look at revenue cuts, you make sure you understand what services will be cut to match up to those revenue cuts. It is not a perfect world, and I don't suggest that the solutions are easy, but I do understand that the solutions are sometimes painful, and I'm here to say we've had enough pain.

Thank you very much.

ASSEMBLYMAN ROCCO: Thank you very much, Mayor Levin.

The other host that we have with us is our host from the Cherry Hill School District, Superintendent Phil Esbrandt. Phil?

P H I L I P E S B R A N D T, Ed.D.: I've got copies for the rest of the Committee members.

ASSEMBLYMAN ROCCO: Yes.

DR. ESBRANDT: Assemblyman Rocco, Senator Ewing, members of the Education Committees of the Assembly and Senate, we welcome you to Cherry Hill. I've heard -- after coming in late -- I should watch how much time I take, so I'll try to walk through this position paper a little more expeditiously than just by reading it.

I've had the opportunity to speak before you several times this year and last year about the Quality Education Act, and I presented what I felt were modifications to the QEA which would help all school districts.

Today, what I'd like to do is to place this problem of educational funding at the State level in some kind of perspective and make a series of recommendations that I think the full Assembly and Senate must consider, as well as the Governor, if we're going to have adequate funding in this State which can meet the needs of students.

If you follow along with me on page one, there are three experiences which I'd like to share today. Two of those experiences are mine personally and the third experience is one that is described by Dr. Silber, President of Boston University, who heads the takeover effort of the Chelsea School District near Boston, Massachusetts. He is also the author of the book entitled, "Straight Shooting." From these experiences I hope to draw some generalizations and conclusions which can be applied to the developing of an appropriate funding formula for New Jersey.

My personal opinion, as you see the bottom of the page, is that people in our society and government have lost their way. We appear to be without purpose, and there seems to be more that divides us than unites us. This is not unusual in history. It happens periodically. Now that we, in New Jersey,

are dealing with funding issues, there are things we have to consider that should unite us and not divide us.

I think there's some part of history-- Two-hundred years ago, the Declaration of Independence said, "We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness." That vision, 200 years ago, still has to be applied today to help us meet the needs of youth and our society.

On page three: Our national experiment on raising the human spirit appears to be on shaky ground because we lack agreement on how to proceed. During the twentieth century, we have become more reliant upon our institutions to help us achieve our lofty goals. One of these institutions, of course, is our public schools. Throughout our country's history there have been really only three major reasons or purposes for the public schools in our society: The first one has been to help our students be prepared for citizenship and that the schools promote our common culture. The second is that schools have provided expanded educational opportunities for larger segments of the population. This is the issue of equity. And third, schools have prepared students to make a contribution to the economy.

At one point in time, national defense became an educational goal in 1958, but it hasn't been tied too often to that issue over the years.

There are some interesting observations here about the changes that have come in our society, for a couple of pages, so if you join with me on page five, I'll pick up at the bottom of the page: Political and financial turmoil within the educational system of Philadelphia caused the migration of residents from the city to our school district-- I'm not speaking of Cherry Hill here, I'm speaking of a district on the

western border of Philadelphia in Delaware County, called the William Penn School District. I was Superintendent and Assistant Superintendent there in the '70s and '80s. There was a district that was forced to merge. Three separate school districts made up of six towns were forced together under a regionalization plan in Pennsylvania. My tenure there-- This district had already been formed, and my role was to make one district out of the previous three, structurally and organizationally.

A lot of changes were occurring in Philadelphia: a number of teachers' strikes, migration of large sizes out of Philadelphia. From the city came a number of legally and illegally registered students to our district. A middle-class migration of blacks and whites moved from the William Penn School District to outlying suburban towns. A brain drain occurred. No major industry remained in the district. The larger industrial businesses had moved. Demographics changed. Literally the complexion of the district changed and desegregation plans were required. At the same time, the tax base continued to erode. Recognition of local problems and the development of specific strategies to deal with them were very difficult to establish. A broad vision of how to steer a clear course through this sea of problems did not exist.

Now, to try to help out in that school district, some efforts were made to make a change and stem that tide of wealth and brain loss. The district was the major employer and had stability and some longevity among its employees. The district began to unite business and political communities through an economic development corporation. This corporation had a number of small successes, but it was unable to attract and maintain the much needed broader tax base required to support community, social, and educational programs. The educational advances that we were able to make when we consolidated from three high schools to one high school, for instance, began to

erode, as well as the local tax base eroded. State funding diminished, and local taxpayers fought off increasing local taxes in order to make up for lost aid.

This experience that I had in William Penn is very similar to the one that many school districts have started to encounter in New Jersey. Yes, urban school districts have had this experience for a greater length of time, but it's only been a recent phenomenon for suburban school districts and rural school districts.

I have a concern that economic policy and educational funding may create for the State of New Jersey the outcomes that were evident in that Pennsylvania school district that I worked for, and my Pennsylvania school district reviewed the problems and solutions too narrowly. We had great difficulty marshaling the resources necessary to successfully promote positive change.

The second experience I wish to share with you is one that has occurred outside of Boston. This is on page 7 of the report. John Silber eloquently describes the difficulty caused by the relationship of the loss of hope, decreasing tax revenues, and the ability to achieve excellence and equity. He speaks from the vantage point of working in a very poor school district that last year had a per pupil expenditure of $4200 per student. He cites that the yearly results of the Gallup Poll show that people rate their own local schools more highly than those in the region, state, or nation. He warns us that efforts to raise taxes at the state level, to redistribute aid at the state level in the name of equity in support of poor school districts, would reduce the level of educational opportunity and excellence all around the state.

He feels that local resident's, if they are prevented from raising local taxes for their local systems-- These residents will refuse to tax themselves for school systems with which they are unfamiliar. He calls it just a matter of human

nature. When people have an interest in their local school they remain willing to tax themselves further for programs and services. He feels that statewide taxing systems and caps on funding levels, or taxing levels for districts, result in a loss of excellence. It also results in a loss of hope that future school district efforts will be able to produce excellence; consequently, parents will seek private school experiences and lobby for Federal and state funding to support a voucher program or something like it. This is a gentleman who leads an urban school district outside of Boston. If such an action were to take place, it obviously would lead to the demise of the public school system. This was not the intent of those who created certain equalizing funding formula in different states in our country, like California, Texas, Montana. However, unintended consequences of actions do occur.

My point is that governments should not remove hope. If government efforts remove the perception that excellence can be achieved, hope will be destroyed. And, it is hope which encourages people to be involved, pay their taxes, and to fund future social progress. Without hope, equity and excellence will both escape our grasp. If Dr. Silber is correct -- and I think he is -- a new funding formula needs to allow a local option to raise taxes which goes beyond the minimum level of support from the State.

My third experience, which I'm sharing with you today, comes from my service as Superintendent of Cherry Hill in one of the roles I've become involved in a study of, and make presentations about: total quality management as applied to schools, colleges, and universities. Recently, six school districts, three of which have been designated in New Jersey as special needs districts, and three other districts including Cherry Hill, one college, and two divisions of the Department of Education have worked together on this area in applying total quality management to schools and colleges. We work with

trainers and facilitators from private industry and utility companies to improve the problem-solving skills of school district employees. This effort is being made while other groups are engaged in similar efforts in industry, service, environment, government, and health care needs. The total package is called Quality New Jersey.

Now, it is our intent, through this group, to begin to improve practices in school districts. There are many fledgling groups going on, but this one is rather unique because it involves the services of major industries in this State. AT&T, Bellcore, Xerox, Merck, and Johnson & Johnson are some of the companies that have joined with us to support financially, and with expertise, this effort.

Now, I want to take the three experiences and try to tie them together for you. I believe that enlightened socioeconomic policy should help our State's students achieve equity and excellence, and maintain hope. Broader representation in the planning of public policy-making needs to be encouraged and supported. Your efforts to get out and meet with the public, gathering information, and soliciting reports and recommendations are part of this process. The first step in creating a new coordinated effort in this State to better prepare youth, is to reaffirm our country's broad vision spelled out two centuries ago and place that within the current social needs of the State. The second step is to reaffirm our goals and agree among our political parties that these are, in fact, bipartisan goals. I think to make this effectively work, we need the combined work of the Governor's Office, the Assembly, and the Senate.

ASSEMBLYMAN ROCCO: Dr. Esbrandt, I hate to rush you along.

DR. ESBRANDT: I will move on to the recommendations on page 11. I have a list.

The third step requires a strategy or road map to get us off our lost path by uniting our efforts. Now, how do we do that?

1) Make an assessment of our State's strengths and needs and provide resources to assist our educational programs.

2) Discuss those State's strengths and needs with the public.

3) Establish a statement of what we are trying to achieve.

4) Discuss that vision and try to get people to buy into it; in other words, create a shared vision behind what educational support methods there are to be, and what we're trying to accomplish with our schools.

5) Determine all potential resources in the State and establish plans which will have an impact on youth and schools.

6) Encourage additional partnerships and linkages among agencies, businesses, schools, colleges, and universities.

7) Establish a funding mechanism in education which supports equity and excellence and leaves hope that both will be achieved in the future.

To do that, a funding formula needs several major components:

1) A minimum support level behind every student.

2) A set of expectations for student learning and outcomes: What do we want out of our schools? What are we willing to pay for?

3) A comparison of community wealth levels -- covered earlier.

4) We need to take a look at what the equalized tax rates are -- another way to take a look at what wealth levels are.

5) We need to take a look at the special needs of districts, including transportation.

6) Special needs of students, such as special education, compensatory education, nutritional, and health support.

7) Debt service needs to be included in the formula.

8) Pension system support;

9) A support mechanism for staff development in all districts, and

10) Some flexibility for local districts to exceed the minimum support levels for every student.

Dr. Silber's point is: Don't put a cap on spending; excellence goes out the window. Our funding formula needs some flexibility. It's a combination of these formula components and a combination of statewide efforts recommended on the preceding page that should help us establish and support a system for improving educational opportunity and ensuring excellence in our State.

Thank you for the time.

ASSEMBLYMAN ROCCO: Thank you, Dr. Esbrandt, and that all will be in the record. Thank you for hosting this event, as well.

Senator Adler, our other host from Cherry Hill.

S E N A T O R J O H N H. A D L E R: Mr. Chairman, Mr. Chairman, particularly our Assembly Chairman, thank you. I think you're actually probably the host and I'm grateful that you allowed me to speak. Thank you very much. Welcome to South Jersey, Senator Ewing.

I want to speak just very, very briefly about the impact of QEA on a town like Cherry Hill, a district like Cherry Hill -- the Borough of Collingswood, which is a town in Camden County -- and on the City of Camden. I'd ask Mr. McDonald, who's the partisan staff member from the Democratic Senate staff, if you have an opportunity in the next few days, to circulate to the members of the Joint Committee a very,

very, I think, beautiful editorial that appeared in The Philadelphia Inquirer yesterday, talking about the importance of education in our urban school districts. The article, which I'm sure you'll have a chance to read, talked about the devastation that occurred in Los Angeles over the course of the last several days, and how to avoid that problem, we need to give children the hope of education.

I think that's the philosophy behind QEA and I think, well, QEA has some fundamental flaws which have to be changed. I think everybody on this Committee and everybody in the Legislature recognizes that legislation to help education, not just for people in particular districts, but for the entire State, is so very, very critical.

Let me talk for a moment about the impact in Cherry Hill and the impact on Collingswood. Cherry Hill, as you probably just heard Dr. Esbrandt say, just now, has been ranked as one of the seven finest school systems in the entire country. That school system is jeopardized. I testify here partly as a parent of two small children who will be affected personally, but I think more significantly, about the overall impact on so many children in a very, very fine school district. I think we can't lose sight of the fact that quality education must start with the best schools, and if we level down -- a term I hear constantly from my constituents -- if we level down the quality of the good schools in order to bring up the quality of the schools that have some funding problems, ultimately we're hurting all kids, or we're leaning towards mediocrity. We can't lose sight of the fact that we have to keep the highest level of quality in the school systems that are succeeding, in order to have them be the paragon for the other schools that are trying to catch up.

Let me talk for just a minute about Collingswood. Collingswood is ranked in the bottom 20 percent; some statistics have it in the bottom 10 percent in terms of the per

capita income of all school districts in the State of New Jersey, notwithstanding that low ranking comes with a loss of one-half of a million dollars in funding -- $500,000 in funding this year, as compared to last year. That is a devastation that a small school district can hardly afford.

I think as you revisit the flaws in QEA -- and there are serious flaws in it -- that you look to make sure that towns like Collingswood, just as much as other urban districts that have low per capita income, are not hurt by any changes that have to be made in this legislation. I ask you to consider both the highest quality districts, such as Cherry Hill, and the school districts that really need the support.

I'd also ask the Committee to go beyond that to some extent and look to all the different State mandates that have been passed over the last several years. Dr. Esbrandt was speaking a moment ago. I don't know if he touched on it, but there's a State mandate that requires bilingual education, an education in the person's primary language. Here in Cherry Hill there's a large Korean community. As a result of that, the State mandate requires that primary education be delivered in the Korean language. Well, the Korean parents and the Korean-American parents don't want their kids taught in Korean, and there are enough studies that show that that's a long-term detriment to the inclusion of those children into society. Parents here in Cherry Hill don't want their kids taught in Korean. They want their kids taught in English so that they learn in English, so they can succeed in what is predominantly an English-speaking society. Now, there may be a different consideration with respect to the Hispanic culture because it's such a large segment of our community.

I'd ask this Committee to reconsider mandates, in addition to QEA, so they can really look at letting teachers teach, letting administrators administer, rather than spending the hundreds of person hours they spend each year on dealing

with the State bureaucracy. I know this Committee wants to focus on QEA, but I'd ask you to go beyond that and focus on the fundamental problems which have been cropping up over a number of years and have really culminated in QEA.

Finally, I'd really ask -- and this, I understand, is a very difficult thing and a very politically charged issue -- but I'd ask that you try to the greatest extent possible not to pit rich districts versus poor districts. I think a lot of this dialogue, unfortunately, has been: Take money away from some districts and give it to other districts. I would suggest that all districts need more money. The State has not met its commitment to education, both among middle-class districts-- I think there are some who would consider Cherry Hill or Haddonfield, which is a neighboring community, as rich towns. But we who live here don't consider ourselves as rich people. Don't take money away from those towns, and on the other hand, don't do a reverse QEA, which would take money away from not just the urban 30, but that second tier and the third tier of school systems that don't have the property tax base -- that don't have people who could afford higher property taxes. We've got to look to a mechanism that will fund adequately all school systems and not make it a battle between the suburbs and cities, between whites and people of color, between those who are middle class or upper-middle class, those who are working class or those who are very poor.

It's not an easy issue. I wish I could give you a simple solution, but I ask you in your wisdom to consider trying to expand the dialogue beyond just this split between two sectors of our society. We've got to work together as a society. I think you have the wisdom to do it, and I hope together we all have the courage to do it.

I thank you for your consideration.

ASSEMBLYMAN ROCCO: Senator, thank you for coming.

We will move on. I think we're up to about 40 speakers now, so obviously we're going to have to, at some point, move ahead more rapidly. Before we get into the testimony by many of the school people, we have Paul Tractenberg from Rutgers University, a Professor of Law, that I believe is here.

P R O F E S S O R P A U L T R A C T E N B E R G: Thank you.

ASSEMBLYMAN ROCCO: Professor, thank you for coming, and if we can -- as difficult as it is for a professor to do that -- to try to get our message across as quickly as possible--

PROFESSOR TRACTENBERG: I appreciate it, Assemblyman, Senator Ewing, members of the Committee.

My name is Paul Tractenberg. I've been a Professor at Rutgers Law School for more than 20 years, and for more than 25 years I've been involved, really, with my primary professional activity, the application of law and public policy to the public education system. For at least 22 of those years, that has involved me heavily in New Jersey, both in the court system and legislative and executive branches. So I go back as long as many of you, longer than some, I suspect, in the effort to reform the State's school funding laws to ensure that all of the State's children achieve a thorough and efficient education.

I have to say I'm here before this body in a dual capacity. Of course, I speak for myself, but I'm also here representing, at least in a general way, a group of my law students who are in a course this semester called the "Legislative Process and Equal Education Opportunity." Senator Ewing and I had a long effort to find a mutually convenient date where he could meet with my students. We couldn't work it out, so I'm here speaking on behalf of them, because they wanted me to express several important messages.

The first is best expressed in a quote one of the students just shared with me, from a book called, "Beyond

Rhetoric." The quote is the following: "Many things we need can wait, the child cannot. Now is the time his bones are being formed, his blood is being made, his mind is being developed. To him we cannot say tomorrow; his name is today."

Tragically, we have not even said "tomorrow" to hundreds of thousands of New Jersey's children. We have said five years from now, or ten years from now, and after those five or ten years passed, we said another five or ten years. It's now, I remind you, 19 years since the New Jersey Supreme Court first spoke to this issue, first decided that what we were doing in New Jersey with school funding was unconstitutional. It's the violation that the QEA is supposedly going to cure. Even then, by 1973, the violation already was longstanding.

What my students asked me to tell you on their behalf, is that the Legislature really has to stand tall and finally cure this problem -- not buy more time, not play politics, not participate in the division of the people of New Jersey, about which we already heard.

What they asked me to tell you on their behalf is that the Legislature must see and understand what the problem really is and deal with it in the comprehensive way that legislatures, far better than courts, can do.

Now, you've already had laid on your plate a rather complicated, politically controversial agenda, but I want to ask you to back away a little bit from some of the details of funding formulas to think about what the real problem is. And it is not, I submit, at bottom about the intricacies of the funding formula, although that may be important, and certainly is to many. I think it's really about race and social class and cities and justice. These are intimately connected throughout our country, as the episode on the West Coast has made so graphically clear. It's nowhere more true than it is in New Jersey, however.

My students have asked me to urge you to address these matters. Unless they're dealt with in an honest, thoughtful, and meaningful way, we all have reason to despair about the future of our country, our State, our communities, our families, and even our own children, because I think the reality is we can't build walls high enough or strong enough to contain the problems. So why, my students ask me, should these persistent problems which really have haunted us from the earliest days of the country -- the Declaration of Independence and Constitution aside -- be at the top of our public agenda now?

Is it because respect for our Constitution demands it, or because morality demands it? Perhaps, but those demands have been with us and recognized for decades, without the underlying problems being seriously addressed.

More than 15 years ago, in the Robinson v. Cahill case, the New Jersey Supreme Court urged the Legislature to deal with the problem of municipal overburden, an aspect of our State dilemma, but really nothing was done about that.

In Abbott v. Burke two years ago, the Court recognized that the solution to the problems that it was confronted with in that case could not be solved by any judicial remedy. It couldn't be ordered through school funding or through school districts. In short, the ultimate problem was, and I use the words of the Court, "to erase the impact of the socioeconomic factors that define and cause these pupils' disadvantages." The Court went on to say, "Perhaps nothing short of substantial social and economic change affecting housing, employment, child care, taxation, and welfare, will make the difference for these students."

The Court also recognized, and this I think has been little noted, that the cure was really beyond the proper bounds of judicial action. So, it's not a court trying to take over the State; it's a court trying to urge on the Legislature to do

what only it can do. Because the Court said, "Given the limitation of the judicial power, we recognize that the kind of equity that can be done in this area by the Legislature cannot be accomplished by judicial order."

So, said my students, the Legislature is where the cure must come from. There is no other place to look for the cure. We're not going to do it in our individual communities. We're not going to do it through the courts, although I think they can be helpful in having us focus on the agenda. But why should we expect the Legislature, saddled with economic problems, with political pressures of all sorts-- Why should we expect such a body to act in a serious, broad-gauge, forward-looking way? Because, said my students, more than respect for the Constitution and morality is involved. Enlightened self-interest demands to be heard, too, and I fear that's something we haven't adequately focused on.

The Court, in defining the agenda, I think, said it better than I have heard it said anywhere else. It said the following:

"While the constitutional measure of the educational deficiency is the impact on the lives of students in poor urban districts, we are also aware of the potential impact on the entire State and its economy; not only on its social and cultural fabric, but on its material well-being, on its jobs, industry and business." Economists and business leaders say that our State's economic well-being is dependent on more skilled workers, technically proficient workers, literate and well-educated citizens, and they point to the urban poor as an integral part of our future economic strength. In short, they urge the State to go about the business of substantially improving the education of the very subjects of the litigation, the students in poor urban districts. So it is not just that their future depends on the State; the State's future depends on them. Soon, one-third of our citizens will be black or

Hispanic, and many of them will be undereducated. The fact is that a large part of our society is disintegrating, so large a part that it cannot help but affect the rest. Everyone's future is at stake, and not just the urban poors'.

Now, one statistic that my students found very powerful in that respect, and one I've heard mentioned by many people, has to do with Social Security, probably one of our most successful Federal, State, governmental programs. When the Social Security system was created, I'm told, there were 42 active workers for each retiree. In the year 2000, looming directly ahead of us, there will be three active workers for each retiree, and one of those three will be black or Hispanic, more than likely a product of the school systems that the Court was attending to, and trying to get the Legislature to attend to.

So this is really what my students wanted me to make certain that you were thinking about and preparing, at long last, to do something about. Fixing the QEA so that it fully conforms to the New Jersey Supreme Court's order is a part of that awesome esponsibility, but in truth, only a part and maybe, in fact, only a relatively small part.

On some other day I'd be happy to share with you ideas that I have, and that my students are generating, about how QEA might be fixed. I'd be glad to do it in as much detail as you like, but on this day I consciously chose to try to share with you a broader vision, a broader conception of both the Legislature's power and duty. Please don't let my students down, for their futures and those of their entire generation are in your hands, as are the futures of many generations, including those as yet unborn. My students have come to understand this, and they look to you to act with responsibility, with initiative, with imagination, and with courage.

Thank you.

ASSEMBLYMAN ROCCO: Thank you, Professor.

Robert Halpern from Maple Shade.

R O B E R T P. H A L P E R N: First of all, I'd like to thank the Chairmen and the Committee members for allowing me the opportunity to address you this afternoon.

I come to you today to address two issues of great concern: the source of revenues to finance education in the State of New Jersey, and the need for State leadership in bringing advanced technology to the classroom. I come to you today not only as a businessperson servicing the needs of the educational community, but also as a parent, a taxpayer, a town leader, and a local Board of Education member. I come to you today to share with you not only my ideas on the financing of public education in the State of New Jersey and the employment of technology, but also to share with you the thoughts and the feelings of the many people I've spoken with concerning these problems in education today. And finally, I come to you today to warn you about the rising storm clouds of discontent over one of the most crucial issues of our day: the simple fact that our current method of financing education does not work.

According to the report of the Quality Education Commission, "ALL OUR CHILDREN," school district aid from State and local revenues for the 1990-1991 school year were $8,774,000,000. More than 58 percent of this figure, or $5,133,000,000 was provided by what is referred to as "local revenues." Put plainly, approximately 59 percent of the cost of education was met by placing a burden on the local taxpayer via property taxes. Only 41 percent was paid out of funds provided by the State income tax, that was approved by the voters because it was supposed to fund a "thorough and efficient" education for the children of our State. Clearly, the system the people approved not only doesn't work, it's not even in place.

In my home town of Maple Shade, and in towns all across our great State, people are on fixed incomes due to retirement, disability, or simply because of the economy. This applies not only to our senior citizens, but to our young families and working-class families as well. We're talking about families that require two and three incomes just to make ends meet. These are among the people that provide 59 percent of educational funding -- this funding referred to as "local revenues," and I come to you today to let you know they just can't afford it anymore.

The people I have spoken with want the best for the children of our State. They want our schools to be the most modern. They want every child to have access to the same technology that took American minds and hearts to develop. They want to know their children will be able to compete in the world economy of tomorrow. But many of them simply cannot afford to fund such efforts through taxes on their property or dwelling. I come to you today not only to verbalize this problem, but also to offer a direction, if not a solution, to their problem.

First, I recommend to you that you direct the Department of Education to define exactly what is a "thorough and efficient education." This may entail the development of a statewide curriculum, or a more effective method of testing the actual amount of learning that takes place in any given class in any given year.

Next, I recommend that you direct the Department of Education to determine the amount of funds necessary to pay for a child's education which meets the Department's definition of "thorough and efficient." This figure, a baseline cost for a thorough and efficient education, should then be adjusted for regional cost differences.

Finally, I heartily recommend that as the legislative body for the State of New Jersey, you pass legislation

directing that the State income tax revenues be structured so that each child is guaranteed that thorough and efficient education.

As I said earlier, I come to you today with a direction. I realize there is an obligation on the part of the whole to meet the special needs of the few. What I have presented to you today is in no way compatible with providing for those needs. However, such provision may require other sources of funding. Therefore, I respectfully request that the Legislature establish, by statute, that a portion of the State Sales and Use Tax revenues be used solely for the purpose of funding these special needs in education.

Special aid must be made available for those districts with a high level of pupils covered under Aid to Families with Dependent Children, or even children of families receiving food stamps.

Special aid may be required for those districts that draw students from large geographic areas, yet still have a low pupil population, thereby reducing their ability to provide services on a cost-effective basis.

But, at the same time, special incentives should be made available to those districts demonstrating a high level of professional achievement among their staff, and a high increase in the level of performance of their students.

Special aid must be made available for the repair and renovations of our schools. And, in order to assure our children a place in the world of tomorrow, special aid must be made available for the acquisition and implementation of technology for every child in every classroom in the State.

Under this proposed system, where the State income tax assures the baseline education, and the State Sales and Use Tax provides for the special needs, the funding of education would be borne by people who earn money, and people who spend money. Under this system, the unfair burden of financing education on

the backs of people who have property but precious few other resources, would be corrected. Under this system, equity could be restored.

On the issue of technology, I agree with the QEC recommendations that the Department of Education's Educational Technology Unit should set technical standards, develop technical guides, and develop a five-year technology plan.

However, I ask you, our legislators, to demand the State Department of Education be leaders on the road of technology. We must not allow the educational community to remain so decidedly behind business and industry in the use of technology. We must establish a network of regional centers to provide teacher training and development that the QEC addresses. Such centers could also act as a cost-effective technology resource for local districts which could ill afford such expertise.

The Department of Education should become involved with other State and county offices to provide every district with a statewide technology infrastructure which is so sorely lacking at present. Such an infrastructure must include telecommunications, connectivity, and shared resources.

As successful people, could you imagine a modern company remaining competitive without applying current technology? A company without having instant access to company data or resources? A company dependent on ledger cards and written orders cannot hope to fulfill the needs of its customer, and will eventually cease to exist. An educational system that is dependent on teaching methods and equipment employed in centuries past cannot hope to fulfill the individual needs of its students; and likewise, is doomed to failure.

At a seminar of the National School Boards' Institute for the Transfer of Technology to Education last year, it was remarked that it took 22 years to get the overhead projector

out of the bowling alley and into the classroom. We must not allow this to happen again. You must not allow this to happen again.

Columnist Carl Rowan once remarked that an optimist was a person who put their shoes back on when the speaker said, "In summation--" Well, in summation, the employment of local property taxes to supplement State funds for education doesn't work; the use of a dedicated income tax, supplemented by a dedicated portion of the sales tax places the burden of paying for education on those who can best afford it. We must act to preserve our school facilities; we must implement advanced educational technology on a statewide basis; and we must not only define a quality education, but we must provide for the special needs which may arise.

Thank you very much.

ASSEMBLYMAN ROCCO: Thank you, Robert.

We're going to continue to hear as many people as possible. If necessary, I would think, Senator Ewing, that if we don't make it through, we may need another session here.

SENATOR EWING: Fine. I'll come back. I will be leaving early, though. I want to let you know that. I'll probably have to leave around 6:00.

ASSEMBLYMAN ROCCO: Yes. I think we'll stop at 6:00 regardless of where we are, and if necessary, go into another session.

SENATOR EWING: I must say, I'd like to add this: This is the largest group we've seen. We were up at Kean College and I think we had seven or eight people.

ASSEMBLYWOMAN WEBER: We've been waiting for you down here.

ASSEMBLYMAN ROCCO: Yes, they've been waiting for us. Right, Ginny.

Okay, so with that in mind we'll continue to move along. Richard Porth, Trenton Board of Education member. Is that correct, Richard?

R I C H A R D J. P O R T H: Thank you. Thank you, Mr. Chairman, Senator, and Assemblypeople.

I'd like to start by reading just a few lines from the Supreme Court's Abbott v. Burke decision: "The State must assure funding of education in poor urban districts at the level of property-rich districts and it must assure that such funding cannot be allowed to depend on the ability of the local school districts to tax. It must assure that such funding must be guaranteed and mandated by the State and that the level of funding must also be adequate to provide for the special educational needs of these poor urban districts in order to redress their extreme disadvantages."

I'm grateful for the opportunity to be able to talk to you about QEA II and its impact on districts like ours, the City of Trenton. I'm here to tell you that QEA II has failed to remedy the municipal overburden. We've heard almost everyone who's come up here already talk about the burden on both suburban and urban districts. It's failed to employ current year rather than prior year data to calculate equalization aid, which is a serious issue, especially for the poor districts. It allows categorical aid to be used to diminish disparities in regular educational expenditures. You must take into account the special needs of urban students related to poverty. It permits the continuation of the counter-equalizing effect of State funding of the Teachers' Pension Fund, and I think that's worth almost a billion dollars and has had a tremendous impact on the ability of the State to really provide equalized funding and equity in funding.

Finally, it's left many of the funding decisions to the discretion of local officials, something that the Abbott v. Burke decision asked that it ought to be addressed.

A couple of my themes are similar to others, so I'll make it fairly short. But I want to reflect on the Los Angeles riots and the aftermath, and one of the things that it taught

us. It's been an unsettling experience, I think, for all of us, and one of the things it pointed out is the tremendous gulf, or division, in America between middle-class suburbia and inner-city, low-income people. We listen to people in Simi Valley who didn't have a clue as to why the things were happening in Los Angeles. We listened to gang members--

ASSEMBLYMAN ROCCO: Richard, I don't want to be disrespectful, but we really are looking to get information in regard to the QEA. I think the ramifications of what you say are pretty obvious, so if we can just deal with the issue of QEA here, we're going to be able to move this along much better.

MR. PORTH: I promise you I'll be the shortest -- maybe in terms of stature, but the shortest in terms of length as a speaker.

ASSEMBLYMAN ROCCO: Not necessarily long or short, but the important thing is, let's stay on the issue of QEA.

MR. PORTH: Okay. This is the issue. The issue is similar to Professor Tractenberg's. Let me go on.

Nowhere in the United States, with the possible exception of the State of Connecticut, is the division between urban poverty and suburban wealth so distinct as it is here. We have, depending on who you talk to, the second or third most segregated schools -- public schools -- in the entire country. I believe it's second for Hispanic kids and third for black kids. We have the second richest State in the nation in terms of per capita income, and yet our cities are among the poorest and the most distressed.

We can seem to agree, nationwide or even here in New Jersey, on many things, but one we do seem to agree on-- Liberals and conservatives, Democrats and Republicans, cities and suburbs agree that the current welfare system isn't working. It needs to be changed to promote whole families, and especially to promote self-sufficiency.

Maybe I should have read yesterday's Inquirer, but I agree, public education is the most obvious, the most practical solution to the kind of problems that we're seeing in the cities today. That's where our efforts have to go, and yet, still, in New Jersey, the disparity between the suburban and the urban districts is amazing. We can cite statistics compiled by the Education Law Center in terms of expenditures per pupil. There's $2488 per pupil spent in excess of special needs districts in the I and J -- the wealthier districts. We can cite physical deterioration of the schools in the cities, lack of supplies. We can talk about comparisons of teacher/pupil ratios, a serious problem that is yet to be addressed, despite all the recent efforts at reforming financing.

Some claim that these problems in the schools in the cities are the result of mismanagement, incompetence, or even corruption. I believe that some of those can explain some of the problems in some of those cities, but I would submit to you -- and I want to stress this -- that those kinds of problems are not confined to the cities, nor are they prevalent in the cities. Part of the discussion of QEA over the last couple years has, I think, focused on this assumption that the money is being wasted. I'm here to tell you, if it is, it's not common only to urban districts and it's not even prevalent in urban districts. I really want to emphasize that. I think it's an unfair characterization -- that many people seem to start on that assumption.

Please work to strengthen QEA by addressing the Supreme Court order in Abbott v. Burke. You've got to find a way to address the things that I read in my opening quote. Don't do further damage to quality education or to, in the process, the prospects of thousands of New Jersey kids.

Professor Tractenberg quoted some statistics. I can tell you that 25 percent of all the kids in our public schools

in New Jersey come out of the special needs districts, and that has great implications for the future, as Professor Tractenberg said. If you want to help the urban districts, and, indeed, all the districts in New Jersey to deal with waste, your efforts would be better directed to issues like tenure, PERC's role in salary negotiations, red tape involving reorganizations, and other related issues. That's how you can help us do our jobs in the urban and suburban districts.

Dr. Venable, our new Superintendent in Trenton, has done tremendous work in her short tenure with us in turning around a district that was floundering. We've had some major reorganization. We've cut our administration back. We've put much more funding into teachers and supplies, and we've done it despite a lot of red tape and difficulties under the current laws. I know that she spoke to some of you yesterday, or the day before, and called for more help in terms of reorganizations, and I would echo that request.

Incidentally, in Trenton we used our QEA money-- We didn't waste it. We used it to create full-day kindergartens in 16 of the 17 elementary schools that we have. All our computer labs in the district are now staffed by trained computer teachers. We couldn't say that before. We have a new reading and writing program which is based on the principles of the whole language approach. We have developed more programs -- and this is the one I'm most proud of -- addressed at our disruptive and disaffected kids, the 50 percent, or so, of the kids in many of our cities who aren't even making it through school. If we want to do something to prevent the kind of thing that happened in Los Angeles, those are the kind of issues we're going to have to address.

Please help us to bridge the divide between our cities and our suburbs. Don't cut the funding. Look for ways to help us ensure that the funding is used to its best advantage in both the cities and the suburbs.

Thank you.

ASSEMBLYMAN ROCCO: Thank you very much, Richard.

Louis Wary, Jr., New Jersey Taxpayers Task Force.

L O U I S B. W A R Y, JR.: Ladies and gentlemen, thank you for allowing me to address you today.

I don't envy you the task that you have. As a former Board of Education member for Point Pleasant Borough, I've been faced with the very same problems that exist before you. As a Board of Ed member, I've had to meet with the taxpayers of the town. I've had to meet with the special interests in our town, and I also had to meet with, above all things, the teachers, and that was what I was greatly concerned with.

We have today a monumental task before us. I hope that my experience both on a local Board of Education level and statewide as the Education Chairman for the New Jersey Taxpayers Task Force and mingling throughout the State of New Jersey, will help bring some information to your attention.

During my tenure on the Board of Education, I became deeply involved with the then T&E which led to the QEA I and QEA II -- all miserable failures in this State. It appeared that the most people-- The people that should be listened to were people in the ranks doing the job, the teachers, the small level/low level administrators of each and every school district, because these are the people that worked one-on-one with the problems that existed, not the administrators of the school. They solved those problems once they found out what they were.

Consequently, talking to the taxpayers of the various municipalities throughout the State of New Jersey and seeing and reviewing some of the curriculums in the State of New Jersey, I was able to put together what I felt was a good quality education proposal, not only for the State of New Jersey, but nationally as well. Consequently, Congressman Zimmer reviewed this and sent it to Lamar Alexander, Secretary

of Education in Washington. It has subsequently been subject of a Phi Beta Kappa poll, nationally, with 80 percent acceptance and also has been made part of President Bush's Project 2000. It also has been subjected to, and accepted by, the National Conference of Governors.

What I have done here was to try and address, through research, all the problems that existed with our education system in the State of New Jersey. We have problems in the classroom. We have problems with the taxpayers. We have problems with the Abbott v. Burke decision and the enforcement of the Supreme Court ruling. And, in general, no one has addressed each and every problem.

To start things off, in a simplified interpretation of the Supreme Court's ruling, it states that all children shall be given equally the necessary education as mandated by the State Department of Education.

The State of New Jersey has the responsibility to develop and implement a plan to guarantee the equal education for all children. Our State Legislatures during T&E, QEA I, and QEA II made a hasty decision and equated money with equality. This was, and is, a very poor decision. Money is not the primary answer to correct the deficiencies that are so very apparent and exist virtually in every school district throughout the State.

Now, let's take a look at the problem -- the overview of this problem that exists before us. In order to do this, we must take a look at education as it is today -- education itself. We must divide our educational curriculums that exist in every school district in the State of New Jersey, into two basic classifications: 1). essential to education, and 2), nonessential to education. The essential education will consist of those courses that earn the 110 credits required for graduation and that are mandated by the New Jersey State Department of Education. The nonessential educational courses

will be those courses or extracurricular activities not mandated by the Department of Education, but chosen by the local boards of education. The essential courses will not be subject to any voter approval. The nonessential courses will be given to the voters to approve or disapprove of their costs to the taxpayers, and to have a voice in the budgets of their school districts for nonessential educational spending. People today-- That just doesn't happen.

A board of education presents a budget before the people and it is voted down. It automatically goes to the county board of education and ultimately to the State. They reinstate the entire thing and the will of the voters is totally thwarted. It doesn't happen that the voters have a voice, and yet, there is a lot of spending and a lot of inclusions in the school budgets in every single district of this State that are not mandated by the Department of Education. To review that, a study by the Taxpayers Task Force showed that between 40 percent to 60 percent of all school budgets -- I'm sorry, most school budgets, let me recategorize that -- consist of noneducational courses.

To go further, these noneducational courses have distracted some of our children from academic learning; distracted them to a point were our graduation levels are so low that 6 percent of the total operating budget for Ocean County College, 9 percent for Brookdale Community College, and as high as 19 percent and 21 percent go for remedial education for first year students entering school. And, people, that's pretty poor.

Now, how do we correct this problem that we have? The ultimate goal is to educate our children to be able to go to institutions of higher education or enter the work force. Therefore, a standard curriculum must be developed and implemented throughout the State of New Jersey. The standardized curriculum should be based upon the entrance level

of the education required by the institutions of higher education, or the basic educational requirements as related to industry. The State Department of Education can then divide the 12 grades progressively to achieve the ultimate goal uniformly throughout the State, so that upon graduation, all students will be qualified to continue in either direction; that is, to enter college or to go into the work force.

Once a standardized curriculum is implemented, a standardized test given at the end of each marking period will be a basis for evaluation and comparison to other school districts. These tests will be changed each year, and will not be given out before the exam date. This is to prevent any teacher or school district from teaching to the test. The objective is to uncover problem areas, bring them forward, and to implement corrective actions in a timely fashion, to insure that the children do not lose any valuable education or become confused or frustrated during the school year because they do not understand. The tests will also be used to reduce the possibility that certain subjects have to be made up at a later time. Once identified, State aid can be used to correct the problem.

For example: All children have different learning capacities. Therefore, a class size of 30 pupils may have to be reduced in size, and split into two classes. The costs for the additional classroom, teacher, and teaching supplies can be the basis of State aid; or a special education teacher is required in a school district. This, too, will be eligible for State aid; or a teacher has a need to be upgraded with extra courses to increase his or her teaching skills. This, too, will be eligible for State aid; or, a school district that has a need to expand its facilities because of overcrowding, or special maintenance to buildings or classrooms is required-- This, too, is a justification for State aid. In any event, accountability is now established, and equally important is the

distribution of State funds for education that is based upon a justifiable need to insure the equal education for all children.

All programs, whether educational studies or extracurricular activities classified as nonessential, should be given to the taxpayers of each community to decide if they want the programs in the budget, and how much tax money they are willing to spend for them. Nonessential classifications will not be subject to State aid. Therefore, the individual towns will have the freedom of choice and the individual boards of education will have to convince the taxpayers of the need. Special interest groups will be subject--

ASSEMBLYMAN ROCCO: Louis, time is running tight, so if you would kind of reach your summary--

MR. WARY: Okay. In essence, gentlemen, I'll sum this up in this way. I've given you a copy of the Quality Education Act.

The State has proceeded in doling out money based upon legislative impact in the State. I feel that some accountable means of measurement should be made, both in performance and in need for State aid. What is most critical is the accountability for comparison; what is planned by the State Department of Education for achievement; and what we actually give, and give to our children as an end goal.

I'd also like to point out to you that over the years, a decline has happened in the enthusiasm of our older teachers to continue performance because they see no yield for their effort. In business, if we are producing a product, and we produce a good product, somebody comes along and pats us on the back. In education there is no such animal. No one comes along and says to the teacher, "Hey, you're doing a great job," or, "Hey, you've got a problem area. What is it? How can I help you?" and then go about and solve it in order to give that teacher the incentive to go on further.

I implore you to look at this, because unless we can have accountability and a uniform base for measurement that can be used equally throughout the State of New Jersey, then any kind of a report card, any kind of a performance evaluation is just a waste of time because its based upon the hypothesis that we're all doing well.

Thank you.

ASSEMBLYMAN ROCCO: Thank you, Louis.

I think it's going to be necessary-- I hate to do this, but I don't know any other way to do it. If we would just try to hold it within five minutes, I think that would be very helpful. Everyone has very emotional feelings about your position, and we know that, but there are a number of people in the audience, and-- Let's try to hold it to five minutes. We'll kind of give you a nudge-- David, maybe about four-and-a-half, or something--

Barbara Jackson, Camden Board of Education.

UNIDENTIFIED SPEAKER IN AUDIENCE: Excuse me, Mr. Chairman? I think I signed up before, right after Louis.

ASSEMBLYMAN ROCCO: That's okay, the Chair will take its prerogative. Thank you.

Barbara Jackson.

B A R B A R A J A C K S O N: Good afternoon to the joint Chairpersons, members on the dais, and to the members here.

I speak as a person who has worked with parents in the Camden School District for over 20 years. Parents are very concerned about their children's education and the laws that you pass that affect them. We have gone through Abbott v. Burke, we have gone through T&E, and we have looked with great anticipation at QEA, thinking at last there are some things that really can happen with our children. The parents made many recommendations and were involved -- they are continuously involved -- in the planning and recommendation process in the Camden school system. They are concerned about the fact that

the QEA money is being-- Games are being played. We realize that if you've had programs in your wealthier districts, you don't want to lose them. But think about the things that your big urban districts need, and have never had. We've gotten tired of being compared with the districts up there against what we have down here. We need the money. We need the money in these districts.

The parents have become very involved in training so that they in turn can help their students in school and at home. They have had parents who are getting parenting training. They're getting training as to how they can help with the homework. They work in the homework centers with their children. They're going to the GED classes through this money, and parents are being taught by trainers to train other parents. So, it's not a thing of, "Okay, I've learned. I'm off." We're training parents to go back and train within their schools and within their communities, so that parents have hope and a way of communicating. We found in the schools where parents are involved that you open up a communication between the parents and the school. The students realize that their parents are involved, and there is another closeness there.

When you cut back on the money, our young people are listening, and they're hearing, "Oh, we were going to have, but no, we're not:" It's always the same story. We need your commitment. You made the commitment that you would help us.

And things are being done in these large districts. As someone said, you like to say we're not doing it, but we are. We can show what we're doing and we have proof of it. Our parents are very involved. I listened to a parent today at our executive meeting when we were talking about the program, speaking of what it has meant to her child who had for so long not been able to move ahead; what these homework programs and the other things we were able to do with this funding-- Now the child is on board. They're feeling good about themselves.

There are many young people that these programs are helping.

Your parents know what's going on, and if your parents believe in their school district, they will work with you and with the school district. And in many districts, the same as Camden, parents are involved in the voting. The Board members and the Board budget just don't go by. We have a chance to look at it and to make recommendations. Parents do care. I don't care what anybody tells you, if parents are given an opportunity to work with their schools, to work with you, they will show you that there's a lot that can be done if you work in cooperation with us. And don't think that just because we are an urban district we're taking the money and playing with it; the money is being put to good use. And there is many a child -- you could come and look at the school -- or parent who is now fully involved and feeling good about themselves because they can help their child.

We need you to stay with your commitment to what you said you were going to do with the money, and not change it. I agree with the gentleman that said you're pitting us-- You're pitting the rich districts against the small districts, and you're making people say "they" and "them." You need to find a formula so people get what they're supposed to have and nobody is made to feel like they're giving up and the other has to take it.

I thank you, gentlemen. Please, please look at this carefully. I know when you have something you don't want to lose it, but think about those who are just beginning to feel good about themselves and don't slap them down.

Thank you.

ASSEMBLYMAN ROCCO: Thank you, Barbara.

Bernard?

B E R N A R D L A U F G A S: Thank you, Mr. Chairman, members of this Committee.

First of all, I would like to make a statement. Professor Tractenberg said the problem that happened in L.A. was education. That's garbage. The problem that happened in education is an incompetent judiciary. That's the problem, when people are sitting in jail illegally.

ASSEMBLYMAN ROCCO: Bernard, really, let's stay with the Quality Education Act.

MR. LAUFGAS: I understand, Mr. Chairman.

Now, the other people that complain that we need more money-- More money doesn't make a better educational system. Competent teachers make a better educational system.

The Public Watchdog opposes the Quality Education Act, which is nothing short of window dressing with unaffordable dollars to support the private interests of school boards, superintendents, and teachers for their own selfish gain. We are not against the children or the educational system as a whole, but against those who cry out each time a person speaks out against tax dollars' abuse and waste by a school system, "You don't care about our children."

To understand why we are opposed, the throwing away of good money after bad to support this so-called, "for the good of our children in the educational system" is a wrong concept, since tax dollars are going into the pockets of those school board members, superintendent, and staff. A few examples will make it clear. I've been in a lengthy dispute with our school system. Eight thousand dollars was spent to prosecute an individual for passing a school bus. School boards have no authority to hire a prosecutor, school board members refuse to show public documents, and $136,000 was wasted.

Now, let me show you a few examples of waste of taxpayers' money: The superintendent went out to lunch and he bought two large pizzas, eight pieces of chicken, and one gin. That's your quality education money. Board members and their wives attended the convention at taxpayers' expense. That's

your quality education money. A board employee got ink on here shirt, and she got $40 -- no receipts. Another employee ripped her sneakers and pants -- $76 was paid to her. That's your quality education. That money has nothing to do with education for our children. Twenty-two dollars for lunch for the superintendent and the school board. What does that have to do with the education of our children?

Board members attend conventions; $375 pocket money for the convention in Atlantic City. They stayed for a couple of nights -- two nights. We are only 45 minutes from Atlantic City. That's your quality education money.

The voters in my town of Barnegat voted for a new middle school at a cost of $8.2 million. A couple of years later the real figure came back -- $9.7 million. Would you like to know what happened to the $900,000 that the State gave for quality education money? It's plugged into that overspending on the bonding. That's your quality education money.

If you want to make changes, you should make changes-- It should be mandatory for a yearly audit, each and every school district by the State, not by a private auditor because they do spot-checking. They flip the pages and when the page looks good, that's what they look at. They should check for each and every penny.

The abuses that will occur must be returned; every cent taken improperly should be returned. And those who abuse it should be punished. This way the voters will have confidence about how the money is being spent. If a pattern of abuses has occurred, give them one chance -- the school district. If they violate that, if they don't take care of the problem, the State should take over and make sure, just like they did in Manchester Township in Ocean County, when they uncovered over $2 million that was taken by an administrator and spent in Atlantic City on some blonde.

That's how it should be done. Then the taxpayers wouldn't care about how the money's spent. At least it's accountability.

MR. HESPE: You're approaching your time. Could you please sum up?

MR. LAUFGAS: Yes, I understand.

Now, any attorney that works for the school board who gives wrong advice to the school board-- The money that costs for litigation should come out of his own pocket. Now you're saving the taxpayers money, and any member of the school board that tells you you cannot see public records and you litigate them, that money litigation from both the school and the individual that sues should come out of that person's pocket that said you cannot see public records. Let's see how much waste of tax dollars there is.

The school board in my town has spent $136,000 in litigation with me. I represent myself. The lawyer didn't care. He lined his pockets. By the way, he also told them it's okay to charge $708 to collect a $90 check. Now, if you want to make corrections--

MR. HESPE: Mr. Laufgas, your time is up. Could you do one last point, please?

MR. LAUFGAS: Yes.

Last point: If you want to correct it, there should be-- All contracts between teachers should be with the State. There should be a different type of funding. No more local to school tax. It should go a flat tax through the State, and the purchasing should be done through the State. Then you can have accountability. As of now, things don't work properly, and I think it's time for a big change. Money for education is not the answer. Quality in education is the answer.

Thank you.

ASSEMBLYMAN ROCCO: Thank you, Bernard.

Stewart Hartman and Arthur Motz, Wildwood Public Schools.

S T E W A R T H A R T M A N: Ladies and gentlemen, I really appreciate your taking the time to hear from us. I represent approximately 1000 students, and as of the end of June, fewer than 100 staff members, in the community of Wildwood in Cape May County.

It's been about two years now since the first glow of QEA started to shine in the direction of Wildwood. We, indeed, looked forward to the onset of a funding situation that was not going to be tied entirely to property taxes and ratables, as we had always suffered from in the past. We were further encouraged in our efforts to improve our school system by the fact that the State had at last recognized that we were not like the other two resorts on our island -- that we were a district that needed additional consideration. We were a Foundation Aid district and this made us feel very good.

In a personal sense, I was very pleased to be asked to serve on the external review team for the QEA that was going to give extra money to several districts in a neighboring county. I visited those districts. I had the very pleasant experience of bringing good news on behalf of the State to them but, unfortunately, I underwent a much more practical learning experience than I ever intended to. I saw things that were lacking there, and I thought how fortunate we in Wildwood were that we were able to provide our students with a number of services and facilities -- limited though they are. But we saw some things that were very upsetting to us, as the external team and, unfortunately, in the case of Wildwood, I have had to look at them as harbingers of things to come. In fact, I sometimes have to look back to my visitation experience in the special needs districts to say, "Well, there's a way to provide the service. It's not the way we would like to, but apparently it can get by." So, I have learned something that I didn't

really want to learn, and I surely don't want to have to put it into practice.

What has happened in the two years of QEA? We've had two defeated budgets in Wildwood. That's a little bit out of character. We have seen our tax rate-- The rate of increase of the school tax in the City of Wildwood is about twice the rate of inflation. And, most painful of all, as of June 30, we will have lost 15 percent of our professional staff members, administrators, guidance counselors; the whole gamut. What has this done? It will limit the already somewhat limited number of elective programs in our high school. It certainly will limit the exposure that our students get to needed services, and it will certainly cause larger classes and not improve the quality of education. I have to tell you that.

Unfortunately, many of the services are things that the Board, after thorough consideration and a great deal of arm twisting by administrators, parental groups, etc., said, "Yes, it's something for the kids. Let's provide an athletic trainer. Let's provide for somebody to be an extra counselor. Our students need it." And yes, ladies and gentlemen, we are an urban district. We have urban problems, and beyond that, we are an urban district in rapid, rapid change, so this is a very ill time to have a setback. "How can this be?" you say. "You're a Foundation Aid district. You're better off than most." That's what we thought.

This year we got our printout of the budget. Nothing in the column for Foundation Aid; $600,000 gone, just that suddenly and that inexplicably. We have researched the matter ad nauseam. We find that we are one of three districts in the entire State that lost all of its Foundation Aid. The other two are nowhere near being urban districts. We have not received a satisfactory explanation. The closest thing that anybody can determine is that it's some quirk in the formula. Your quirk; my staff, my school.

The situation is accelerated by the fact that Wildwood has always been conservative in operations, salaries, and facilities. We're in desperate need of an additional school. Right now we're throwing money away to rent a school. These problems we don't have a chance of getting a handle on when we're trying to figure out if we're going to have enough pencils, papers, books, etc., just to limp through next year, given the state of our budget.

ASSEMBLYMAN ROCCO: If you would get to a kind of summation now, please?

MR. HARTMAN: Very good.

I have been in Wildwood for 26 years. We have tried to operate a fine school system. It's very disheartening to see what is an artificial sort of situation turn our efforts completely upside down. I would sincerely ask you, as legislators, to look for long-term relief for this whole problem, but also see if there's some kind of short-term relief you can give us in our period of crisis.

Thank you very much.

ASSEMBLYMAN ROCCO: Thank you.

Bill Jenkins. Bill, we don't have any information. Do you want to tell us, are you either board member, school district, superintendent, or what?

W I L L I A M J E N K I N S: Okay. I'm probably very unique to this panel, and I thank you for the chance to speak with you.

I have no titles. I'm not going to pass out a bunch of brochures. I'm not going to try to tell you how to solve the problems. All I want to do is tell you the problem of our small, and I mean small -- probably the smallest representation here -- town of Elsinboro, New Jersey, which probably a lot of you never heard of.

ASSEMBLYMAN NICKLES: Where is it, Bill?

MR. JENKINS: It's outside of Salem, New Jersey. We have a population of 1000 people. We have had a school in our

town since 1700. Now, this is probably the last year for this school because of what QEA has done to us.

Now, everybody agrees that it's wonderful and should help the urban areas. I would certainly agree with that, but not at the expense and the cost of shutting down schools that are doing the job of education. If you have any faith in the tests that are given by the State, we represent a group that's testing in 95 percent to 100 percent. We only have a small amount of pupils in our school. Let me give you a quick rundown. I won't read this little bit of a letter. I have one copy, which I'll give to the lady, and you all can get a copy from that.

In our little town we have 111 elementary students. We have 44 that are sent to Salem High School, which brings to mind what one other gentleman mentioned; that Salem High School receives some funding. We, as a sending district, had our cost raised to $7500 per student to go to Salem High School. It does seem a little sick, doesn't it?

Now, in this school we have grades K-8. We have one special education/resource room teacher, four part-time teachers, and 10 full-time teachers, one administrator, and we have one custodian. This is our school. This is our town. We have no business in the town. We are a farm community and residential.

The impact of QEA on us has been tremendous. Now, I have figures here and, again, I won't take the time to read them because all you need to know is how you're impacting our areas. We have, in the last two years, been cut $110,000. Now, I hear people talking about $500,000. Holy smokes, I wish we had somewhere near that. One-hundred and ten thousand dollars in two years, you've cut us. As a result of this, this is what we've had to do: Of course, our budget was defeated. It went back to the people, back and forth. Now, we had to reduce the physical education teacher from two days a week to

one; eliminate a one-day-a-week home economics program for the seventh and eighth graders; reduce the funds available for field trips; and eliminate a $1000 student activity fund.

After the budget was defeated, we went back and cut some more. We're already into the bone, but we're going to cut some more. Now what do you cut? Our programs-- I heard the one gentleman from Trenton say they're using the money and they've got a computer room. That's wonderful. I'm tickled to death. If we got one computer in our school, we'd be tickled to death.

Now, the one and only full-time custodian we had is now reduced to 17 hours a week, so that we can save on his benefit package. I don't know who we're going to get to work these hours, but that's where we are.

The people of the town rallied around. We don't even have money enough to have the Parent Teachers Association and pay those dues to a national group, so we have a Home/School Association. They got together and they had submarine sales. They had yard sales. They had a social. They had dances. They raised $6000, which enabled us to get the gym teacher one more day a week. So now we have a gym teacher for physical ed for the whole school, two days a week.

ASSEMBLYMAN ROCCO: Bill, would you start wrapping up, please?

MR. JENKINS: All right, thank you.

What I'd like you to do, if you could, is keep in mind that QEA, although there are some good parts of it, it has a lot of problems in the funding. That formula seems very mysterious to everyone. So, let's stop radical funding changes in the State. It's right that we help the schools that are in trouble, but don't destroy the schools that are doing a good job; the schools that are making it, that are struggling, that are really trying their best.

You know, we must be classified as a rich community. It's hard for me to understand, but if we are, the only wealth that we really possess is the love that our townspeople have for our people in the town, the school, the teachers, the administrators, and the children. We want them educated well, but please do something. Help us. We do not want to close this school.

Thank you very much.

ASSEMBLYMAN ROCCO: Thank you, Bill.

Judith Cambria, New Jersey League of Women Voters. Judith?

J U D I T H C A M B R I A: I think you'll all be happy to hear that that very lengthy statement-- I've probably got about one-tenth of it in my remarks. We have provided an extensive commentary to you because we believe that will be helpful, but we also know others wish to speak, so these are relatively short remarks.

We salute you for taking on the demanding task of designing a new school funding system because that is, in effect, what you are starting to do.

The League urges you to reflect in that design, the purpose in a school funding system. State education aid formulas are mechanisms for addressing inequities in fiscal resources and educational need among the school districts. The League urges you to set as your goal, the achievement of a high level of equity where each student has access to programs, services, staff, and facilities which provide the opportunity to obtain high levels of achievement similar of that of their peers across the State.

The best approach to funding this kind of equity would be on a programmatic basis, successful programs. However, until and unless we do that, and find out what those costs are, we recommend that you consider using one of two alternatives for setting a per pupil level of expenditures. Use the costs

in districts which achieve the highest student outcomes and provide a broad high quality educational experience, or use the average of per pupil spending in the I and J districts for everyone. We believe that choosing either of these measures assures that it will not happen, what everyone here is speaking about, the reduction in the quality of education anywhere.

We do not believe it is feasible or desirable to achieve complete equity among districts either in dollars or in programs. We believe districts should be able to spend for locally desired additions, and that some differences are appropriate to meet the specific needs of students.

The League believes that the State's share of school funding continues to be too low. Regressive school property taxes continue to pay well over 50 percent of school costs. New Jersey will find it virtually impossible to create an equitable distribution of educational resources or avoid leveling down, unless the State increases its share.

The December allocation of 1992-93 school aid was a telling example of how limits on State funding and over heavy use of local school taxes seriously affects the ability of hundreds of districts to provide education. It is not acceptable. Only the revision of the pension plan ameliorated the impact of that. With limited State funding, the pain and damage can be shifted from one group of districts to another, but it cannot be avoided. We point out that increasing State taxes, while reducing local taxes for education, does not increase the overall level of taxation or the overall cost of education.

In designing a system, we urge you to remember that annual allocations must conform to the funding formula. We can't have continuous change in order to protect individual districts, and we also remind you that hold harmless provisions amount to favoritism for some and discrimination of others, unless you add additional dollars. A new system absolutely

must not place Foundation Aid last in priority order of payment, receiving only what funds remain after paying all other costs. This undermines equal access to financial resources. It's a disaster for the middle-income districts and it is the main cause of the loss of much of the aid suffered by many middle-income Foundation districts.

Tax relief should be secondary to equity, but it is a legitimate goal in New Jersey where lower spending districts frequently shoulder the very highest school tax burden. Such relief must be carefully targeted. If you consider ceilings -- and I know there are some bills that ask you to consider that -- you might also consider floors on property taxes.

The League supports a foundation system, rather than a capacity equalizing system such as the guaranteed tax base system of our last school funding law. The capacity equalizing formulas provide absolutely no guarantee of resources, and present an inherent problem of significant disparities in per pupil expenditures.

ASSEMBLYMAN ROCCO: Judith, would you try to sum up at this point?

MS. CAMBRIA: Okay. I'm almost--

QEA failed to provide a true foundation system, and that is one of its problems. LWV opposes complete State payment of costs of pensions and Social Security because they are counter-equalizing. We believe that a sharing of these costs is the best way to provide both equity and quality.

An issue that others have not spoken of, but I've heard at other hearings-- The League does support at-risk aid. The use of an economic indicator to determine aid has a firm basis in research which shows that economic status and academic achievement are clearly linked. As a group, such children are significantly more at risk of failure or underachievement in school. Compensatory aid may be provided only to children who already have failed. Remediation as a

strategy has proved costly, and relatively ineffective. Other intervention strategies have shown much more success in increasing achievement. They also are more cost-effective. For example: One approach reduced grade repetition from 11 percent to less than 1 percent, and reduced special education referrals by one-half. Not only did children succeed rather than fail, significant additional costs were avoided.

As I said, our printed statement expands upon the issues, discussing several other aspects of school funding. We appreciate this opportunity to speak orally, and hope you will review our statement carefully.

Thank you.

ASSEMBLYMAN ROCCO: Thank you, Judith. It's not often we get a chance to tell members of the League their time is up. (laughter)

Ms. Marie Akins, City of Burlington Public Schools. Is she here?

M A R I E V. A K I N S: Committee, Chairperson, I'm Marie V. Akins, from the Burlington City Public School District. I am also a resident of that community, and we're one of the "dirty thirties." (laughter) We are very proud of our district and we thank the officials and the State Department of Education for trying to provide quality education to all of our students. I think every child in this State of New Jersey requires, demands, and needs quality education.

Burlington City is a very unique community. It's small. It's an urban district -- by need, especially. I live in the community. I've been in the district for 34 years, working 24 hours a day with the students of that community. We have many disadvantaged children in the district, many AFDC children, black and white. However, the majority of the students in that category happen to be African-American students.

I am a person who firmly believes in my country. I'm a product of a segregated school district in Florida, received a good education and went all the way to the University of Pennsylvania. However, during my era, we had so much to encourage us: our parents, the church, the community. The whole village educated the child at that time. As you know it, in this day and time, many children come from single homes. There's love there -- we're not questioning that -- but there are so many needs. Suppose we had everything to give that child a thorough and efficient education. It extends beyond that. We now have become parents of children. The schools have taken over that role. So be it, because they are our children, and God didn't make any junk.

So, besides all this about the taxes and the needs, I'm here for the children of that district. If we don't supply them with extracurricular activities, get them ready, build self-esteem-- I'm an administrator, but I'm out in the lunchroom everyday in the middle school where my office happens to be, seeing what's there. There's where you get the real education of what children are about; trying to be a role model, speaking to them, having them come into my office to counsel them, to let them know that there's a better day and it's their responsibility to get within themselves. If you love yourself, if you feel good about yourself, nothing can stop you. I love everybody, because I love myself so dearly. I love everybody. And I tell my children in the district-- I have polka dot children, but I'm especially concerned about the minority child who comes here. He has everything and is ready to be taught. There's so much else that he needs, and the funds will allow us to continue to broaden his background of experiences, and to let him know that this is our country, feel deeply about it. I feel very strongly-- My husband and I, both who came out of segregated school districts, rose to a full Colonel in the Dental Corps. This is what can happen when you have that other side.

As you deliberate on funding, know that the urban child, the disadvantaged child, has another mile to go -- other than reading, writing, and arithmetic. I say to the students, "You only go to school at least 13 years of your life. If you go to college -- you may go -- that may be 17 years of your life. However, you're going to live approximately 60 more years, and that is most important. How is he going to come out to be a productive citizen in this society? We are here together. We are all one."

I'll back up and say, ESL is fine, because I'm in charge of all Federal and State programs and funds in my district. However, we have native-born Americans, students who were born in the good old United States, and they cannot master standard English. That's an area where we don't get into extra forms; it's our duty to do that. But if you haven't had the background experience, it's a problem. It creates more of a challenge, and we don't mind that, but we are-- We are it for the children. And the school has now become not only an education organization or facility, but we also have to do the parenting part.

We bring parents-- I have two parents who just left to go to a parenting session in Burlington City this afternoon. Surely we want to bring parents in. Before, they didn't feel welcome; now they're part of the policy. Now they're part of being there with the children, but we have to help them continue to do this.

I beg of you, as you deliberate, think of the children. They're our future. I see some very angry, some very -- even at this grade, fourth through sixth grade -- angry children. They will be out of here soon, and if you don't give them, they're going to get it. They see television. They see all the wonderful things in the world, and we need to get them to know there's a better way to do it. You get your education, believe in the system, and you will get there. If they're

denied that opportunity, then we have to go beyond the three "Rs." We have to go into the affected domain, and I beg of you to keep that under consideration. Think about the whole child.

Thank you.

ASSEMBLYMAN ROCCO: Thank you, Ms. Akins.

SENATOR EWING: Assemblyman Rocco, just one minute.

That's the first time I've ever heard anybody refer to them as the "dirty thirty." They are not known as that, and it's the wrong name to use because you're going to put an impression on people. It is wrong. They're a special needs district, maybe, but not "dirty thirty." That sounds awful.

MS. AKINS: Well, sir, I just said that because that's what it is-- But I didn't mean that we feel that way.

SENATOR EWING: Well, you're wrong. They're not dirty.

ASSEMBLYMAN ROCCO: Thank you, Marie.

Michael Rothstein.

M I C H A E L R O T H S T E I N: Assemblyman Rocco, I'm here at the urging of somebody from your office. I'm going to be graduating from Glassboro State College in two weeks, with an elementary education degree.

ASSEMBLYMAN ROCCO: This was the mentoring issue?

MR. ROTHSTEIN: Yes.

ASSEMBLYMAN ROCCO: Rather than take the time here, there's so many people here to speak, Michael, on the QEA, and I'm sorry you had to wait this long-- You're talking about mentoring and the problems of getting a job because of the mentoring system. Is that correct?

MR. ROTHSTEIN: Well, basically what it is, is while the program has been mandated for us to become certified, it has not been mandated for the districts to implement the program. It just means that they cannot hire May '92 or later graduates. Therefore, we will be discriminated against in the job market, based solely on our date of graduation.

ASSEMBLYMAN NICKLES: May I respond?

ASSEMBLYMAN ROCCO: Yes. Superintendent Nickles, here, may have firsthand info.

ASSEMBLYMAN NICKLES: I've had the opportunity within the last month to sit down with the Commissioner of Education, both as an Assembly individual and as Superintendent of Schools, and share with him my displeasure, personally, with that mentoring program.

I think you're absolutely right. I think it's going to discriminate against young teachers coming out because it puts a burden on school districts and all those teachers already in the programs, to have to service mentors, and also receive a fee from the new teacher in order to serve in that position. I have a hard time understanding when we go through four years of college and do our practicum in student teaching, then all of a sudden we're saying that starting next year the teachers still aren't to the point where they are qualified to move into the classroom. Now they have to pay an additional fee after paying for college for four years. So, I'm in agreement with you. That feeling has been expressed, and I think it's one that the Education Committee in the Assembly -- once we get through this -- is going to give a serious hard look at.

MR. ROTHSTEIN: Okay. Our problem-- I don't have a problem necessarily with the program. I understand there's a very high attrition rate in first-year teachers. You do need a support system for them, and there should be some mechanism in place to try to weed out the people who do not belong in education. The problem that I have is the fact that it's not being instituted equitably, and I would just like us to be on an equal footing as far as interviewing and job opportunities go, with the people who graduated before us.

ASSEMBLYMAN NICKLES: Okay. Your point is well taken. Thank you.

MR. ROTHSTEIN: Thank you very much.

ASSEMBLYMAN ROCCO: Michael, thank you. Would you stay in touch with Tom Damm of the staff here, and we'll try to keep you updated as to where we are with that?

MR. ROTHSTEIN: Yes. Thank you.

ASSEMBLYMAN ROCCO: Dorothy Wyatt of Camden City Board of Education.

D O R O T H Y W. W Y A T T: One picture is worth a thousand words, and I thought I would bring pictures with me this afternoon. I do appreciate the opportunity to speak before the Committee. I hope that you will continue to offer us funds that will cause us to do the kinds of things that we feel are necessary to help our children continue to grow in the City of Camden.

We have homework centers where, in the afternoon, there are many teachers who work with children for 45 minutes to help them with homework. And after they have worked with children with their homework, there are many enriching activities that children engage in so that they can feel good about themselves, and they will want to come to school to learn. Some of the activities include actors from the Freedom Theater, we've had Oriental cooking, storytellers, puppet shows, and African-American dancers. We've had people come in to talk to our children about being drug free. We've had many field trips. We have many films that we've been able to order to enrich the lives of our children. Many books have been purchased to continue with the enrichment. We're proud that each day we have almost 200 students who come continuously, and when 5:00 in the afternoon comes they're not ready to go home. They want to stay there to continue to learn.

Since we have the children, we have tried to include our parents by offering courses in basic English and basic mathematics. Parents come because they know where their children are, in many cases. There are classroom teachers who speak Spanish fluently. They work with parents in dealing with

that language. In many cases, we have to tell the parents and the children to go home, because they are always learning.

I would like to invite you to come to the Riletta Twyne Cream School in Camden or to any other school in Camden where there are homework center programs or afternoon after-school programs involving children. Children are reaching out because they enjoy what they are learning, and we would like to have you come and share those grand experiences with us.

It will take all of us. Please continue funding our programs, because we are proud of what we're doing and it's enriching our lives to enrich the lives of our students.

Thank you.

ASSEMBLYMAN ROCCO: Thank you very much, Dorothy.

Dr. Patricia Abernethy, City of Burlington Public Schools. Pat?

P A T R I C I A E. A B E R N E T H Y, Ed.D.: Good afternoon. Thank you very much for the opportunity to speak this afternoon. I'm Superintendent in Burlington City. I'm one of the urban 30, one of the special needs districts, and for those of you who may not realize it, I'm also a Transition Aid district. There are some of us who are caught betwixt and between being urban and being transition. As an urban 30 for that first year -- this year -- I was originally promised $2 million, then $1.2 million, then $600,000. And, again, for those of you who may not have known, I received zero dollars. As an urban 30-- There are many urban 30s who receive no additional money. Came time for discretionary aid and we did $150,000 of the $25 million, but we received no extra money this year.

Next year, I'm going to be given, in Foundation Aid, an increase of over $650,000 over last year's money, but it is nowhere listed that I will then lose concomitantly a quarter of a million dollars of Transition Aid, nor what normally would

have been the increase that every other district received under its Foundation Aid. So, it comes out to be a difference of about $200,000 for this next year, for which we are grateful for the addition. But, looking at it very cursorily, it would look like as an urban 30, I receive money this year. It would look like I received a lot more money than actually I did, unless all lines are added and subtracted and the total difference shown.

This year, with that money of $150,000, we were able to put in an interactive computer lab in our intermediate school. We were able to hire a half-time speech teacher, and we were able to computerize the child study team records which we've had to defer until this time. Other school districts will be able to say to you that they've been able to do that for years, to have more than we've been able to have.

I appeal to you for the funding to continue for the districts that need it, so they can afford what is their local fair share. With our regressive property tax structure, where a home in a more affluent community valued at a quarter of a million dollars will pay $1700 in taxes -- which is about 4 percent of their income -- another community will have a $200,000 valued home and pay $7500 in property taxes. An $81,000 home in my community pays $1616 in taxes, and that's about 10 percent of their income. So, we're taking a look-- We should look overall at how the people can afford, what they can afford, and appropriately share that money across the State.

We hope that when we do get our local fair share, we can do major capital improvements to our 70-year-old and 100-year-old schools. The bottom floor of two of our schools is not usable because it does not meet code. We'd like to purchase more in technology. We'd like to offer more social programs, as Ms. Akins so eloquently said prior to me, to meet our children's needs.

I'm very disturbed about a general perception that I'm hearing of mistrust of the urban districts and how they spend their money. We have told, and given reports to show what we've been doing with our money, and I just gave you a few things. We are also going to be fortunate at this point to have six State Board of Education members visit my community on May 29, to see what's happening in our Watts School. We'll be glad to show them that, and we'll also show them our school bank -- a merit bank of which we're also very proud in our district.

The QEA, in some ways, has created additional burdens on the school system. While suburban districts are able to maintain their programs and devote their time and energy to maintaining and expanding them, for us it is justifying our existence, and I'm very concerned about that perspective. It is not everybody's, but it is vocal enough for us not to say, as our Commissioner said, the root is our failure to acknowledge our common humanity and destiny. We act as though we believe that part of our society is entitled to succeed, while the rest of it is condemned to failure. No, we do not say that. Our actions speak for us, but I have to say that I've heard it said, and that pains me for my community; that because I'm noted as an urban, that I am not trusted. And I ask anyone to come in and look at any books, be it an internal or external audit -- anyone who wants to come in and see how we spend it.

I see, though, that QEA was designed-- Maybe it does need to be redesigned, because the zip code for my city that gets your per capita incomes is also the zip code for two neighboring communities. But it may need to be redesigned to provide opportunity to all students in New Jersey, regardless of where they live, because we can no longer leave our children without dedication to all of them, those most needy, for they look to us for everything, especially those people least able

to afford it, due to their low-income level, but who are as worthy of a quality education as those of us who can afford it by ourselves without help from any taxes.

ASSEMBLYMAN ROCCO: Dr. Abernethy, sum up, please.

DR. ABERNETHY: Thank you. I want to say to you that this is the season for sports. Usually men are going to make the analogies of sports, but I like sports just as well as anybody, men and women like them today. There's baseball played by handicapped children. You've seen that -- in the wheelchairs? No child gets an out and every child comes home. I think that's the kind of thing we should afford for all of our children, not get them out on first base because we can only go so far, or second base, or third base. Every child deserves the home run of a complete education in our State of New Jersey.

Thank you.

ASSEMBLYMAN ROCCO: Thank you, Dr. Abernethy.

Robert J. Moore, of Pemberton Township Board of Education.

R O B E R T J. M O O R E: Thank you, Assemblyman Rocco and Senator Ewing. I'll be very brief. Perhaps the title should be "Theory Into Practice," but I know Senator Ewing, the other day, spoke about practical applications of what we're doing with our QEA moneys.

In Pemberton Township we have reduced class size at the pre-first and first grade levels from 28 to 21. We have taken and fixed the facilities. We had buckets catching water in the hallways and in the classrooms. We did replace four roofs. We have instituted a breakfast program. We started a child-care program in our district. We did receive allegedly, $13 million additional aid. However, we were under a cap; $6 million was spent in our budget. Seven million dollars went back to much needed tax relief. We have reduced our administrative staff. I know there's great concern about the

moneys being spent to enlarge administrative staff, but we cut out four administrators, the director of personnel, the director of elementary education, a supervisor of guidance, and a supervisor of maintenance. These cuts have hurt us badly.

Our State monitoring said we should improve our recruitment of staff. We do recruit very well. My problem is not recruiting; the problem is retaining. One of my finest administrators is now working here, in Cherry Hill. The State did say that we should look at our salary guides. However, just a couple of years ago, we faced a very, very difficult strike. We had-- Remember the "Pemberton 70"? We had them in contempt of court, put on community service because the School Board and the Association could not agree on salaries. At the same time-- I say the State is saying we should increase our salaries so we could recruit more minority teachers and retain our veteran staff.

Finally, at Pemberton Township this year, we're faced with Fort Dix -- the closing of Fort Dix; the deactivation of Fort Dix facing us with a loss of jobs, a loss of Federal aid, and a loss of students. And, Assemblyman Nickles, we do have a lease purchase program. We did spend almost $20 million on a new addition to our high school. It's costing us $2 million a year for the next 20 years, and with Fort Dix retrenching we really-- Had we known that, we wouldn't have needed the facility, and now we're faced with that cost.

We're using the funds wisely, and we look to you for your continued support. We're certainly not interested in leveling down any district; we're simply interested in leveling ours up.

It's a different matter on this mentoring program, Assemblyman. I would agree with you wholeheartedly. I think that has to be looked at very, very closely.

Thank you very much.

ASSEMBLYMAN ROCCO: Thank you, Robert.

Ruth Schumacher, Bridgeton Public Schools. (no response) Ruth is not here. Roosevelt Nesmith, NAACP. Roosevelt?

R O O S E V E L T N E S M I T H: Nesmith, sir.

Good afternoon, lady and gentlemen. I'm here to express the NAACP's concerns concerning QEA.

NAACP is concerned primarily about fairness on funding of urban districts. According to what we've been reading in the press, the Republicans who control the Legislature have decided to come up with a new formula. We believe that any formula that will deny equal spending for students anywhere in the State of New Jersey would not only be a disaster for thousands of urban students, but in the long run a disaster for the United States.

So, we of the NAACP implore the legislators to support the New Jersey Supreme Court, Governor Florio's formulas. That would go a long way toward an equal chance at education opportunities for all students. We hope and trust that the legislators will find the courage, vision, and strength to do the necessary thing to make this country the kind of country that all of us could be proud of. Please do not keep your eyes on the political polls to make your decisions. Keep them on the principles of fair play and equal opportunities for all students. Don't be found guilty of playing Robin Hood in reverse; robbing the poor to pay the rich.

I'm quite sure you're aware of the fact that in New Jersey the money is being spent per student up to $18,000 and $19,000 per student in some districts in New Jersey, according to the figure that I saw. Now, we're not talking about robbing local districts, but when I read in the paper, dated March 15, 1992, the Courier-Post opinion poll, "Opinions," stated a district like Camden could expect to lose about $15 million in the coming year, taking away from a district like that. And a district like Cherry Hill probably will gain $1 million. Now, that's in the newspaper. I'm not saying it's true.

Now, I have grandchildren in the district of--

ASSEMBLYMAN ROCCO: None of that's accurate, Mr. Nesmith.

MR. NESMITH: Well, I'm not saying it's true, but I'm just saying the newspaper stated that.

I have grandchildren in the district of Camden, and to me, when children of that district read that in the paper, I'm quite sure that is really-- That's an insult; just the thought. So I hope that even that attitude would not persist within the Legislature because-- You know, when these urban areas, and even the suburban areas in particular, talk about they're in recession, the suburban areas are in depression. I'm also concerned about, because my area covers the southern district of New Jersey for the NAACP as a coordinator-- When I noticed your program -- that your hearing was in Cherry Hill, which, when you look at Cape May, you just about sent New Jersey to Cape May-- I just wonder why you don't have hearings in those areas down there, because for some reason, the people in those areas seem to think that when you think about North Jersey, they're forgotten. So when you have the next hearing, I hope that you think in terms of moving toward Cape May and give the average person a chance to come and express themselves.

I'm not an educator. I'm a retired businessman, but I'm very concerned about what's happening to our urban areas. Let us not be complacent enough to react the situation. Let us be proactive. So think in terms of that, please.

I just want to reinforce what has been said already. I want to try to eliminate, and I may have a difficult job, but I want to tell you how to operate the mechanics of it. I feel it's up to the Legislators to find a formula. That's what we pay you for. You find that formula to make sure that every kid has an equal opportunity for education.

Thank you.

SENATOR EWING: Roosevelt, what district is spending $18,000 and $19,000?

MR. NESMITH: Up in the northeast, in Deal and that area up there. Those areas.

SENATOR EWING: But are they a sending district, and being charged that as a tuition?

MR. NESMITH: Okay, I don't have the list before me, but I know--

SENATOR EWING: Well, I know, but I think it's unfortunate to give out figures that maybe are not accurate. I can't believe they're spending $18,000 even in Princeton.

MR. NESMITH: Well, check your Education Department and I bet you'll find 18--

SENATOR EWING: I know, but I wish you would check it, too, if you're saying it before a whole group of people. I think it's unfortunate. I'm not saying you're right or wrong, but you cannot say you know definitely they're spending 18 or 19.

MR. NESMITH: I have seen charts that state that: 17 to 18 and 19,000 in a certain district per student.

ASSEMBLYMAN ROCCO: Thank you, Roosevelt.

John Garrity, Pleasantville Schools.

MR. GARRITY: I'd like to thank you very much for the opportunity to speak before you today.

Pat Abernethy really said it much better than I can, but what she raised is the issue that I believe in very strongly; in that there is a huge difference between the perception and the reality of QEA. Because of the time, I'm going to zip through these things, hopefully.

Some of the perceptions: Special needs districts received enormous money under QEA. QEA II gutted $360 million and all of us got hit by caps, so it reduced the spending with everybody. Special needs districts can't spend the money it receives effectively. The issue here is, there are 18 special

needs districts that are fully certified. Why are we different than anybody else? By the way, I like to refer to us not as the "dirty 30," but as the "lighthouse 30."

Another perception: QEA funds were in addition to our regular budget. We keep on getting asked for special reports. What did you do as a special needs district with your QEA funds? Well, there aren't QEA funds and other funds. We have one budget in Pleasantville, and the same thing is true of everybody else; only one budget. One of the worst things you can do to us, by the way, is try to put that into some kind of categorical funding, because then we can't have a plan for our district. We have to have a EIP plan. We have to have a district plan -- all these things put together.

There's no relationship between free lunch and at-risk aid. That's one of the biggest things that we hear about QEA and one of the hits against it. What's the reality? The reality is that the free lunch is the best indicator that we know of, in our system, of economic stability within communities. And we also know there's a lot of research that says those two things are linked. So, if people are thinking about getting rid of -- in QEA -- the free lunch, then please find another substitute for that.

To give you another reality: Yesterday, a kid got shot in the hallway of Atlantic City -- took a shot. Nobody got hit, thank God, but took a shot at another kid with a pistol in Atlantic City High School, down on the basement floor. Now, we know, and Senator Ewing has acknowledged this several times, there's a lot of additional expenses that occur to a special needs district. How are you going to fund that? The free lunch indicator was one way they did it.

Let me get real quick to recommendations. Define what it takes to provide a thorough and efficient education, fund it 100 percent, and use the statewide revenue system so we're not at each other -- urbans and suburbans. That's been said here several times. Eliminate the enormous additional paperwork.

See this? This is the Task Force on Educational Assessment and Monitoring. That's the monitoring guide for all the districts in New Jersey. I could give you the other book that I have that's for the 30 special needs districts. Why, if 18 of us are already certified, must we go through another system? We all have one guide; let's go through it. There's a provision in this guide that says if we're not spending the money and we're not doing the job right, then we can go to level II, III, or whatever. But hold us to the same standard, please.

Allow districts that want to embellish their thorough and efficient education. If people in our districts who say the leveling down concept is killing us, then provide in the QEA a system and some kind of ability that allows districts that want to spend that additional money -- and the community wants to do it -- let them do it. Don't do it at our expense, though, please.

I was going to quote the-- How much time do I have, 30 seconds left here? All right, I'll do it real fast. I've got to do this because I thought it was fantastic what the Commissioner Ellis said before the Senate Education Committee. I'm just going to tell you a small part of what he said, and that's relative to the report that was "bonised," or whatever it was: "One would think that the reports about good things would lift our spirits and reinforce our commitment to sustain improvement. As Hamlet contemplated death in his famous soliloquy, he worried, 'To sleep, perchance to dream: Aye, there's the rub.' Why are we unwilling to contemplate success in the urban districts? What's the rub? Could it be that if districts demonstrate they are doing some good things, then arguments to cut off their money are diminished? Is that what's going on here? Is that the rub? I hope not, but one does not have to be a cynic to raise the question."

John Garrity: I believe that all people act on attitudes, not necessarily on facts. One of the issues that supports that, by the way, is some of the contention -- is how certain districts got certain moneys through the original QEA. I don't know whether they acted on facts or whether they acted on attitudes, what they believed, or what they think and what they think is important. I think there's ample evidence to substantiate the need to fund the education of all children in New Jersey based on their needs. As an urban administrator for 26 years, I can tell you that I know from firsthand experience, that all children can learn. All children can learn. Whether or not they will, depends, I believe, in large measure -- no matter what people say about additional money -- on our ability to be able to get the resources we need to do those special things.

I thank you.

ASSEMBLYMAN ROCCO: Thank you, John.

Rebecca Guess, Bridgeton Public Schools. Is Rebecca here? (no response) John P. Deibert, Lebanon Township School District. (no response) Naomi, I believe, Jackson, Pleasantville School District.

M A M I E G. J A C K S O N: That's Mamie.

ASSEMBLYMAN ROCCO: Yeah, it's hard to read. How do you pronounce it?

MS. JACKSON: Mamie -- M-A-M-I-E. Mamie Eisenhower, Mamie Jackson.

ASSEMBLYMAN ROCCO: Thank you, Mamie.

SENATOR EWING: You look just as nice as you did yesterday.

MS. JACKSON: I beg your pardon?

SENATOR EWING: You look just as well as you did yesterday.

MS. JACKSON: Why, thank you, sir.

To our legislators and all assembled, I'm Mamie G. Jackson, Board member of the Pleasantville School District. I am a member of the Finance Committee and a member of the Policy Committee. I am here to testify for my district. It is one of the needs districts. However, before I delineate my testimony for my district, I would like to share, or remind all of you of the national education goals that are set for us to ascertain.

By the year 2000, all children in America will start school ready to learn. The high school graduation will increase to at least 90 percent. American students will leave grades four, eight and twelve, having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography. And every school in America will insure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

U.S. students will be the first in the world in science and mathematic achievement. Every adult in America 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.

Last, but not least, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Now, I will share with you how we, in our little district of Pleasantville, are trying to ascertain these goals. This district has approximately 2800 students enrolled. There is one high school, grades 9-12 and four elementary schools, grades pre-K through 8. The high school has replaced outdated equipment with 24 NEC, a laser printer, and a vowel server, enabling the district to improve instruction in various courses.

However, additional funds are needed in order to significantly increase the service for 590 students. In two of

the elementary schools, the Macintosh computer labs have been established. These labs are used to improve writing instruction for students in grades 3-8. However, additional funds are needed to establish labs in the other two elementary schools. The latchkey and keys, keeping every youth safe, are coordinated with the city's Recreation Department. The afternoon programs from 2:30 to 6:00 serve about 149 students, ages 3-10. The summer programs serve approximately 250 students. However, additional funds are needed to accommodate the increased number of children of working parents.

The PRISM Project, which is the Partnership for Radical Improvement in School Mathematics, was piloted in one school in grades K-3. The project has been extended to the fourth grade. Extensive staff training has been necessary for implementation. Approximately 275 students are participating. However, additional funds are needed in order to proliferate the project in the other three elementary schools. The guidance counselors in the four elementary schools assist with facilitating the ancillary services as social and health agencies networking. However, additional funds are needed in order to increase these services. Social studies curriculum has been updated with materials and in-service training of staff. Additional funds are needed to continue this concept. The district has implemented an Early Childhood Developmental Program, pre-K-2.

ASSEMBLYMAN ROCCO: Mamie, wrap it up, please.

MS. JACKSON: I'm wrapping it up.

However, additional funds are needed for ongoing staff development and instructional material.

Finally, several facility enhancement programs have taken place. Contingent upon the many years of usage of two facilities, extensive ongoing maintenance and enhancement are necessary.

In conclusion, I've always had a pet concern as an educator. It seems that big corporate executives with astronomical salaries and megabucks and subsidies take years to recuperate financially. It's a possibility that they will default two or three times more. However, they will be granted more and more subsidies. Yet, it appears that educators are expected to do miracles with comparatively little bucks in just a short period of time.

Please, when funding, consider the following positives as opposed to the negatives: Inspiration as opposed to disillusion; hope as opposed to despair; self-esteem as opposed to insecurity; positive aggression as opposed to negative aggression; faith as opposed to faithless; productive citizens as opposed to counterproductive citizens; justice as opposed to injustice; and education as opposed to incarceration.

Thank you.

ASSEMBLYMAN ROCCO: Thank you.

Gerald Hoenes of Absecon Board of Education.

G E R A L D W. H O E N E S: Good afternoon or good evening, whichever the case may be. I'm President of the Board of Education in Absecon, and I'm here representing the Board, as well as the community.

Our schools have been heavily impacted by the QEA. We are alarmed at the projections just as we have been dismayed with the effect of QEA on our schools since QEA was conceived.

Absecon is classified as a Transition/partial Foundation Aid district. The first set of aid figures we got in December for the '92-'93 budget included no Foundation Aid. The revised aid figures arrived by recalculating the State's contribution to the pension fund restored about $97,000 in Foundation Aid to Absecon.

As we created our budget for next year, the following information was significant to us:

1) We lost approximately $464,000, or 22.9 percent in State aid compared to the previous year. We suffered the greatest loss of State aid, by far, of any school district in the County of Atlantic.

2) We created a budget that was below the State cap that was granted us of 6.61 percent. We were below it by about $250,000.

3) Even with a budget below cap, the loss of State aid required us to ask the taxpayers for a 14-cent increase in the property tax rate. Put another way, we were asking for a 8.7 percent in property taxes for a budget that increased by 4.6 percent.

4) To moderate the local property tax impact, we increased our use of surplus by 80 percent.

5) The increase in property tax was almost entirely devoted to making up for the loss of State aid.

For the first time in a number of years, our budget was defeated: 58 percent of those voting were against it. In meeting with City Council, we agreed to cut $150,000, therefore reducing the property tax by six cents. That takes care of this for the next year.

As we constructed the budget for next year, we were also acutely aware that it was going to be even more difficult next year as we made the '93-'94 budget, due to information already available as to what our situation would be.

The fact that the budget was defeated by the property taxpayers this year certainly doesn't bode well that we're going to get approval next year. Next year we are projected to assume -- I hope not, but I'll put it in because the law is still there:

* $585,000 for teacher pension and Social Security;

* we'll assume another decrease of about $116,000 in Transition Aid;

* a projected loss of $80,000 for at-risk students, as the hold harmless two-year formula ends; and

* a $39,000 increase in payment of our Certificates of Participation for the new school we built prior to QEA.

Even if we discount the pension and Social Security assumption and assume a 5 percent increase in the budget, we are projecting a 20 cent increase in our tax rate for next year. This does not include the $97,000 that was restored due to the change in the way of putting money into the pension fund. I don't know if that $97,000 is a one-shot deal or if it's going to continue.

We, in Absecon, read and hear that QEA is supposed to improve the quality of education in New Jersey, and reduce or stabilize the real estate taxes. For us in Absecon, I would say that just the opposite is happening. Our already high property tax rate will continue to go up to the level of tolerance by the taxpayers, and then we will begin to level down the quality of the programs offered in the schools.

We've already started that process by cutting the Gifted & Talented teacher to half-time; the librarian to half-time; eliminating the curriculum coordinator; delaying maintenance; and not implementing a program the community really wants, which is foreign language in the elementary school. Next to go will be the field trips, the summer school, the full-day kindergarten, music, industrial arts, and any other program not required by law or code.

We've always been proud of the size of our classes and felt that learning was enhanced because of this. It is obvious that if significant sums of money need to be cut from the budget, it would be at the expense of class size because we'll have to reduce staff.

Is Absecon spending too much money on education? Are we expecting too much? According to the formula -- or the information that we are given on indicators provided by the School Boards Association -- we are spending at, or below averages in most of the districts. The other one is in the

South Jersey region for the southern counties, where we are above, but at State socioeconomic group and so on, we're spending at or below. We don't think we're being exorbitant in our expenditures.

What caused the decline in our public support for our budget? What can we do about it? In our judgement, the primary cause has been the loss of significant State aid and the new formula for determining the wealth of communities. Since '90-'91, what used to be called Equalization Aid but is now transition Foundation Aid, has declined by almost half in our town. This means we have had to tax properties to make up for the loss, as well as the increase in the budget.

Data given to us in 1990 indicated that we were below State average for property values, but above average per personal income. The inclusion of personal income is what transformed us into what the State calls a "wealthy district." Unfortunately for us, we are facing excessive property tax increases because of the personal wealth factor. We are a residential community with minimal nonresidential ratables. High property taxes is causing potential residents to look elsewhere to live. A decline in real estate values makes an unattractive environment for businesses to locate in our town.

In addition, as older citizens on fixed incomes fight to retain their homes by opposing property tax increases that we ask to support the schools, we're seeing an adversarial relationship developing between senior citizens and the parents of young children.

There's got to be a more equitable, just, and less damaging way to fund all of the State's schools than that mandated by the QEA as written. It doesn't make sense that some good functioning school system, such as Absecon, must be destroyed in order to elevate others.

In the interest of time, you have the written statement that I gave you. We have listed 12 specific things

that we, as a community, could do. Some of them require that the law would have to be changed to allow us to do it. Others are about specific parts of the QEA law as written. We're asking that you look at these to see if a modification can be made.

Given the number of concerns that we have about QEA, we, in Absecon, support a full review and hopefully a significant revision of the law to insure that all the communities receive a fair and just distribution of State aid.

Thank you.

ASSEMBLYMAN ROCCO: Thank you.

Dr. Robert Van Zanten, Garfield School District.

R O B E R T V A N Z A N T E N, Ed.D.: I'm Bob Van Zanten. Mr. Chairman, ladies and gentlemen of the Committee, I'd like to address two items to you and those are, first to try to clarify some misconceptions, and secondly, to express some concerns for the future.

I'd like to start by clarifying some of the misconceptions by giving you an indication of what a community that is one of the urban special needs districts really is facing. Our facilities in Garfield are such that our schools are all of the 1920 era. We have classrooms in hallways that are just falling apart, with ceilings coming down and major renovations being needed. I have schools without gymnasiums. We use a converted classroom. The ceiling isn't high enough to throw a basketball, so we do floor games. We have no libraries. There are no science, music, or art rooms. We have more than 35 classrooms that were substandard. Three or four teachers were teaching at the same time with different classes in the same room.

As far as personnel is concerned, we have truly lighthouse administrators. I have principals in the building that had no secretaries, had no attendance officer. No one had a vice-principal; one guidance counselor for six schools.

Let's go beyond that. I had principals that shared their office with a nurse and the teachers who were running off their dittos, all in the same room. We really have problems in the urban cities that most of the Bergen schools could never, ever begin to understand, and I'm a Bergen County school district.

The other misconception: Did Garfield or many of the other school districts receive great numbers of additional State aid? We received, yes, an increase in our State aid just like all the other districts did, by formula. Do you know what our special needs addition was for 1991-'92? Two-hundred thirty thousand dollars -- $230,000 out of a $21 million budget -- and we needed programs. And you know,the community is sucking in its belt because they are overtaxed and overburdened with a small tax base, just like many other districts are. The community went further. They mortgaged their buildings because they realized that the kids couldn't sit there with the roof falling in on them. They took on a $9 million lease purchase which is going to take our buildings not to anything great; they're going to get those 35 classrooms up to code. They're going to put in exits that need to be put there because they're using basement rooms, and they couldn't use them unless they have the exits. But we're not building any gymnasiums. We're not adding libraries to our district, and we certainly did not put on any additional personnel.

And guess what else? The one thing that I keep hearing over and over again, "You urban schools are using your moneys to offset the taxes." This year, three tax points. I was almost hung. Next year, nine tax points. I don't know if I'll have my job.

ASSEMBLYMAN ROCCO: Robert, could you wrap up, please?

DR. VAN ZANTEN: Yes, sir. I'll be very quick.

You know, the urban division has taken a lot of raps. Our State Department of Ed., they've been outstanding to our district. They've provided direction to us. They've set

standards, and they, most importantly, helped us. When needed, they were the big clout that I needed in my district to move my Board of Education to spend more money they couldn't afford to spend.

And that takes me to the second part -- and it's a very short part -- and that is my concern for the future. All I keep hearing is, "Well, we're going to redistribute the wealth next year." I can understand the 72 colleagues that I have in Bergen County. They're up in arms because they lost money. But I'm concerned with those 3000 kids that I'm dealing with on a daily basis, that if you cut back on the urban aid, it's going to devastate them. And if you take my small district, what about a Jersey City, or a Paterson, or a Newark? God bless them, because they certainly will need it.

Thank you very much for your time.

ASSEMBLYMAN ROCCO: Thank you, Robert.

I've spoken with Chairman Ewing. Chairman Ewing has to go. We will be having another meeting in this area within a two-week period. David, if you could work out the time with the Township to make sure the facilities are available at the same location. The speaker list is here for those that will not be able to testify before the 6:00 period. We'll continue right down through the list.

So, with that, Jack, did you want to say anything before you leave?

SENATOR EWING: No, just that I'm delighted with the number of people who came out. We're getting all the information we can. It's certainly not an easy solution, whatsoever. There's no question about what I've heard around the State. They want more money -- more money. It just ain't there.

One of the unfortunate parts-- I serve on the Appropriations Committee as well, and we did not have the figures yet, but certain intimations are that the tax revenue,

income tax revenue -- which started coming in April 15 -- is not coming up to the expectations that the State had for this year, itself.

You've also got to keep in mind the other urgencies within the State, the children with disabilities that need to go into group homes. I talk about children, but maybe some of them are 40 years old. The parents have taken care of them all their lives. Thirty-five-hundred of them waiting on the waiting list to go into group homes because the parents realize they're not going to be here forever to take care of them. It's just one thing after another. You just can't imagine the demands on the State.

There will be some more money going into the overall formula next year, but how much of it will actually be, nobody knows. But it can't be the massive amounts that I've heard -- that we've heard in the Joint Committee meetings -- of everybody always wanting more and getting more. That's a very difficult situation, there's no question. I know Assemblyman Rocco and I feel very strongly that education is the basic foundation we have in the State, because without it, nobody's going anyplace.

Yesterday, we had our budget hearings -- the Senate did -- with the Higher Education people. There were certainly none of those saying, "Well, don't give me as much. I can give you some back." They're all looking for more money, because here, again, it's a very important segment of our overall education requirements and needs for our people.

So, it's not an easy task, but certainly we appreciate the information you're giving us. We have the staff here with us, and everything. We've just got to do the best we can that's going to help all the children. And, as Mr. Gatti said, and I've said it before, we certainly realize the extra need that many of the special needs districts have, such as security, breakfast programs, that are not there that should be there, things of that nature.

And the perception out there of a lot of people-- They cannot comprehend what the additional cost of security amounts to in places such as Jersey City, or Newark, or Camden. They just don't comprehend that. I think also a lot of people out there in New Jersey don't comprehend that a child doesn't get a breakfast before he goes to school. It's a tragedy. So, we'll keep working at it, and we're certainly going to do what we can do, certainly, in the very best interest of the child.

ASSEMBLYMAN ROCCO: Thank you, Jack.

Assemblywoman Weber, would you have anything to say at this time? I think we're really holding--

ASSEMBLYWOMAN WEBER: I don't think they want to hear what I have to say. I want to hear what they have to say.

ASSEMBLYMAN ROCCO: Okay.

Fred?

ASSEMBLYMAN NICKLES: No.

ASSEMBLYMAN ROCCO: Really, at this point I think we'll just halt the testimony. Those of you that have written testimony, if you would pass it in if you so desire to have it in the record.

The next hearing will be within a two-week period for everyone that did not have a chance to testify today.

(MEETING CONCLUDED)

APPENDIX

QUALITY EDUCATION ACT

IMPACT STUDY ON SEVENTH DISTRICT TOWNSHIPS

1992

Presented By:

BRADFORD S. SMITH
Senator, Seventh District

NEW JERSEY SENATE

BRADFORD S. SMITH
SENATOR, 7TH DISTRICT
700 ROUTE 130, SUITE 202
CINNAMINSON, NEW JERSEY 08077

TOLL FREE LINES
(609) 829-1330 CINNAMINSON AREA
(609) 265-0904 MT. HOLLY-WILLINGBORO AREA
(609) 829-1365 PENNSAUKEN
FAX NO. 829-4130

SENATE COMMITTEES
VICE CHAIRMAN, WOMEN'S ISSUES
YOUTH & FAMILY SERVICES
JUDICIARY
LAW & PUBLIC SAFETY

PREFACE

The following study was performed at my request. Its purpose was to gather information about the effects of the Quality Education Act upon the school districts located in the Seventh Legislative District. This study includes detailed reports from individual school districts as well as a report from the Superintendents' Advisory Group which was formed specifically for this purpose.

The information contained herein is intended to be a valuable resource for the legislative committees studying the school funding problem. Properly used, it will direct attention to specific areas of concern which are not unique to the schools of the Seventh Legislative District but are fairly representative of statewide school district problems caused by the QEA. The hope is that by having this information the legislature will be better able to develop a fair and equitable school funding program.

I want to thank all who participated in this project especially the following school superintendents:

Jane P. Butler	Riverside
Dr. Joseph Carol	Cinnaminson
Walter J. Dold	Edgewater Park
Dr. Glenn T. Gray	Beverly City
Dr. Walter E. Haworth	Burlington Township
Dr. Lawrence Hobdell	Palmyra
Carl I. Johnson	Delran
Donald P. Lucas	Mount Holly
Daniel J. Martin	Westampton
Joseph H. Miller	Delanco
Dr. John M. Sherry	Maple Shade

Special thanks to Carl I. Johnson for chairing the Superintendents' Advisory Group.

Respectfully Submitted,

BRADFORD S. SMITH,
SENATOR, SEVENTH LEGISLATIVE DISTRICT

2X

NEW JERSEY SENATE

BRADFORD S. SMITH
SENATOR, 7TH DISTRICT
700 ROUTE 130, SUITE 202
CINNAMINSON, NEW JERSEY 08077

TOLL FREE LINES
(609) 829-1330 CINNAMINSON AREA
(609) 265-0904 MT. HOLLY-WILLINGBORO AREA
(609) 829-1365 PENNSAUKEN
FAX NO. 829-4130

SENATE COMMITTEES
VICE CHAIRMAN, WOMEN'S ISSUES
YOUTH & FAMILY SERVICES
JUDICIARY
LAW & PUBLIC SAFETY

TABLE OF CONTENTS

1. SEVENTH LEGISLATIVE DISTRICT SUPERINTENDENTS' ADVISORY COMMITTEE POSITION PAPER

2. INDIVIDUAL DISTRICT REPORTS AND BUDGETS

   A. BURLINGTON TOWNSHIP
   B. CINNAMINSON
   C. DELANCO
   D. EDGEWATER PARK
   E. MAPLE SHADE
   F. MOUNT HOLLY
   G. PALMYRA
   H. RIVERSIDE
   I. WESTAMPTON

3. STATE AID SUMMARY INCLUDING AND EXCLUDING IMPACT OF PENSION REVALUING

3X

RAN TOWNSHIP BOARD OF EDUCATION

son Bell School
c Road
n, New Jersey 08075

Carl I. Johnson - Superintendent - 609-461-1778
Joseph L. Picogna - Business Administrator - 609-461-6124

March 20, 1992

Senator Bradford S. Smith
2313 Laurel Drive
Cinnaminson, New Jersey 08077

Dear Senator Smith:

Please find enclosed a position paper on QEA as developed by our Superintendents' Advisory Group. We believe this paper will give you the flavor of how QEA has had a negative impact on the educational program in our respective districts. In deference to time and the primary purpose of the paper, we attempted to avoid going into extensive details and figures. However, we would be happy to elaborate on the concepts presented if you so desire.

In addition to the impact of QEA, we have included some ideas on how to address budget CAPs and future funding. Hopefully, this paper includes the kind of information needed as you begin your examination of QEA. Please keep in mind that I, or any other member of the advisory group, would be willing to meet with you as you continue your deliberations. Please let me know if we can be of further service.

Sincerely,

Carl I. Johnson
Superintendent of Schools

c: Dr. Lawrence Hobdell, Superintendent - Palmyra School District
Donald P. Lucas, Superintendent - Mount Holly School District
William A. Randazzo, Sr., Superintendent - Riverton School District
Joseph H. Miller, Superintendent - Delanco School District
Walter J. Dold, Superintendent - Edgewater Park School District
Dr. Glenn T. Gray, Superintendent - Beverly City School District

QEA: A Position Paper
prepared by the
7th Legislative District Superintendents' Advisory Committee
Carl I. Johnson, Chairman

The courts determined that the financial support in all districts should be "substantially equivalent", whether rich or poor. The intent of QEA, though technically flawed, was to increase aid to the 30 poorest districts so that their children could benefit from educational programs comparable to those in the wealthiest district. While the purpose of QEA was to bring the programs in the special needs districts up to the standard of the wealthier districts, the removal of aid from these districts has caused the lowering of the standards. The ultimate result will be that all districts will meet at a point of mediocrity.

Support for the concept of QEA is quickly being eroded by a recent event which was not intended by the law: tax reductions. The philosophy of QEA was to provide an infusion of funds into the special needs districts to improve programs and increase educational opportunities; instead, tax payers around the state are seeing these 30 districts lowering the tax rates, while in their own districts, they are cutting programs *and* increasing tax rates. If this situation continues, you will see *another* taxpayer's revolt.

A final factor which has a profound impact on the quality of education is the CAP calculation. While spending must have some controls, there are so many factors within the CAP over which we have no control. When faced with 20% increases in insurance, 10-15% increases for utilities and fuel, and increases in special education costs, a district with a 5% CAP must reduce the expenditures for educational programs to stay within the CAP. This situation is further exacerbated by the cost of the many mandates imposed by the state such as: removal of underground storage tanks; asbestos abatement; fire retrofit; core proficiencies; standardized testing; 504/handicapped; plan to revise special education; right to know; private school textbooks; and aid in lieu of transportation. In some districts, the situation is even worse if they have capital lease purchase agreements, which must be budgeted within the current expense CAP.

Described below are case studies of the impact of the current QEA law as reflected in the December 20, 1991 funding figures.

PALMYRA

The Palmyra School District has a 20 year capital lease purchase agreement in the amount of $500,000 per year. Under QEA, the expenditure must be budgeted under current expense, not under debt service, and also be part of the CAP calculation. As a result, Palmyra has a voter CAP waiver on the ballot in the amount of $378,910 which is primarily for staffing. If the lease purchase were removed from current expense, Palmyra's budget would have been approximately $120,000 *below* CAP. Under QEA, they would have had to eliminate a significant number of positions and close a school. This could still happen if their CAP waiver is defeated at the polls.

5X

MOUNT HOLLY

QEA has created a crisis in the Mount Holly Township School system by using discriminatory criteria by which to identify at-risk districts.

Of Mount Holly's 1300 students, 270 have been classified and are placed in special education classes. This represents 22% of the total student population. Their in-house programs can only meet the needs of half of these students which forces them to place students out of district encumbering a 1.3 million dollar tuition bill yearly, not counting transportation. Two hundred eighty students are presently receiving speech services and forty-nine percent of the student body has been identified as at-risk requiring remedial programs in reading, language or math.

Mount Holly offers a bilingual program to assist the Hispanic population with language and cultural transition. Forty-four percent of the student population is minority and 30% of the families are single parents. Another important factor to be considered is that Mount Holly is the County Seat of Burlington County which in it self loses the tax base on all state and county buildings as well as its natural attraction of a needy population seeking life base assistance.

This profile of Mount Holly is not unique; there are many districts that could be called urban-suburban communities that have been left out of the QEA formula in regards to foundation aid.

Two parts of the QEA formula which impact heavily on Mount Holly's foundation aid are per capita income (PCI) and property value. The use of state tax returns for per capita income (PCI) would provide the formula with a more accurate source of data than two-year old census data.

Property value calculations do not have an adjustment for community residents receiving state or county assistance, nor does it address the apartment dwellers who feed Mount Holly's school population at a greater rate than those who own property. These two factors alone distort Mount Holly's foundation aid under the present QEA formula.

Besides the factors effecting a reduction in foundation aide for 1992/93, the present cap limitation of 5.7% will force Mount Holly to reduce the level of programs and services currently provided to its students.

The concept of a limit on the growth of spending on public education is an issue that must be addressed considering the present state of the economy. The contradiction lies with the continued implementation of state mandates with little or no funding to support the cost of these initiatives. There should also be provisions within the cap formula to exclude fixed cost increases that school districts have no control over such as lease purchase, health insurances, utility rates, special education tuition, transportation, and property insurance.

The state has not made any effort to limit the increases which the private sector charges schools for the services necessary to operate. As a result, this has forced the school district to cut educational programs and services offered to its students to meet these rising costs.

In the rush to satisfy the Supreme Court decision in Abbott vs. Burke, the state has taken the funding issue out of perspective and created even greater inequities among the school districts throughout the state.

In reality, QEA has become a political issue in providing tax relief which is in contrast to its purpose to provide New Jersey children with a quality education.

RIVERTON

The per capita income that is used to determine foundation aid in the QEA, "logic", has direct negative impact on Riverton in that one specific family, who has an income in the seven figure category, has skewed the per capita income for the entire community reducing state aid tremendously making Riverton a non-foundation aid district.

By the state imposing a budgetary cap, they are mandating that the Riverton School District keep their budget to a specific percentage increase. The cap may be good "philosophical" implementation; however, the caps seldom meet the fiscal needs of the budgetary process. In order to "veil" the tax increases thus forcing a cap on the tax levy, additional homestead rebates have been offered to specific individuals, especially senior citizens, etc., enamoring the governor with those individuals, while not telling those individuals who received the additional homestead rebate that money is being generated to the taxpayer to offset the school tax. This results in the school appearing that it has little compassion for the taxpayer, especially those on a fixed income.

The term QEA, Quality Education Act, is truly a misnomer. It should be termed the QTA, Quality Tax Act. It addresses taxes, not education.

DELANCO

In Delanco and most other districts, the most serious problem this year is the cap portion of the budget formula. The state mandates that Delanco' Net Foundation Budget may not exceed the present year's by more than 6.76% or $224,978.

When one looks at Delanco's proposed 1992-93 budget, the percentage increase is only 5.8%; the dollar amount increases by $227,311. Both the percentage and the dollar increases are either similar to or less than the allowable cap. But, the cap is only figured on what is called the "Net Foundation Budget" and it only includes certain items. Unfortunately, the items included are several in which there were disproportionately high increases. When the Net Foundation Budget is computed, Delanco finds their proposed budget $148,689 above the allowable cap. The Delanco Board of Education honestly feels that it can only provide a Thorough and Efficient education by spending these additional funds; therefore, it will ask voters to approve a cap waiver. However, the likelihood of that cap waiver request being granted is probably nonexistent in today's economy. The Board will probably end up cutting the funds and sacrificing several crucial programs which have served Delanco's students for generations.

The district can appreciate the need for a cap to be built into the school funding

procedure to prevent irresponsible, runaway spending increases at the taxpayer's expense; however, this is definitely not the case here. In fact, of the eleven major account areas, the projected increase is below the cap in six instances. Of the five areas that exceed the cap, most increases are totally beyond the district's control:

400's - 10% increase - school nurse achieved master's degree and salary increased commensurately.

600's - 7.16% increase - water, sewer, gas, and electric rates are expected to increase at a percentage greater than the cap.

800's - 7.2% increase - prompted by exorbitant increases in insurance, lease/purchase payments and high school tuition.

Spec. Ed. - 9.43% increase- due to restructuring of salary guides to fewer increments, two special education teachers due to receive salary increases larger than the cap percentage.

It should be noted that the other six budget areas average a 43% decrease in spending compared to current year.

EDGEWATER PARK

The Quality Education Act has created a situation in Edgewater Park that threatens the ability of the district to offer a Thorough and Efficient Education. Under the proposed funding formula, Edgewater Park will lose $1,029,183 in state aid for the 92-93 school year. Obviously, a cut of this proportion has to have adverse effects on the school district. A cut of this dimension will result in drastically higher taxes, or a combination of taxes and major cuts, that could conceivably dismantle the school district.

Under QEA, using property value and per capita income as the criteria, Edgewater Park is considered wealthy due to an above average PCI and is at present a foundation district.

This is a result of a community which has almost half of its population living in apartments (approximately 50%), but does not send a large number of kids to the schools. Non-property owning individuals, through a high PCI on paper, make Edgewater Park wealthy under the new formula. This wealth has caused deep cuts in state aid which forces the district to raise property taxes that have already been pointed out as well below the state average.

This is obviously a catch 22 situation.

To further complicate the situation, while apartments do not send a large number of students to the school (about 25%), those that do come are heavily weighted toward the At Risk

population. This creates a need for support staff to implement intervention strategies.

Finally, Edgewater Park is a sending district for its high school sending students to Burlington City, one of the 30 identified needy districts. With an infusion of additional state funds into Burlington City, the high school per pupil cost will go up faster than in districts that are not so determined.

Edgewater Park must budget its tuition cost as a mandated expenditure before reviewing any expenditures for its own district. With rapidly escalating tuition cost for the high school, the overall effect is less money for the educational programs in the local district.

Even if the district decided to raise property taxes to support its local schools, the burden for this cost as pointed out would fall on a small percentage of the community.

BEVERLY

The funding received under the QEA for the 1991-92 school year enabled the district to move forward in the development of programs for our students with special needs. A major problem with the formula appears to be the lack of any consistency in the funding level for 199: 93, and many of the programs initiated this year will need to be eliminated for 1992-93.

Another major problem is the mandatory use of surplus which has created a situation which will result in a tax burden on the community in a couple of years after the surplus is depleted. The limit on surplus also means that the amount of funds available in an emergency will be extremely low.

Although the CAP factor is not an issue in the 1992-93 budget due to the use of surplus funds, it will be a problem in the following years unless some amendments are made.

The costs which are not controlled by the local board should be eliminated from the CAP such as high school tuition, special education tuition, transportation, and other fixed charges such as insurance.

It is essential that the schools be able to rely on a funding formula that is future oriented and provides a sound basis for long range and strategic planning. The current formula does not provide any consistency in the funding pattern, and the results have caused chaos for programs and the taxpayers.

DELRAN

Using the formula in QEA, Delran would have received approximately $1.7 million less in state aide for 1992-93 than did in 1991-92. This loss would require a 13 cent increase in the tax rate above and beyond any rate increase needed to accommodate the increased cost of goods and services that all school district's must face. A 1992-93 budget at CAP would have resulted in a 25 cent increase in the tax rate causing the Board to prepare a budget below CAP to spare the taxpayers this unfair burden. As a result, the budget was cut to lower the tax increase with positions eliminated and badly needed maintenance projects postponed for yet another year.

Even with a budget below CAP, the average household will pay $273 more per year in taxes. Approximately 62% of that increase is due to the loss of state aid.

The net effect of the QEA formula is: the elimination of programs; postponement of maintenance projects (roof repairs, door replacement, etc.) which will soon catch up to us; increased taxes and, because the district's budget was cut below CAP to help the taxpayers, Delran will have a lower CAP in the future.

As a foundation aid district, the future will only get worse. Because foundation aid is allocated after all other aid categories, the amount of aid will continue to decline each year. It is quite probable that the people of Delran will face 20-25% increases in their taxes for the next several years or the forced dismantling of what many consider to be an outstanding school system.

CONCLUSIONS AND RECOMMENDATIONS

As can be seen by the case studies included in this paper, QEA effects each district in different ways. However, the facts are clear that each has been deeply effected, and without changes to the QEA, the children and/or the taxpayers will ultimately pay the price.

Although the QEA had a slightly different impact on each of us, there are two significant factors that weave their way through each scenario - CAPs and the allocation of foundation aid.

While everyone agrees that there should be some kind of CAP on spending, we also agree that there should be exclusions in the CAP calculations. Many of the items currently included in the CAP are beyond our control, for example: utilities, insurance, special education tuition, and lease purchase commitments. Utilities and insurance increases are supposed to be controlled by the state, yet while we can try to shop for a better buy for our insurance, there is only one place to get our gas and electric. Tuition for special education is set by other schools who also face increased costs for goods and services just as we do. Many districts turned to lease/purchase to improve their facilities (as directed by the state in order to pass monitoring) after repeated efforts to pass a referendum. Including this financial commitment with their CAP, however, has forced them to make drastic cuts in their programs and staffing in order to stay within the CAP. Any revision to QEA must include plans to eliminate some or all of the factors prescribed above from the CAP. To not take this action would result in less and less money in each budget year available for our primary responsibility, educating the children.

The problem with foundation aid for the so called middle class districts is that the revenue for this category is determined by what is left after all other categories of aid have been allocated. The total pot for aid to education this year was increased by 5.61% (increase in PCI). The law specifies the increases in aid for the categorical areas (transportation, special education, etc.) and the 30 special needs districts. Together, the combined rate of increase for these areas surpassed the rate increase for total state aid resulting in a significant decrease in the amount of money left to provide foundation aid to districts like ours. If this method of determining foundation aid were to continue unchanged, it is predicted that foundation aid to our districts will disappear by 1995-96. This practice of distributing all other areas of aid first and letting us have what is left must be changed.

One way to address this inequitable method of allocating state aid is to eliminate the backing out process under QEA, and to establish a base year level of funding and tie it to an economic factor. An example of this approach could be to establish 1991-92 state aid as the base year, and using the P.C.I., increase the aid in all districts by 5.61%. Using this formula, the aid each year would be calculated using the preceding year's aid and the P.C.I.. Using a method such as this would take the guess work out of anticipating state aid each year. Furthermore, use of an appropriate economic indicator would assist districts in dealing with the fluctuations in the economy that they must adjust to each year.

In conclusion, adjustments must be made to the CAP calculations to exclude items over which we have no control but which take resources away from educational programs. At the same time, the funding formula must be changed to get away from the current backing out system which allocates aid to districts like ours based upon what is left after everyone else gets theirs.

OFFICE OF THE BUSINESS ADMINISTRATOR
POST OFFICE BOX 428
BURLINGTON, NEW JERSEY 08016

MICHAEL GERSIE
BUSINESS ADMINISTRATOR
BOARD SECRETARY

TELEPHONE
(609) 387-3955

January 28, 1992

Senator Bradford S. Smith
2313 Laurel Drive
Cinnaminson, NJ 08077

Dear Senator:

As the Business Administrator/Board Secretary of Burlington Township Schools, I am writing this letter on behalf of the children of our community. The well intentioned but misguided attempt at educational reform known as the New Jersey Quality Education Act is seriously threatening the educational system of Burlington Township and other middle class school districts across the state. The seriously flawed QEA formula for funding the upcoming year's school budget has a series of inequities which include:

1. Substantially decreased funding for middle class districts.

2. Increased funding of poor and wealthy districts at the expense of middle class districts.

3. Twenty-eight of the thirty wealthiest districts in the state (equalized valuation per student) have received an increase in state funding.

4. Statewide, 304 districts had state aid increased and 304 had state aid decreased. In Burlington County, 33 of 42 districts had their state aid cut.

Despite increasing enrollments, Burlington Township is experiencing a $1,483,764.00 decrease in foundation aid. This $1,483,764.00 decrease in state aid for Burlington Township Schools will have a devastating effect on the tax rate and/or the educational system. This money is equivalent to the termination of forty (40) district teachers out of a total teaching staff of one hundred and twenty (120).

I urge you as a legislator to eliminate the reduction of state aid for all districts for next year and freeze aid at this year's level for all districts. This move will give the legislature one year to develop and equitable, just, and non-discriminatory replacement to the Quality Education Act. Your sympathy and support on this important issue is appreciated.

Sincerely,

Michael Gersie
Business Administrator/Board Secretary

MG:crs

12X

CINNAMINSON
DECEMBER FIGURES 1/13/92

STATE AID COMPARISON

	91-92	92-93	DIFF.
FOUNDATION AID	2,676,412.	623,493.	(2,052,919.)
CAPITAL OUTLAY	44,765.	10,846.	(33,919.)
TRANSPORTATION	518,000.	539,632.	21,632.
SPECIAL ED.	713,848.	726,310.	12,462.
AT RISK	172,171.	172,171.	—
BILINGUAL	20,915.	24,733.	3,818.
TPA PENSION	1,181,949.	1,353,641.	171,692.
TPA SOC. SEC.	654,744.	653,070.	(1,674.
TRANSITIONAL AID	666,803.	500,102.	(166,701.)
DEBT SERVICE	137,908.	33,975.	(104,13.
	$6,787,515.	$4,637,793.	($2,149,722

January 27, 1992

Senator Bradford Smith
Smith and Smith
909-11 U.S. Hwy. 130
Cinnaminson, NJ 08077

Dear Senator Smith:

The catastrophe which the majority of New Jersey's public school districts are experiencing in building their budgets for the 1992-93 fiscal year is conclusive evidence that the recently conceived Quality Education Act is a dismal failure. The Act's two main goals of equalizing the financial basis of all school districts and providing property tax relief are farther from being realized now than they were before the legislation was enacted. A continuation of the QEA's tenets will, if left unchanged, result in the mass destruction of public school education in New Jersey as we know it today. Programs and practices which survived this country's Great Depression will fall helpless victims to the ill-conceived QEA.

This letter is an effort to illustrate the impact that the proposed 1992-93 state aid figures will have upon the Delanco School District. Our reported decrease in state aid as compared to the current year is $156,392. As bad as this seems, it is really far worse, for the following reasons:

Foundation Aid - decrease of $250,181. This is the aid directly applied to our daily operating expenses.

Special Education Aid - increase of $19,676. This increase is misleading because, at the same time, the state informed us that they have institutionalized one of our former residents and that we will be charged for his tuition, room and board, at a cost of $17,078. We will only see a little more than $2,000 of this increase.

Transportation Aid - increase of $5,513. Normally, transportation aid has been based upon the previous year's expenses. In the current year, we were required by law to replace a 54-passenger bus for more than $35,000. We were expecting to receive reimbursement for most of that amount in the following year's aid, but the additional $5,513 is merely a drop in the bucket.

At Risk Aid - increased by 24,016. This money can be spent only on those few students who fall below the state's minimum level of proficiency and has no effect upon the majority of our expenses.

Bilingual Aid - increased by $2,604. This is the first year we have ever had to have a bilingual program. To set up the program with personnel, testing materials, books, tapes and resources, we have already spent many times this amount.

TPAF Pensions
TPAF F.I.C.A. } - This appears on paper as a substantial increase in state aid ($44,601). However, this money is never seen by the district and has absolutely no effect upon every day operating expenses.

Another extremely negative result of QEA which is not reflected in the aid reductions is the effect which the law has had upon appropriated free balance. Last year, upon the implementation of QEA, we were required by law to appropriate money from our free balance so that the total remaining fell below 3% of our current expense budget. To comply, we appropriated $251,237. For 1992-93, in order to avoid a negative tax impact, it would be necessary to appropriate at least the same amount. However, we do not have nearly that much left in the account. We were only able to transfer $100,000 and still leave a small contingency fund for emergencies. However, this compounds the problem by increasing the deficit caused by state aid loss by an additional $151,237.

Further complicating the issue is the fact that so many of our annual expenses are considered fixed costs and are beyond our ability to alter. We are currently bound to a multi-year negotiated agreement with our teachers' association which carries with it a variety of financial responsibilities relative to salary increases and benefit costs. Health insurance for all of our employees is projected to leap another 25% in premium costs, which translates to an additional expense of $62,500. High school tuition which we are bound to pay to our 9-12 receiving district will increase at least 10%, which, when coupled with a slight increase in the number of students to be sent, will result in an additional cost of $130,872, or 14%.

Even with these huge percentage increases in all of the expensive fixed cost areas, we have cut other accounts drastically so that our overall spending plan reflects only an 8.2% increase from the current year. However, due to the loss in aid and the reduction in free balance appropriated, the impact on the local taxes will be to increase the amount to be raised by nearly 34%, an amount which will overburden and infuriate local property owners.

This proposed spending plan, as "bare-bones" as it is, still does not comply with the QEA-mandated cap feature. The Board is seeking a cap waiver of $185,203 because it firmly believes that it would be impossible to cut these additional funds and continue to provide a Thorough and Efficient education for its children.

In order to arrive at this point, the Board has already made the following cuts to the preliminary budget:

all non-mandated classroom aides;
$100,500 worth of maintenance projects;
$45,182 worth of equipment purchases;
summer maintenance position;
lunch program subsidy;
basic skills summer school;
special education summer school;
part-time physical education teacher.

These costs totaled $233,784. But, even this amount is still $185,203 more than the QEA-mandated cap. If the cap waiver is rejected, or, if the voters turn down the budget and it is sent to the Township Committee for further cuts, the following is a list of probable reductions:

eliminate all sports and extra-curricular activities;
decrease salaries of all non-association employees to 3% or 4%;
eliminate 1/2 basic skills teacher;
eliminate full-day kindergarten program and replace with half-day;
eliminate substance abuse coordinator/guidance program;
reduce two 12-month principals to 10-month;
eliminate Industrial Arts/Mechanical Drawing program;
eliminate Home Economics/Life Skills program;
eliminate general Music program;
eliminate Art program;
eliminate Library program;
eliminate instrumental Music program;
eliminate Computer program.

Even if all of these cuts are made, the local tax levy would still have to be increased by more than 12¢ per $100 of assessed valuation. I fear that the voters would not approve even this. With the above listed cuts in place, our educational program would consist of strict, basic academic classes and physical education, with absolutely nothing more. The only way the few remaining teachers could supervise the large number of students would be to sacrifice their preparation periods and double up classes so that there were as many as 60 in a class. Any further cuts would make it physically and morally impossible to even operate a school district.

If the same pattern continues, I see next year as being even worse. In addition to all of the same increases we are experiencing for 1992-93, we must, by law, purchase a new school bus for approximately $25,000. Also, our principal and interest payments on the lease/purchase funds we borrowed to re-roof our schools will increase $53,000. We will be forced to increase the price of a student lunch so much that many families will not be able to afford the daily expense. In reality, QEA, unchanged, will utterly destroy the public schools as we know them.

Something must be done to retain this vital keystone of our society. As a newly-elected legislator, you are in a position to correct the wrongs of the past and use your wisdom to insure the future of our educational system

and our young people. Please support a revision of the present funding formula and a permanent alteration to the greatly flawed Quality Education Act. Do not hesitate to call upon me if I may be of further service.

Sincerely,

Joseph H. Miller
Superintendent

JHM:tm

ELRAN TOWNSHIP BOARD OF EDUCATION

ronson Bell School
reek Road
n, New Jersey 08075

Carl I. Johnson - Superintendent - 609-461-1778
Joseph L. Picogna - Business Administrator - 609-461-6124

February 3, 1992

Senator Bradford S. Smith
2313 Laurel Drive
Cinnaminson, New Jersey 08077

Dear Senator Smith:

Please find attached a fact sheet which displays the impact of the December, 1991 state aid figures on our budget and tax rate. This information reflects the staff and program cuts made to get the tax rate increase down to 21 cents.

Also attached are lists of cuts made by my principals prior to submitting a preliminary budget to the Board of Education. In addition, there is a list of maintenance and repair projects totaling $460,000 that have been deferred for yet another year. As discussed last Friday, the decision over the past couple of years has been to cut maintenance projects in order to preserve as many educational programs as possible. Sooner or later, this strategy is going to catch up with us and put us in a difficult position.

In conclusion, while preparing a budget that is $485,000 below cap, cutting staff and programs, and deferring needed maintenance projects, we still must go to our public and ask for a 21 cent (18%) increase in the tax rate. Clearly, we are not over-spending; the problem is the inequitable QEA funding formula.

We look forward to your help in this matter.

Sincerely,

Carl I. Johnson
Superintendent of Schools

c: Jose Sosa
Pricilla Anderson

18X

DELRAN PUBLIC SCHOOLS

1992-93 Tentative Budget: FACT SHEET

Area	1991-92 Adj	1992-93 Prop	Change	% Change
1. Current Expense	$16,538,703	$17,345,038	$806,335	4.88%
2. Capital Outlay	$104,022	$174,335	$70,313	67.59%
3. Debt Service	$627,609	$599,622	($27,987)	-4.46%
4. Total Budget	$17,785,404	$18,634,065	$848,661	4.77%
5. State Aid	$9,159,365	$7,658,417	($1,500,948)	-16.39%
6. Pension / FICA Aid	$1,517,776	$1,703,969	$186,193	12.27%
7. Net Loss of State Aid		($1,687,141)		
8. Tax Rate	$1.14	$1.35	$0.21	18.42%
9. Taxes on $130,000 home	$1,482	$1,755	$273	18.42%
10. Ratables	$651,531,245	$648,496,295	($3,034,950)	-0.47%
11. Tax Impact Due to Aid Loss	$1.22	$1.35	$0.13	61.90%

12. Add: K-8 Reading Program, Staff Development, High School Computer Lab and Textbooks.

13. Delete: One Administrator, Five Professional Staff, One Support Staff.

14. Reduce to Parttime: Three Support Staff

15. Eliminate: Freshman Sports.

16. The Preliminary Budget is $485,000 Below the Revenue CAP Mandated by Law.

1/21/92

X61

To: Carl Johnson
From: Bonnie Weiskittel
Date: January 31, 1992

Re: 1992-93 Budget Proposals

Listed below are items which I had to cut from our 1992-93 budget; however, these are items we certainly need to maintain our current program for next year.

730A All replacement for old equipment

1. 6 Cassette Players/Recorders, 3/4" jacks, for two schools $400.00

Rationale - Cassettes are used daily in the classroom. The majority of the cassette players we have were purchased from 1976-1980. We replaced none last year. The last three replacments were in 1988-89. The cassettes are used in every classroom plus the specials.

2. 2 Dukane filmstrip projectors $572.00

Rationale - The last ones bought were purchased in 1980. We did not replace any last year.

3. 1 record player, Califone Model 1430K, Aronson Bell, T-1 $169.95

4. 25 Seal Laminator Desk Top $1049.00

There is no laminator in Cambridge. The 25 year old machine is in maintenance and is now unrepairable.

TO: Carl Johnson

FROM: Bruce Smith

DATE: January 31,1992

RE: 1992-93 Millbridge Budget Cuts

Listed below are the significant cuts that were made to our budget.

Account	Item
220	Science Texts - We only ordered enough for 3rd,4th,and 5th grades. We have a need for texts in 1st and second grades also. (Current texts are 10 yrs. old).
230 A	No video cassettes were ordered. We need 50. Library book order was cut almost in half. This should be completely restored to keep stacks current.
230 E	Apple printer was deleted. This is needed for processing and indexing of cards for the library.
240	Art supplies were cut 1/3 of original budget. This should be returned to original quantity in order to provide proper materials for student activities.
250 C	Workshops have been completely eliminated. These should be reinstated to the budget especially to properly train our teachers for the new Whole Language Curriculum.

250 B	Travel expenses were cut 1/3. This must be returned to original amount for teachers to attend workshops.
730 A	Replacement of filmstrip projectors and cassette players was cut 1/2. This should be returned to original quantity in order to provide adequate av equipment for students and teacher use. (Much of our equipment is in need of serious repair).
730 I	VCR, T.V. and AV tables have been cut by 1/2. This should be returned to its original quantity to provide adequate equipment for students and teachers to use.

* Miss Prestopino adhered to the direction of the superintendent by staying within 5% of last year's budget. However, we really needed to go above this to supply adequate equipment, supplies and proper instruction for students and staff.

** We also functioned this year with a substitute librarian.

Delran Middle School
Memorandum

TO: Carl Johnson

FROM: Steve Falcone SRF

RE: Significant Budget Cuts

DATE: January 30, 1992

After reviewing my 1992-93 budget, I feel the following cuts will have a significant detrimental effect upon our Middle School program during the upcoming school year:

1. All supplemental high interest reading materials requested by language arts and reading teachers have been cut from the budget.
2. Dictionaries and thesauri have been cut.
3. The maintenance of equipment budget has been cut so much that monies will run out before the end of the school year. Student computers, sewing machines, woodworking and audio-visual equipment will not be repaired after funds have been exhausted.
4. By the end of the 1991-92 school year the Middle School copiers will have run over 1.1, 1.2, and 1.6 million copies respectively. The life of a copier is approximately one million copies. All monies to lease or purchase new copying equipment has been cut from the budget.

SUPERINTENDENT'S
JAN 31 1992
OFFICE

DELRAN HIGH SCHOOL

MEMORANDUM

SUPERINTENDENT
JAN 31 1992
OFFICE

TO: Carl Johnson

FROM: M. Gallucci

DATE: 30 January 1992

RE: 92/93 Budget Cuts.

The following is a list of significant budget cuts and their impact on our educational program:

HS Central

Personnel:

1	Assistant Principal for Academic Affairs & Secretary
4/7	Home Economics Teacher
1	Full-time Art Teacher

Our class counts support the need for these teachers. Over the past 3 years the high school has lost 1 full-time home ec and 2 full time art teachers. Classes are crowded and many students are deprived of the opportunity to take classes in these areas.

Equipment:

100	Student desks	$20,000.
100	Student chairs	

Many of our student desks and chairs are broken. No new student furniture has been purchased since the school was built. Teachers will often take furniture from other rooms.

20 Cafeteria tables

Single pedestal tables are broken at the base. They rock and tip causing food to fall and contribute to cafeteria/lunch problems. Five new tables were purchased 3 years ago.

Art Department:

Art supplies have been cut from approximately $5,000 to $3,000. The cost of these materials continue to escalate. Many projects are abandoned because we can no longer provide all the necessary supplies.

Athletics:

Each year we have greater and greater difficulty purchasing uniforms and equipment for our interscholastic sports programs. We cut $5,000 from this area. The Board adopted a 5-year replacement plan which has gone by the wayside because of a lack of funding. Interscholastic sports is a costly enterprise.

Home Economics & Industrial Technology:

The cost of supplies in these two areas continue to escalate. We went from a $29,000 request to $14,700. This cut makes it almost impossible to deliver an educational program. These two areas, home ec and industrial technology are expensive programs because of student materials, e.g. auto parts, photographic equipment, wood, electronic parts and equipment, graphic art supplies, etc.

Library:

For books and materials we budgeted $29,000. Two years ago we cut this account by 23%, last year we cut another 8%. The Middle States Report expressed grave concern of the erosion of funding for library books and materials. We have witnessed a serious decline in our collection.

Modern libraries are now computized. We requested $16,000 to automate the information and retrieval systems. College university libraries are computerized. If we are to prepare students for today's world this is a necessity. This was also a Middle States recommendation.

Mathematics:

We budgeted approximately $8,000 for new math textbooks, this was cut to $5,000. These texts are required for new math courses that are in keeping with current HSPT requirements. Many textbooks are worn and in need of replacement.

Science:

For years we have been in need of new science equipment and materials. We budget approximately $13,400 for materials and were cut approximately $5,000. For computer hardware we budget $40,600 and will not be receiving any new computer equipment for 92-93.

The science department needs full funding. We cannot fall further behind. Much of our equipment is outdated and much was never purchased. We have top quality teachers with little or nothing to work with.

The preceding are simply some of the highlights of our budget crises. The erosion of funds from all areas of the operation has had a deleterious effect. The hemorrhaging of money must be stopped.

DELRAN PUBLIC SCHOOLS

Deferred Maintenance and Repair Projects:

1. High School Roof Repair (Most Severe Only)	$160,000	
2. Aronson Bell and Cambridge Roof Repairs	$65,000	
3. HVAC Repairs at Aronson Bell and Cambridge	$88,000	
4. Repair of building fascia-Aronson Bell/Cambridge	$14,000	
5. Replacement of inoperable lockers at Middle School	$17,000	
6. Repair of substandard track at High School	$50,000	
7. Cafeteria Table Replacement- Millbridge	$10,000	
8. Hockey Field Development at High School	$32,000	
9. Auditorium Seating Repair	$10,000	
10. Tennis Court Resurfacing at High School	$22,000	
SUBTOTAL	$468,000	

Projects to be funded from current surplus:

1. Asbestos removal	$90,000	
2. Fire Alarm Systems at Aronson Bell and Cambridge	$46,000	
3. Millbridge Parking Lot	$65,000	
SUBTOTAL	$201,000	

GRAND TOTAL OF PROJECTS AFFECTED BY AID REDUCTIONS: $669,000

EDGEWATER PARK TOWNSHIP SCHOOLS
WASHINGTON AVENUE
EDGEWATER PARK, NEW JERSEY
P. O. BEVERLY, N. J. 08010

OFFICE OF THE SUPERINTENDENT 609-877-2124

QEA and EDGEWATER PARK

Edgewater Park, a K-8 School District which is a sending district to Burlington City, is a anomaly in the new Quality Education Act.

The district s property value is fifty percent of the state average and under the old plan had a high percentage of State Aid (58%). Presently a property owner in Edgewater Park pays a high amount of taxes to support the local educational program.

The problem arises, under the new plan, with wealth of a district being determined by per capita income and property value. Edgewater Park has almost fifty percent of its population in rental properties on high density condo's which were once apartments and have been converted. This high density housing causes the per capita income to be above the state average. This, by the state formula, makes Edgewater Park appear to be wealthy thus creating a high fair share amount. To meet its fair share for 91-92 school year it would be a 35% increase in monies to be raised by taxes. An additional $1,161,838 in taxes to be raised making the local fair share $4,416,749 as compared to $3,254,911.

Our access to additional revenue would come from what is the district's weakness--limited property value. To further complicate the situation Edgewater Park is a sending district to Burlington City one of the 30 districts identified as a needy urban district.

With Burlington City being forced to up its spending to get the additional state money the per pupil cost will esculate at a rate that would make it impossible for the district to maintain its present level of educational programs.

The situation appears to be very bleak for Edgewater Park. It is imperative that some time be taken to analyse the individual situations that exist with various school districts and that provision within the law be made to insure that the Quality Education Act does not bankrupt certain districts.

The Q in QEA spells Quag-mire for Edgewater Park.

Walter J. Dodd, Superintendent

27X

Maple Shade Township
Board of Education

January 6, 1992

Dec 20 Original

STATE AID

Category Type of Aid	What we Got 1990-1991	What We Are Getting 1991-1992	What is Projected 92-93	Difference
Equalization Aid	$2,268,057.00	Eliminated	Eliminated	---
Transportation	222,794.00	305,025.00	264,286.00	(40,739.00)
Special Ed.	357,063.00	587,537.00	811,286.00	223,749.00
State Comp Ed/ At Risk	299,377.00	299,377.00	299,377.00	---.
Bilingual Ed.	20,422.00	27,067.00	26,035.00	(1,032.00)
Capital Outlay/ Foundation	3,498.00	29,156.00	-0-.	(29,156.00)
Debt Service	108,310.00	20,394.00	-0-.	(20,394.00)
Transition Aid	Non existent	510,283.00	382,712.00	(127,571.00)
Current Exp. Foundation Aid	Non existent	1,599,435.00	-0-.	(1,599,435.00)
Sub Total - Aid	$3,279,521.00	$3,378,274.00	$1,783,696.00	$(1,594,578.00)
TPAF Pension Aid	Unknown	792,689.00	931,518.00	138,829.00
TPAF Social Security	Unknown	480,407.00	506,564.00	26,157.00
TOTAL AID	$4,369,843.00	$4,651,370.00	$3,221,778.00	$(1,429,592.00)

1.6 m loss

28X

* - Maple Shade cut — 13 staff positions from the 1991-1992 Budget
We would have to cut 12 staff positions for 1992-1993
25 staff - lost in 2 years

Camden County

Municipality	1991-92 state aid	Total state aid	Change
Audubon	$4,960,519	$4,490,578	-9.5
Audubon Park	$540,770	$440,453	-18.6
Barrington	$2,696,605	$1,949,895	-27.7
Bellmawr	$3,429,056	$2,458,450	-28.3
Berlin Borough	$2,069,834	$1,658,283	-19.9
Berlin Township	$2,337,807	$1,952,563	-16.5
Black Horse Pike Regional	$19,829,840	$19,046,748	-3.9
Brooklawn	$1,229,188	$1,167,121	-5.0
Camden City	$131,121,598	$164,269,413	25.3
Camden County Vocational	$17,841,534	$18,675,146	4.7
Cherry Hill	$24,220,580	$21,028,914	-13.2
Chesilhurst	$992,478	$1,060,201	6.8
Clementon	$1,896,281	$1,825,911	-3.7
Collingswood	$9,496,306	$8,009,149	-15.7
E. Camden County Regional	$6,700,500	$6,330,010	-5.5
Gibbsboro	$1,232,811	$1,116,453	-9.4
Gloucester City	$10,885,852	$13,676,481	25.6
Gloucester Township	$31,168,211	$29,221,591	-6.2
Haddon Heights	$2,503,186	$2,131,568	-14.8
Haddon Township	$6,932,058	$5,665,617	-18.3
Haddonfield	$2,908,867	$2,963,267	1.9
Hi-Nella	$422,573	$353,416	-16.4
Laurel Springs	$1,308,818	$1,183,089	-9.6
Lawnside	$2,349,110	$2,257,216	-3.9
Lindenwold	$5,383,413	$5,144,209	-4.4
Lower Camden Co. Reg.	$32,134,866	$32,382,054	0.8
Magnolia	$2,301,029	$1,794,170	-22.0
Merchantville	$1,457,482	$1,114,942	-23.5
Mount Ephraim	$1,746,057	$1,494,459	-14.4
Oaklyn	$1,795,382	$1,589,454	-11.5
Pennsauken	$21,183,670	$19,183,174	-9.4
Pine Hill	$4,597,578	$4,277,093	-7.0
Runnemede	$3,510,799	$3,032,928	-13.8
Somerdale	$1,553,061	$1,308,503	-15.7
Sterling H.S. District	$3,817,266	$3,763,910	-1.4
Stratford	$2,633,222	$2,367,323	-10.1
Tavistock	n/a	$3,843	n/a
Voorhees	$7,124,468	$5,260,883	-26.2
Waterford	$5,673,947	$5,361,678	-5.5
Winslow	$13,518,397	$13,247,198	-2.0
Woodlynne	$2,947,823	$2,984,729	1.3
Totals	$400,440,840	$417,242,083	4.2

State aid: The state Department of Education said last week that state aid to education in 1992-1993 will increase by $200 million under the Quality Education Act (QEA). In all, aid to the 608 school districts throughout New Jersey will be $4.4 billion. The accompanying chart shows how districts in Camden County fare under the present QEA setup. But the funding is questionable given a state Senate tax-repeal measure passed last week. The Assembly has scheduled a vote on a similar measure Jan. 6; if it passes, the funding figures would likely change. The chart for Gloucester County will be published tomorrow.

State aid to area school districts

Burlington County

Municipality	1991-92 state aid	Total state aid	Change
Bass River	$784,333	$815,111	3.9
Beverly	$2,431,238	$2,316,356	-4.7
Bordentown Regional	$4,251,802	$3,235,704	-23.9
Burlington City	$6,478,221	$7,222,792	11.5
Burlington Co. Sp. Serv.	$11,780,128	$14,446,579	22.6
Burlington Cty. Voc.	$8,914,718	$8,815,496	1.1
Burlington Township	$5,499,327	$4,167,511	-24.2
Chesterfield	$665,551	$456,435	-31.4
Cinnaminson	$6,649,607	$4,603,998	-30.8
Delanco	$1,787,698	$1,631,306	-8.7
Delran	$8,881,522	$7,479,797	-15.8
Eastampton	$2,439,381	$2,320,661	-4.9
Edgewater Park	$4,946,398	$3,982,403	-19.5
Evesham	$10,923,788	$9,276,217	-15.1
Fieldsboro	$371,124	$304,159	-18.0
Florence	$5,466,822	$4,967,001	-9.1
Hainesport	$1,461,587	$1,219,605	-16.6
Lenape Regional	$24,894,905	$21,727,120	-12.7
Lumberton	$2,368,677	$1,993,921	-15.8
Mansfield	$456,201	$443,687	-2.7
Maple Shade	$4,630,976	$3,221,778	-30.4
Medford Lakes	$1,807,593	$1,366,692	-24.4
Medford	$7,219,680	$5,444,930	-24.6
Moorestown	$4,546,153	$4,930,521	8.5
Mount Holly	$7,009,520	$6,263,497	-10.6
Mount Laurel	$4,714,292	$4,900,638	4.0
New Hanover-Wrightstown	$1,096,061	$755,197	-31.1
North Hanover	$5,246,551	$5,429,643	3.5
N. Burlington Co.	$8,032,233	$7,381,001	-8.1
Palmyra	$4,350,443	$3,841,865	-11.7
Pemberton Borough	$1,108,263	$1,076,397	-2.9
Pemberton Township	$39,468,327	$45,306,537	14.8
Rancocas Valley Reg.	$7,063,719	$7,359,698	4.2
Riverside	$4,346,668	$4,024,138	-7.4
Riverton	$638,090	$679,703	6.4
Shamong	$4,050,592	$3,996,121	-1.3
Southampton	$2,861,899	$2,234,067	-21.9
Springfield	$915,234	$735,814	-19.6
Tabernacle	$5,118,223	$4,926,895	-3.7
Washington Township	$481,735	$424,141	-12.0
Westampton	$2,186,363	$2,055,033	-6.0
Willingboro	$35,341,835	$32,425,332	-8.3
Woodland	$989,691	$943,986	-4.6
Totals	$264,677,790	$251,150,683	-5.1

State aid: The state Department of Education said last week that state aid to education in 1992-1993 will increase by $200 million under the Quality Education Act (QEA). In all, aid to the 608 school districts throughout New Jersey will be $4.4 billion. The accompanying chart shows how districts in Burlington County fare under the present QEA setup. However, it should be noted the funding is questionable given a state Senate tax-repeal measure passed last week. The Assembly has scheduled a v on a similar measure Jan. 6; if it passes, the funding figures cou hange.

THOROUGH AND EFFICIENT

OLD FORMULA (25%) DISTRICT

WEALTH = EQ.VALUATION PER/CHILD

EQ.VALUATION = $686,567,306

1784 - RESIDENT DAY ENROLLMENT
PUBLIC SCHOOL

EQ.VALUATION PER/CHILD

$$\frac{686,567,306}{1784} = 384,847$$

86% OF STATE AVERAGE

QUALITY EDUCATION ACT II

NEW FORMULA

WEALTH =

50% - EQ.RATABLES PER/CHILD
50% - INCOME PER/CHILD

1987 - U.S. CENSUS

INCOME OF MAPLE SHADE
$259,263,810.00

INCOME PER/PUPIL

$$\frac{259,263,810}{1784} = \$145,327.00$$

142% OF STATE AVERAGE

QUICK TEST

10,000 UNITS
85% OCCUPANCY

$34,000 INCOME PER UNIT

MAPLE SHADE PROBLEM

$1,594,578.00	LOSS OF MONEY WE ARE RECEIVING THIS YEAR
800,000.00	INCREASE IN BUDGET - INFLATION - NO NEW PROGRAMS OR STAFF +5.6%
65,422.00	1ST YEAR COST OF BONDS
$2,460,000.00	

1 cent = 69,494.60
Problem is 35.4 cents Average Homeowner - $317.00

NO STATE MANDATES HAVE BEEN REDUCED.

3/X

Maple Shade Township
Board of Education

January 28, 1992

Jon figures

S T A T E A I D

Category Type of Aid	What we Got 1990-1991	What We Are Getting 1991-1992	What is Projected 92-93	Difference
Equalization Aid	$2,268,057.00	Eliminated	Eliminated	---
Transportation	222,794.00	305,025.00	264,286.00	(40,739.00)
Special Ed.	357,063.00	587,537.00	811,286.00	223,749.00
State Comp Ed/ At Risk	299,377.00	299,377.00	299,377.00	---.
Bilingual Ed.	20,422.00	27,067.00	26,035.00	(1,032.00)
Capital Outlay/ Foundation	3,498.00	29,156.00	24,855.00	(4,301.00)
Debt Service	108,310.00	20,394.00	-0-.	(20,394.00)
Transition Aid	Non existent	510,283.00	382,712.00	(127,571.00)
Current Exp. Foundation Aid	Non existent	1,599,435.00	1,324,185.00	(275,250.00)
Sub Total - Aid	$3,279,521.00	$3,378,274.00	$3,132,736.00	($245,538.00)
TPAF Pension Aid	Unknown	792,689.00	502,647.00	(290,042.00)
TPAF Social Security	Unknown	480,407.00	506,564.00	26,157.00
TOTAL AID	$4,369,843.00	$4,651,370.00	$4,141,947.00	($509,423.00)

real shortfall

22 X

Possible Budget Reductions

for 1992-1993

January, 1992

6 teachers
4 aides
1 admin
1 sec.

Account #	Description	Reduction
Administration		
110a	Keep Xerox Operator P/T	$6,013.00
	Microfilming	1,000.00
110c	Keep election workers rate the same	165.00
110d	Breakage - Retirement	3,000.00
120b	Reduce legal contingency	5,000.00
120c	Reduce architect and engineering contingency	1,000.00
120g	Reduce policy manual update, training, workshops	1,700.00
130d	Superintendent's office expense	190.00
130e	Advertising	2,100.00
130f	B&G/National Safety Council	250.00
	Sub Total	**$20,418.00**
Instruction		
211a	Reduce 1 vice-principal	$74,239.00
213a	7 & 8 grade summer school	4,320.00
	Reduce summer band	1,575.00
	Reduce summer curriculum workshop	4,185.00
	Reduce summer co-op	4,000.00
	Reduce 6 teachers: 3 elementary; 3 High School	160,000.00
213c	Reduce contingency	500.00
213d	Reduce contingency	500.00
214a	Reduce summer hours - library	1,350.00
214b	Reduce summer hours - guidance	2,250.00
214d	Summer hours - A/V	1,080.00
215a	Reduce 1 secretary	26,597.00
215b	Reduce summer hours - guidance secretary	725.00
216a	Reduce aides (4)	40,000.00
220-1	Textbooks - High School	7,567.00
220-2	Textbooks - Steinhauer	3,441.00
220-3	Textbooks - Wilkins	1,221.00
220-4	Textbooks - Yocum	1,007.00
230a-1	Library Books - High School	1,716.00
230a-2	Library Books - Steinhauer	735.00
230a-3	Library Books - Wilkins	735.00
230a-4	Library Books - Yocum	603.00
230b-1	Periodicals - High School	947.00
230b-2	Periodicals - Steinhauer	253.00
230b-3	Periodicals - Wilkins	126.00
230b-4	Periodicals - Yocum	90.00
230c-1	A/V materials - High School	1,088.00
230c-2	A/V materials - Steinhauer	418.00
230c-3	A/V materials - Wilkins	525.00

33X

Account #	Description	Reduction
230c-4	A/V materials - Yocum	224.00
230e-1	Other Library - High School	253.00
230e-2	Other Library - Steinhauer	118.00
230e-3	Other Library - Wilkins	118.00
230e-4	Other Library - Yocum	118.00
240a-0	Teaching Supplies - District	748.00
240a-1	Teaching Supplies - High School	24,144.00
240a-2	Teaching Supplies - Steinhauer	8,455.00
240a-3	Teaching Supplies - Wilkins	8,456.00
240a-4	Teaching Supplies - Yocum	5,211.00
240a-5	Teaching Supplies - CST	275.00
240b-0	Paper	2,625.00
250a-1	Miscellaneous - High School	2,858.00
250a-2	Miscellaneous - Steinhauer	441.00
250a-3	Miscellaneous - Wilkins	283.00
250a-4	Miscellaneous - Yocum	338.00
250a-5	Miscellaneous - CST	570.00
250b-1	Travel - High School	1,297.00
250b-2	Travel - Steinhauer	131.00
250b-3	Travel - Wilkins	148.00
250b-4	Travel - Yocum	134.00
250b-5	Travel - CST	252.00
250c-1	Miscellaneous Exp. Instr. - High School	1,786.00
250c-2	Miscellaneous Exp. Instr. - Steinhauer	848.00
250c-3	Miscellaneous Exp. Instr. - Wilkins	147.00
250c-4	Miscellaneous Exp. Instr. - Yocum	178.00
250f-0	Microfilming	1,000.00
250-h-0	Inservice - Reduce	1,500.00
	Sub Total	**$404,449.00**
Health		
420a	Health Supplies	882.00
420b	Travel Expenses	5.00
420c	Miscellaneous	400.00
	Sub Total	**$1,287.00**
Transportation		
530a	Purchase Busses Now	97,000.00
545a-1	Reduce Field Trips - High School	1,300.00
545a-2	Reduce Field Trips - Steinhauer	419.00
545a-3	Reduce Field Trips - Wilkins	271.00
545a-4	Reduce Field Trips - Yocum	189.00
550f	Safety Council	500.00
	Sub Total	**$99,679.00**

34X

PROPOSED CUTS - 1992-93	LINE ITEMS
$ 22,000.	14000 PI
2,500.	130A
260,200.	213
7,215.	216
73,917.	820
16,000.	310
14,834.	610
3,000.	215
10,900.	211
11,500.	212
940.	545
2,000.	250B
35,000.	1010

TOTAL- $460,006.

T E N T A T I V E

CUTS - 1992-93 SCHOOL YEAR

February 3, 1992

CUTS	AMOUNT	LINE ITEM
Attendance Officer	$ 16,000.	310
Substance Awareness Coordinator	$ 7,000.	213
H/S Assistant Principal	$ 10,900	211
Language Arts Supr.	$ 11,500.	212
Gifted Half Time	$ 13,000.	213
Sports	$ 17,000.	1010
Transportation of Sports	$ 940.	545
Workshops	$ 1,000.	250B
AVA (H/S & Elem)	$ 1,450.	1020
Stage Crew (H/S & Elem)	$ 1,560.	1020
Fire Marshall	$ 380.	1020
Assistant Band Director	$ 1,295.	1020
TOTAL	**$ 82,025.**	

ADDITIONS - 1992-93 SCHOOL YEAR

ADDITIONS	AMOUNT	LINE ACCOUNT
Guidance Secretary	$ 3,000.	215
Home Ec.	$46,000.	213
	$ 5,343.	
Industrial Arts	$27,500.	213
	$ 8,183.	
Computer Half time	$14,000.	213
	$ 8,183.	
Art	$49,000.	213
	$ 8,183.	
Elementary Guidance	$30,300. At Risk	213
	$ 3,176.	
T-1	$34,900.	213
	$ 8,183.	
1 Teacher Aide	$11,000.	14000 PI
	$ 8,183.	
Summer Band	$ 1,295.	1020
FBLA	$ 440.	1020
FTA	$ 440.	1020
Basic Skills	$17,000.	
Sports	$18,000.	1010
Workshops	$ 1,000.	250B
Custodian	$14,834.	610
	$ 8,183.	
TOTAL	**$ 326,326.**	**Tax Increase**
	-30,300.	**From 1.064 to**
	$ 296,026.	**1.161**

48X

3/5/92

Do Not Advertise

MISD000180892
DF 92-00192

School District Budget Statement for the School Year 1992-93

I. LETTER OF TRANSMITTAL

Date of Transmittal: February 20, 1992

(X) Original
( ) Revised _____
Date of Revision

To the County Superintendent of Schools:

The Board of Education of Riverside Township 4450, County of Burlington 05 submits herewith the proposed budget statement which has been tentatively adopted for the 1992-93 school year. This action has been duly authorized and appears in the minutes of the Board of Education.

This proposed budget includes sufficient funds to implement the proposed planning process as described in this district's Annual Report pursuant to N.J.S.A. 18A:7A-11.

Jane P. Butler
CHIEF SCHOOL ADMINISTRATOR

Doris M. Kostrub
SECRETARY, BOARD OF EDUCATION

II. NET BUDGET CAP WORKSHEET

		REFER TO	
1.	Local Tax Levy		
	a. Current Expense	Page 4, Column 4, Line 8	$ 3,095,249.00
	b. Capital Outlay	Page 5, Column 4, Line 29	
2.	Foundation Aid		
	a. Current Expense	Page 4, Column 4, Line 12	2,707,278.00
	b. Capital Outlay	Page 5, Column 4, Line 33	56,093.00
3.	Special Education Aid	Page 4, Column 4, Line 13	405,065.00
4.	Transportation Aid	Page 4, Column 4, Line 14	63,038.00
5.	Transition Aid	Page 4, Column 4, Line 17	
6.	Aid for At-Risk Pupils	Page 4, Column 4, Line 15	213,561.00
7.	Bilingual Education Aid	Page 4, Column 4, Line 16	27,337.00
8.	Total Net Budget (1 thru 7)		6,567,621.00
9.	1992-93 Maximum Permitted Net Budget	Printout QEACAP	6,726,685.00
10.	Item 9 Less Item 8 [1]		$ 159,064.00

III. APPROVAL TO ADVERTISE THE PROPOSED BUDGET

I have reviewed this budget statement using the budget review checklist and have determined that all information submitted herein which is verifiable from records on file in my office is consistent with such records. This budget statement is approved for advertising purposes.

_____ COUNTY SUPERINTENDENT

_____ DATE

[1] If negative, a cap waiver proposal is required.

X64

IV. RECAPITULATION OF SELECTED 1992-93 CURRENT EXPENSE REVENUES

1. **Balance Appropriated**
   (Unrestricted)
   J-1 $ _____

   (Restricted)
   J-2 thru J-8 _____ $ _____

2. **Tuition**

From Individuals	$	
From Other LEAs Within the State	850,000.00	
From Other LEAs Outside the State		
From Other Sources		$ 850,000.00

3. **Miscellaneous**

Use of facilities & Int. on Investment and Misc. fines	$ 10,000.00	
		$ 10,000.00

STATE AID

4. **1992-93 State Aid Entitlement**

Foundation Aid-Current Expense	$ 2,707,278.00	QEATOTAID, Line T1
Foundation Aid-Capital Outlay	56,093.00	QEATOTAID, Line T2
Transition Aid		QEATOTAID, Line T13
Transportation Aid	63,038.00	QEATOTAID, Line T4
T.P.A.F. Pension Aid	335,197.00	QEATOTAID, Line T10
T.P.A.F. Social Security Aid	434,842.00	QEATOTAID, Line T11
SUBTOTAL-State Aid		$ 3,596,448.00

5. **Categorical Aids**

Special Education Aid	$ 405,065.00	QEATOTAID, Line T5
Aid for At-Risk Pupils	213,561.00	QEATOTAID, Line T6
Bilingual Education Aid	27,337.00	QEATOTAID, Line T7
SUBTOTAL-Categorical Aid		645,963.00
TOTAL (4 +5)	*Must Agree With Printout QEATOTAID*	$ 4,242,411.0

IV. RECAPITULATION OF SELECTED 1992-93 CURRENT EXPENSE REVENUES (Continued)

6. Other State Aids			
Public School Law Enforcement	N.J.S.A. 18A:17-44	$	
Adult Education	N.J.S.A. 18A:50-7		
Evening Vocational	N.J.S.A. 18A:54-9 and N.J.S.A. 18A:54-32		
Evening School For Foreign Born	N.J.S.A. 18A:49-1 et seq.		
High School Completion	N.J.S.A. 18A:50-12		
Vocational Day	N.J.S.A. 18A:58-34 et seq.		
Adult Literacy	N.J.S.A. 18A:50-12		
Nonpublic Textbook	N.J.S.A. 18A:58-37.1 et seq.	14,258.00	
Nonpublic Auxiliary Services	N.J.S.A. 18A:46A-1 et seq.	47,221.00	
Nonpublic Handicapped Services	N.J.S.A. 18A:46-19.1 et seq.	33,072.00	
Nonpublic Nursing Services			
Teacher Quality Employment Act	N.J.S.A. 18A:29-5.1 et seq.		
Other:			
			$ 94,551.00
FEDERAL AID			
7. P.L. 101-392 (Vocational)		$	
8. P.L. 81-874 (IMPACT) (J-1 Unrestricted)			
9. P.L. 100-297 As Amended (ESSIA)			
List by Chapter			
Chapter I		71,515.00	
Chapter II		8,000.00	
10. P.L. 94-142 (Handicapped)			
11. Adult Basic Education (P.L. 91-230 as amended)			
12. Other Federal Aids			
TOTAL FEDERAL AID			$ 79,515.00

REVENUES

LINE	(1)	1990-91 ACTUAL (2)	1991-92 REVISED[4] (3)	1992-93 ANTICIPATED (4)	LINE
25	Other	12,373.00			25
26	SUBTOTAL (lines 20 thru 25)	226,607.00	79,515.00	79,515.00	26
27	TOTAL CURRENT EXPENSE	7,302,671.43	8,448,501.00	8,665,633.00	27
28a	CAPITAL OUTLAY Balance Appropriated				28a
28b	Transfer from Current Expense-Special Needs Escrow				28b
28c	Other Transfers from Current Expense				28c
29	Revenue from Local Sources: Local Tax Levy				29
29a	Local Tax Levy - Capital Reserve Increase				29a
30	Withdrawal from Capital Reserve				30
31	Miscellaneous				31
32	SUBTOTAL (lines 29 thru 31)				32
33	Revenue from State Sources: Foundation Aid	44,655.00	54,321.00	56,093.00	33
34	Revenue from Federal Sources				34
35	TOTAL CAPITAL OUTLAY	44,655.00	54,321.00	56,093.00	35
36	DEBT SERVICE Balance Appropriated	11,582.48	8,010.75		36
37	Revenue from Local Sources: Local Tax Levy	6,422.77	21,614.25	41,274.00	37
38	Withdrawal from Capital Reserve				38
39	Miscellaneous				39
40	SUBTOTAL (lines 37 thru 39)	6,422.77	21,614.25	41,274.00	40
41	Revenue from State Sources: Debt Service Aid Type II	42,563.00	27,735.00	27,886.00	41
42	TOTAL DEBT SERVICE	60,568.25	57,360.00	69,160.00	42
43	Additional State School Building Aid-Ch. 10				43
44	Additional State School Building Aid-Ch. 177				44
45	Additional State School Building Aid-Ch. 74				45
46	Total Additional State School Building Aid (lines 43 thru 45)				46
47a	Total Balances Unappropriated	662,339.77			47a
47b	Total Funds Available and Transfers	8,070,234.45	8,560,182.00	8,790,886.00	47b
47c	Less Transfers	( )	( )	( )	47c
48	TOTAL FUNDS AVAILABLE	8,070,234.45	8,560,182.00	8,790,886.00	48

Total Balances 7/1/90	$ 1,249,241.59
+ or (-) Adjustments	- 50,363.34
Less Total Balances Appropriated During 1990-91	536,538.48
Enter Column 2 Line 47a	$ 662,339.77

See Audit Report Exhibits A-3 and A-3a

7 Enter 1990-91 Capital Outlay Aid in Column 2

RIVERSIDE TOWNSHIP BOARD OF EDUCATION

The Advertised Section (of the)

SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1992-1993

ENROLLMENTS	Oct. 15, 1990 ACTUAL	Oct. 15, 1991 ACTUAL	Oct. 15, 1992 ESTIMATED	LINE
1. Pupils on Roll	1145	1191	1180	1.
2. Pupils in State Facilities		1	2	2.
3. Private School Placements		3	5	3.
4. Pupils Sent to Other Districts				4.
a. To Regular Programs				a.
b. To Special Education Programs	35	10	15	b.
c. To County Vocational Schools	37			c.
5. Pupils Received	108	120	110	5.

LINE	REVENUES (1)	1990-91 ACTUAL (2)	1991-92 REVISED[4] (3)	PENDING COUNTY APPROVAL 1992-93 ANTICIPATED (4)	LINE
	CURRENT EXPENSE				
6a	Balance Appropriated	524,956.00	410,000.00	350,000.00	6a
6b	Withdrawal from Special Needs Escrow				6b
7a	Transfer from Capital Outlay - Foundation Aid[2]				7a
7b	Other Transfers from Capital Outlay[3]				7b
	Revenues from Local Sources:				
8	Local Tax Levy	2,703,990.00	2,809,512.00	3,095,249.00	8
9	Tuition	716,406.79	750,000.00	850,000.00	9
10	Miscellaneous	91,188.12	10,000.00	10,000.00	10
11	**SUBTOTAL** (lines 8 thru 10)	3,511,584.91	3,569,512.00	3,955,249.00	11
	Revenues from State Sources:				
12	Foundation Aid[5]	2,502,067.00	2,883,367.00	2,707,278.00	12
13	Special Education Aid[6]	347,583.00	335,256.00	405,065.00	13
14	Transportation Aid	64,759.00	29,243.00	63,038.00	14
15	Aid for At-Risk Pupils		158,297.00	213,561.00	15
16	Bilingual Aid	20,422.00	30,758.00	27,337.00	16
17	Transition Aid				17
18a	Other State Aids	104,692.52	97,107.00	94,551.00	18a
18b	T.P.A.F. Pension Aid		547,140.00	335,197.00	18b
18c	T.P.A.F. Social Security Aid		308,306.00	434,842.00	18c
19	**SUBTOTAL** (lines 12 thru 18)	3,039,543.52	4,389,474.00	4,280,869.00	19
	Revenues from Federal Sources:				
20	P.L. 101-392 (Vocational J-2)				20
21	P.L. 81-874 (Impact-Current Expense J-1)				21
22	P.L. 100-297 Chapter 1	98,016.00	71,515.00	71,515.00	22
23	P.L. 100-297 Chapter 2	8,261.00	8,000.00	8,000.00	23
24	P.L. 94-142 (Handicapped J-2)	107,957.00			24

2 Agrees with page 12 line 237a
3 Agrees with page 12 line 237b

5 Enter Total of 1990-91 Equalization and Vocational Aid in Column 2

53X

LINE	J-1 CURRENT EXPENSE (1)	PROG CODE	ACCT NO.	APPROPRIATIONS 1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS (3)	1992-93 APPROPRIATIONS (4)	LINE
49	**ADMINISTRATION** Salaries[8]	00	110	194,348.59	183,000.00	195,012.00	49
50	Legal Fees	00	120b	24,420.00	20,000.00	25,000.00	50
51	Purchased Other Professional/Technical Services	00	120d	30,472.94	25,000.00	22,500.00	51
52	Other Expenses	00	130	41,917.87	48,800.00	51,724.00	52
53	SUBTOTAL (lines 49 to 52)			291,159.40	276,800.00	294,236.00	53
54	**INSTRUCTION** Preschool/Kindergarten Salaries-Teachers[9]	01	213	2,549,114.52	116,665.00	118,280.00	54
55	Grades 1-5 Salaries-Teachers	02	213		976,980.00	988,100.00	55
56	Grades 6-8 Salaries-Teachers	03	213		531,634.00	538,252.00	56
57a	Grades 9-12 Salaries-Teachers	04	213		1,360,084.00	1,318,999.00	57a
57b	SUBTOTAL (lines 54 to 57a)			2,549,114.52	2,985,363.00	2,963,631.00	57b
58	**Undistributed Instruction** Salaries-Principals	05	211	193,688.98	185,200.00	204,907.00	58
59	Salaries-Supervisor of Instruction	05	212	46,653.91	68,700.00	60,431.00	59
60	Salaries-Other Instructional Staff	05	214	306,845.96	337,650.00	339,700.00	60
61	Salaries-Secretaries and Clerical Assistants	05	215	156,072.37	178,700.00	193,165.00	61
62	Other Salaries for Instruction	05	216	35,487.50	43,000.00	37,960.00	62
63	Textbooks	05	220	23,156.83	32,000.00	35,000.00	63
64	School Library and Audio/Visual Materials	05	230	17,310.87	23,340.00	19,890.00	64
65	Teaching Supplies	05	240	92,364.00	104,000.00	103,000.00	65
66	Other Expenses	05	250	26,558.28	30,325.00	28,450.00	66
67	Purchased Professional Educational Services	05	260a				67
68	Purchased Technical Educational Services	05	260b				68
69	SUBTOTAL (lines 58 to 68)			898,138.70	1,002,915.00	1,022,503.00	69
70	**ATTENDANCE AND HEALTH SERVICES** Salaries-Attendance	00	310	13,877.27	15,350.00		70
71	Other Expenses-Attendance	00	320	439.34	600.00		71
72	Purchased Professional/Technical Services-Attendance	00	330				72
73	Salaries-Health	00	410	61,417.53	74,500.00	81,450.00	73
74	Other Expenses-Health	00	420	2,527.99	4,200.00	3,200.00	74
75	Purchased Professional/Technical Services-Health	00	430				75
76	SUBTOTAL (lines 70 to 75)			78,262.13	94,650.00	84,650.00	76

8 Include Administrative Principals Salaries here
9 Include 1990-91 Total for All Grade Categories in Column 2

LINE	J-1 CURRENT EXPENSE (1)	PROG CODE	ACCT NO.	1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS[4] (3)	1992-93 APPROPRIATIONS (4)	LINE
	APPROPRIATIONS						
77	**TRANSPORTATION** Salaries	00	510	55,865.37	79,100.00	83,100.00	77
78	Contracted Services and Public Carriers *(Exclude 520C)*	00	520	37,859.66	70,000.00	70,000.00	78
79	Trips Other Than To and From School	00	520c	975.00	7,000.00	7,000.00	79
80	Replacement of Vehicles	00	530				80
81	Purchase of New Vehicles	00	535	18,077.05			81
82	Pupil Transportation-Insurance	00	540	7,574.00	10,000.00	10,000.00	82
83	Curricular Activities	00	545	12,387.13	15,000.00	14,060.00	83
84	Other Expenses	00	550	19,082.41	16,600.00	15,600.00	84
85	Maintenance of Pupil Transportation Vehicles By Private Garages	00	560		8,000.00	8,000.00	85
86	Purchased Professional/Technical Services-Transportation	00	570				86
87	**SUBTOTAL** (lines 77 to 86)			151,820.62	205,700.00	207,760.00	87
88	**OPERATION OF PLANT** Salaries	00	610	302,404.33	345,300.00	369,000.00	88
89	Contracted Services	00	620				89
90	Heat	00	630	36,810.36	45,000.00	45,000.00	90
91	Utilities	00	640	96,819.59	118,000.00	118,000.00	91
92	Supplies	00	650	18,080.36	23,000.00	23,000.00	92
93	Other Expenses	00	660	7,405.36	10,500.00	11,000.00	93
94	Purchased Professional/Technical Services-Operation	00	670				94
95	**SUBTOTAL** (lines 88 to 94)			461,520.00	541,800.00	566,000.00	95
96	**MAINTENANCE OF PLANT** Salaries	00	710	36,483.97	39,200.00	41,200.00	96
97	Contracted Services	00	720	83,315.56	88,500.00	78,000.00	97
98	Replacement of Equipment	00	730	40,343.68	49,300.00	44,300.00	98
99	Purchase of New Equipment	00	730c	77,225.94	8,500.00	8,500.00	99
100	Other Expenses	00	740	28,098.17	40,200.00	38,200.00	100
101	Purchased Professional/Technical Services-Maintenance	00	750				101
102	**SUBTOTAL** (lines 96 to 101)			265,467.32	225,700.00	210,200.00	102
103	**FIXED CHARGES** Other Employee Retirement Contributions	00	810a	160,001.20	60,000.00	65,000.00	103
104a	Social Security-T.P.A.F.	00	810b		308,306.00	434,842.00	104a
104b	Social Security-Other	00	810c		90,000.00	105,000.00	104b
105	T.P.A.F. Contribution	00	810d		547,140.00	335,197.00	105

APPROPRIATIONS

LINE	J-1 CURRENT EXPENSE (1)	PROG CODE	ACCT. NO.	1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS[4] (3)	1992-93 APPROPRIATIONS (4)	LINE
106	Insurance and Judgments *(Exclude U.C.C. Amount)*	00	820	752,473.27	980,000.00	1,159,700.00	106
107	Unemployment Comp. (U.C.C.)	00	820b				107
108a	Rentals- Other than Lease Purchase	00	830a	4,450.77	10,000.00	10,000.00	108a
108b	Rentals-Lease Purchase-Principal	00	830b	46,250.41	75,000.00	80,000.00	108b
108c	Rentals-Lease Purchase-Interest	00	830c				108c
109	Interest on Current Loans	00	840				109
110a	Other Fixed Charges	00	850				110a
110b	Transfer to Capital Outlay-Other	00	880a				110b
110c	Increase in Escrow Account-Special Needs	00	880b				110c
110d	Transfer to Capital Outlay-Special Needs Escrow	00	xx				110d
111	Tuition-County Special Services	00	870a	68,242.64	63,800.00	58,000.00	111
112	Tuition-County Vocational Schools - Regular	00	870b				112
112a	Tuition-County Vocational Schools - Special	00	870b				112a
113	Tuition-Regional Day Schools	00	870c				113
114	Tuition-Regular	00	870d				114
115	Tuition-Special	00	870e	93,339.56	95,001.00	118,118.00	115
116	Tuition-State Facilities	00	870f	18,936.00	16,199.00	23,882.00	116
117	SUBTOTAL (lines 103 to 116)			1,143,693.85	2,245,446.00	2,389,739.00	117
118	SUNDRY ACCOUNTS: FOOD SERVICES Salaries	00	910				118
119	Other Expenses	00	920				119
120	Expenditures to Cover Deficits	00	930		2,000.00	2,000.00	120
121	SUBTOTAL (lines 118 to 120)				2,000.00	2,000.00	121
122	STUDENT BODY ACTIVITIES Salaries	00	1010	103,803.00	100,000.00	107,000.00	122
123	Other Expenses	00	1020	59,086.35	71,100.00	64,000.00	123
124	Expenditures to Cover Deficits	00	1030				124
125	SUBTOTAL (lines 122 to 124)			162,889.35	171,100.00	171,000.00	125
126	COMMUNITY SERVICES Salaries-Recreation	00	1111				126
127	Other Expenses-Recreation	00	1121				127
128	Salaries-Civic Activities	00	1112	1,219.34	1,500.00	1,500.00	128
129	Other Expenses-Civic Activities	00	1122				129
130	SUBTOTAL (lines 126 to 129)			1,219.34	1,500.00	1,500.00	130
131	SPECIAL PROJECTS (LOCAL) Salaries	00	1113				131
132	Other Expenses	00	1123				132
133	SUBTOTAL (lines 131 to 132)						133

LINE	J-1 CURRENT EXPENSE (1)	PROG CODE	ACCT. NO.	APPROPRIATIONS 1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS (3)	1992-93 APPROPRIATIONS (4)	LINE
134	**SPECIAL EDUCATION:** **Educable** Salaries	06	210				134
135	Other Expenses	06	290				135
136	Equipment [10]	06	730				136
137	**Trainable** Salaries	07	210				137
138	Other Expenses	07	290				138
139	Equipment [10]	07	730				139
140	**Orthopedically Handicapped** Salaries	08	210				140
141	Other Expenses	08	290				141
142	Equipment [10]	08	730				142
143	**Neurologically Impaired** Salaries	09	210				143
144	Other Expenses	09	290				144
145	Equipment [10]	09	730				145
146	**Perceptually Impaired** Salaries	10	210	279,359.89	298,250.00	320,350.00	146
147	Other Expenses	10	290	4,886.71	11,100.00	11,100.00	147
148	Equipment [10]	10	730				148
149	**Visually Handicapped** Salaries	11	210				149
150	Other Expenses	11	290				150
151	Equipment [10]	11	730				151
152	**Auditorily Handicapped** Salaries	12	210				152
153	Other Expenses	12	290				153
154	Equipment [10]	12	730				154
155	**Communication Handicapped** Salaries	13	210				155
156	Other Expenses	13	290				156
157	Equipment [10]	13	730				157
158	**Emotionally Disturbed** Salaries	14	210				158
159	Other Expenses	14	290				159
160	Equipment [10]	14	730				160

[10] 1990-91 Amount Included in Other Expense Line

LINE	J-1 CURRENT EXPENSE (1)	PROG CODE	ACCT NO.	APPROPRIATIONS 1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS[4] (3)	1992-93 APPROPRIATIONS (4)	LINE
161	**Socially Maladjusted** Salaries	15	210				161
162	Other Expenses	15	290				162
163	Equipment[10]	15	730				163
164	**Chronically Ill** Salaries	16	210				164
165	Other Expenses	16	290				165
166	Equipment[10]	16	730				166
167	**Multiply Handicapped** Salaries	17	210				167
168	Other Expenses	17	290				168
169	Equipment[10]	17	730				169
170	**Resource Room** Salaries	18	210				170
171	Other Expenses	18	290				171
172	Equipment[10]	18	730				172
173	**Autistic** Salaries	19	210				173
174	Other Expenses	19	290				174
175	Equipment[10]	19	730				175
176a	**Preschool Handicapped-Part-Time** Salaries	20	210				176a
177a	Other Expenses	20	290				177a
178a	Equipment[10]	20	730				178a
176b	**Preschool Handicapped-Full-Time** Salaries	20a	210				176b
177b	Other Expenses	20a	290				177b
178b	Equipment[10]	20a	730				178b
179	**Supplementary Instruction** Salaries	21	210				179
180	Other Expenses	21	290				180
181	Equipment[10]	21	730				181
182	**Speech Instruction** Salaries	22	210				182
183	Other Expenses	22	290				183
184	Equipment[10]	22	730				184
185	**Home Instruction** Salaries	23	210				185
186	Other Expenses	23	290				186
187	Equipment[10]	23	730				187
188	SUBTOTAL (lines 134 thru 187)			284,246.60	309,350.00	331,450.00	188

APPROPRIATIONS

LINE	J-1 CURRENT EXPENSE (1)	PROG CODE	ACCT NO.	1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS[4] (3)	1992-93 APPROPRIATIONS (4)	LINE
189	**BASIC SKILLS / REMEDIAL** Salaries	24	210		158,297.00	213,561.00	189
190	Other Expenses	24	290				190
191	Equipment[10]	24	730				191
192	SUBTOTAL (lines 189 to 191)				158,297.00	213,561.00	192
193	**LOCAL VOCATIONAL** Salaries	00	XX				193
194	Other Expenses	00	XX				194
195	SUBTOTAL (lines 193 to 194)						195
196	**BILINGUAL EDUCATION** Salaries	25	210		30,758.00	27,337.00	196
197	Other Expenses	25	290				197
198	Equipment[10]	25	730				198
199	SUBTOTAL (lines 196 to 198)				30,758.00	27,337.00	199
200	SUBTOTAL J-1 CURRENT EXPENSE			6,287,531.83	8,251,379.00	8,485,567.00	200

LINE	SPECIAL PROJECTS FEDERAL/STATE/OTHER (1)	PROG CODE	ACCT NO.	1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS[4] (3)	1992-93 APPROPRIATIONS (4)	LINE
201	**FEDERAL PROJECTS** P.L. 101-392 (Vocational)[11]	00	XX				201
202	P.L. 100-297 (Chapter 1)[11]	00	XX	79,658.60	71,515.00	71,515.00	202
203	P.L. 100-297 (Chapter 2)[11]	00	XX	7,822.21	8,000.00	8,000.00	203
204	P.L. 94-142 (Handicapped)[11]	00	XX	107,957.00			204
205	Adult Basic Education P.L. 91-230[11]	00	XX				205
206	Other Federal Projects[11]	00	XX	11,777.00			206
207	SUBTOTAL (lines 201 to 206)			207,214.81	79,515.00	79,515.00	207
208	**STATE PROJECTS/OTHER** Salaries-S.C.E.	00	XX	157,000.00			208
209	Other Expenses-S.C.E.	00	XX	1,297.00			209
210	Nonpublic Textbooks[11]	00	1161	14,258.26	16,814.00	14,258.00	210
211	Nonpublic Auxiliary Services[11]	00	1170	31,242.52	47,221.00	47,221.00	211
212	Nonpublic Handicapped Services[11]	00	1180	26,638.96	33,072.00	33,072.00	212
212a	Nonpublic Nursing Services[11]	00	1190				212a
213	Other Special Projects[11]	00	XX	28,937.84			213
214	SUBTOTAL (lines 208 to 213)			259,374.58	97,107.00	94,551.00	214

[11] Appropriation Amount Must Agree With the Revenue Amount

X65

LINE	SPECIAL SCHOOLS AND EVENING SCHOOLS (1)	PROG CODE	ACCT. NO.	APPROPRIATIONS 1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS[4] (3)	1992-93 APPROPRIATIONS (4)	LINE
215	J-3 ACCREDITED EVENING / ADULT H.S. & POST GRADUATE Salaries	26	XX				215
216	Supplies	26	XX				216
217	Other Expenses	26	XX				217
218	SUBTOTAL (lines 215 to 217)						218
219	J-4 ADULT EDUCATION Salaries	27	XX				219
220	Supplies	27	XX				220
221	Other Expenses	27	XX				221
222	SUBTOTAL (lines 219 to 221)						222
223	J-6 SUMMER SCHOOL Salaries	28	XX	18,387.50	20,500.00	6,000.00	223
224	Supplies	28	XX				224
225	Other Expenses	28	XX				225
226	SUBTOTAL (lines 223 to 225)			18,387.50	20,500.00	6,000.00	226
227	J-7 VOCATIONAL EVENING Salaries	29	XX				227
228	Supplies	29	XX				228
229	Equipment	29	XX				229
230	Other Expenses	29	XX				230
231	SUBTOTAL (lines 227 to 230)						231
232	J-8 EVENING SCHOOL FOR FOREIGN BORN Salaries	30	XX				232
233	Supplies	30	XX				233
234	Other Expenses	30	XX				234
235	SUBTOTAL (lines 232 to 234)						235
236	TOTAL CURRENT EXPENSES (J-1 thru J-8)			6,772,508.72	8,448,501.00	8,665,633.00	236
237a	CAPITAL OUTLAY Transfer to Current Expense -Foundation Aid[12]	00	1210a				237a
237b	Other Transfers to Current Expense [12]	00	1210b				237b
238	Increase In Capital Reserve	00	1210c				238
239	Sites	00	1220				239
240	Buildings	00	1230	17,334.77	54,321.00	56,093.00	240
241	Equipment-Regular	00	1240				241
242	Purchased Legal Services	00	1250a				242
243	Purchased Other Professional/Technical Services	00	1250b				243
244	TOTAL CAPITAL OUTLAY			17,334.77	54,321.00	56,093.00	244

12 Line 237a Must Agree With Page 4 Line 7a; Line 237b Must Agree With Page 4 Line 7b

APPROPRIATIONS

LINE	OTHER (1)	PROG CODE	ACCT NO.	1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS[4] (3)	1992-93 APPROPRIATIONS (4)	LINE
245	**DEBT SERVICE** Principal	00	1320	50,000.00	50,000.00	65,000.00	245
246	Interest	00	1330	10,560.00	7,360.00	4,160.00	246
247	Sinking Fund	00	1340				247
248	TOTAL DEBT SERVICE			60,560.00	57,360.00	69,160.00	248
249	**ADDITIONAL STATE SCHOOL BUILDING AID CH. 10** Principal	00	1320				249
250	Interest	00	1330				250
251	**ADDITIONAL STATE SCHOOL BUILDING AID CH. 177** Principal	00	1320				251
252	Interest	00	1330				252
253	**ADDITIONAL STATE SCHOOL BUILDING AID CH. 74** Principal	00	1320				253
254	Interest	00	1330				254
255	TOTAL ADDITIONAL STATE SCHOOL BUILDING AID						255
256a	Total Expenditures/Appropriations and Transfers			6,850,403.49	8,560,182.00	8,790,886.00	256a
256b	Less Transfers			( )	( )	( )	256b
256c	Total Expenditures/Appropriations			6,850,403.49	8,560,182.00	8,790,886.00	256c

257	TOTAL BALANCES June 30, 1991	1,219,830.96
258	TOTAL EXPENDITURES AND BALANCES June 30, 1991	8,070,234.45

APPROPRIATIONS

LINE	OTHER (1)	PROG CODE	ACCT NO.	1990-91 EXPENDITURES (2)	1991-92 REVISED APPROPRIATIONS[4] (3)	1992-93 APPROPRIATIONS (4)	LINE
245	**DEBT SERVICE** Principal	00	1320	50,000.00	50,000.00	65,000.00	245
246	Interest	00	1330	10,560.00	7,360.00	4,160.00	246
247	Sinking Fund	00	1340				247
248	TOTAL DEBT SERVICE			60,560.00	57,360.00	69,160.00	248
249	**ADDITIONAL STATE SCHOOL BUILDING AID CH. 10** Principal	00	1320				249
250	Interest	00	1330				250
251	**ADDITIONAL STATE SCHOOL BUILDING AID CH. 177** Principal	00	1320				251
252	Interest	00	1330				252
253	**ADDITIONAL STATE SCHOOL BUILDING AID CH. 74** Principal	00	1320				253
254	Interest	00	1330				254
255	TOTAL ADDITIONAL STATE SCHOOL BUILDING AID						255
256a	Total Expenditures/Appropriations and Transfers			6,850,403.49	8,560,182.00	8,790,886.00	256a
256b	Less Transfers			( )	( )	( )	256b
256c	Total Expenditures/Appropriations			6,850,403.49	8,560,182.00	8,790,886.00	256c

257	TOTAL BALANCES June 30, 1991	1,219,830.96
258	TOTAL EXPENDITURES AND BALANCES June 30, 1991	8,070,234.45

RECAPITULATION OF BALANCES

LINE	(1)	(J-1) CURRENT EXPENSE (2)	SPECIAL SCHOOLS OR SPECIAL PROJECTS (J-2 thru J-8) (3)	SPECIAL NEEDS ESCROW ACCOUNT (4)	CAPITAL OUTLAY (UNRESERVED) (5)	CAPITAL OUTLAY (RESERVED) CAPITAL RESERVE ACCOUNT (6)	DEBT SERVICE (7)	TOTALS (8)	LINE
259	Appropriation Balances 6/30/91 (from the Audit) [13]	$ 1,075,119.52	$ 19,403.35	$	$ -0-	$ 117,289.09	$ 8,019.00	$ 1,219,830.96	259
260	Amount Budgeted during FY 91-92 [14]	(410,000.00)	( )		( )		(8,010.75)	(418,010.75)	260
261	Additional Balances Anticipated during FY 91-92	-0-						-0-	261
262	Appropriation Balances 6/30/92 (est.) [15]	665,119.52	19,403.35			117,289.09	8.25	801,820.21	262
263	Amount Budgeted in FY 92-93 [16]	(350,000.00)	( )		( )		( )	(350,000.00)	263
264	Appropriation Balances 6/30/93 (est.) [17]	$ 315,119.52	$ 19,403.35	$	$	$ 117,289.09	$ 8.25	$ 451,820.21	264

13X

13 Line 259 Total Equals Line 257
14 Line 260 Column 2 Plus Column 3 Equals Page 4, Column 3, Line 6a
Line 260 Column 4 Equals Page 8, Column 3, Line 110c
Line 260 Column 5 Equals Page 5 ,Column 3, Line 28a
Line 260 Column 6 Equals the Net of Page 5 ,Column 3, Line 30 and Page 12, Column 3, Line 238
Line 260 Column 7 Equals Page 5 ,Column 3, Line 36
15 Line 262 Equals Line 259 Minus Line 260 Plus Line 261 (Note: Add Line 260, Column 4; Line 260, Column 6 is added if a net increase is calculated)
16 Line 263 Column 2 Plus Column 3 Equals Page 4, Column 4, Line 6a
Line 263 Column 4 Equals the Net of Page 4, Column 4, Line 6b and Page 8, Column 4, Line 110c
Line 263 Column 5 Equals Page 5 ,Column 4, Line 28a
Line 263 Column 6 Equals the Net of Page 5 ,Column 4, Line 30 and Page 12, Column 4, Line 238
Line 263 Column 7 Equals Page 5 ,Column 4, Line 36
17 Line 264 Equals Line 262 Minus Line 263 (Note: Line 263 Columns 4 and 6 are added if a net increase is calculated)

Do Not Advertise

V. RECAPITULATION OF SPECIAL EDUCATION CATEGORICAL PROGRAMS

ITEM	ACCT. NO.	1992-93 APPROPRIATIONS	ITEM	ACCT. NO.	1992-93 APPROPRIATIONS
Salaries-Teachers	213	$ 258,767.00	OTHER LINE ITEMS-SPECIFY		$
Salaries-Aides	216	61,583.00	Field Trips	545	500.00
Textbooks	220	1,200.00	Postage	130B	460.00
School Library-Audio Visual Materials	230		Repairs to Building	720C	500.00
Teaching Supplies	240	4,800.00	Service Contract	720C	500.00
Other Expenses	250	3,140.00			
Purchased Professional Educational Services	260a				
Purchased Technical Educational Services	260b				
Replacement of Instructional Equipment	730a				
Purchase of New Instructional Equipment	730c				
SUBTOTAL (A)		$ 329,490.00			
			SUBTOTAL (B)		$ 1,960.00
MUST AGREE WITH TOTAL OF LINE 188			TOTAL (A) + (B)		$ 331,450.00

X49

Westampton Township Public Schools

Office of the Superintendent

1112 Woodlane Road, Suite 51, Mount Holly, New Jersey 08060

(609) 267-2053

January 27, 1992

Honorable Bradford S. Smith
2313 Laurel Drive
Cinnaminson, New Jersey 08077

Dear Senator Smith:

It was most refreshing to me to have a legislator ask about the impact of QEA on my district. Westampton managed fairly weil under QEA during this its first year. We knew, however, that future years would be difficult. The current funding information has proven that to be true.

While we are all painfully aware of the serious economic problems in the state and country, as educators we have an obligation to provide a quality product. Certainly, everyone is publicly calling for excellence from our schools. Increases in mandates and reductions in state aid have resulted in three things:

1. Reductions in services to children;
2. Increased property taxes to our citizens;
3. Critically low levels of surplus (because we needed a CAP waiver this year due to major enrollment growth, we were required to reduce our surplus funds to 3%, $135,000.)

The surplus level is significant for the following reason. Two years ago we were hit mid year with an unexpected additional increase in the costs of health care premiums and special education tuition in the amount of $120,000. Had a similar situation existed this year, our district would be on the brink of bankruptcy! Allowing a greater surplus is a critical issue.

The Board's Budget and Finance Committee decided that the requirement to limit the surplus to 3% under the CAP Waiver requirement was too dangerous in light of volatile cost increases in special ed tuition, health benefits and potential financial emergencies. The 3% limit represents only $ 135,480, barely the cost of one payroll. The auditors recommend that we have at least 3 payroll amount in surplus. The surplus limit of 7.5% prohibits us from holding 3 payroll amounts, but it would give us $338,700 in surplus; a much greater advantage against emergency situations.

The committee decided to reduce the proposed budget by the $165,000 over CAP. Net result will be a tight budget requiring a tax rate increase of 17.28 cents (11 cents being from reduction of $325,000 in state aid alone)! This was done even though we need the services that made up the amount over CAP.

This cut of $165,000 will be accomplished by:

1. Using $65,000 from this year's already tight budget to buy needed supplies, equipment and leases for next year. We will freeze spending where possible in the current budget, accumulate the $65,000 as surplus on June 30, 1992, and appropriate the $65,000 in the new budget.

65X

2. $20,000 will be reduced in account 520b joint agreements for transportation. This is a gamble, but we had to find money somewhere.

3. $30,000 will be reduced in account 820b from excess added to the health benefits account for possible price increases. By doing this we are taking a risk that no surprises in premium increases will occur.

4 The remaining $50,000 will be saved by not hiring a new 6th grade teacher as the current 5th grade moves up. This will raise class size to 30+. We are in a corner and really have no choice. This way we will reduce next year's needed staff without riffing an existing employee!

This is only the beginning of increasing class size if the funding picture does not improve next year. It is not a desirable solution, but a necessary one. Decreasing the quality of services, by eliminating people is the only option left to us. Children's exposure to people and programs are all that is left.

Total reduction for 1992-93 is $164,875, assuming, of course, that our budget passes and that we do not have to make more cuts!

As you can see, we have presented a tight budget to begin with, and then had to cut it further. This will still result in a **17.28 cents tax increase** for a bare bones budget! We can only hope that the citizens will support our need. There is nothing extravagant in our budgets or programs. We are continuing to offer a good education with dwindling support.

Our district is growing by 60 + students per year, and we are forced to provide for them with less money. The only solution that we see is by increasing class size since the real savings come from salaries and benefits. On top of this we need to expand our middle school to accommodate the large numbers at the Holly Hills School, yet we can not afford to budget for architect and other fees.

Finally, more pressing issues are left by the way side. For instance, by 1995 we are required to remove our oil tanks. Under existing conditions, there is no way that we can take money from the educational program to meet federal and state mandates.

Obviously, I could go on. I hope this information is helpful.

Reaction To Revised Budget Figures Based on Governor's Budget Message

As you are aware, the State Department of Education released new budget figures on January 28 which resulted from the Governor's budget message.

Westampton would gain a net increase of $378,483 in current expense state aid, resulting in a lowering of our proposed tax rate for current expenses by 12.70 cents per hundred. The tax rate for debt service would also decreased by 1.43 cents per hundred as result of $42,566 in new debt service aid. An additional $8,078 in capital outlay funds was added, having no impact on taxes.

Using the additional proposed state aid to offset the original proposed tax rate of 17.28 cents, the tax payers benefit tremendously by gaining a tax rate increase reduction of 14.13 cents per hundred. With necessary modifications, the new tax rate would reflect an increase of only 4.15 cents per hundred for next year. The tax payers are the winners!

The children and the program are the losers.

Because of the maximum permitted budget rule, and the CAPS imposed by the QEA, Westampton Township is not allowed to restore any of the cut items to our budget. In fact, in order to balance the increase in the capital outlay amount of aid in the formula, we must now cut an additional $6,755 from our current expense side on top of the $165,000 already cut. The only option that we have is to exceed our CAP and go for a waiver. As I explained earlier, the district would be forced to lower our emergency reserve to a dangerously low 3%.

I am sure that many districts whose original budgets were below CAP were able to return previously cut items to their budgets with the infusion of state aid. We were not so lucky. My district and similar districts could benefit from the following reasonable modifications in the QEA law:

1. Allow districts that are experiencing rapid enrollment growth to document new expenses that are associated with the growth, **and place that amount outside the CAP.**

   It makes sense to CAP budget growth in a stable situation, not in one where the district has no control over population growth and other factors. I support CAPS in stable situations, since the concept is a reasonable one.

   This could be accomplished as well by raising the maximum permitted net budget by the needed amount.

2. Eliminate the 3% general fund surplus limit for all of the reasons stated above, and limit all budgets to the 7.5 % amount.

   Placing districts on the brink of bankruptcy because they need a CAP waiver has no grounding in logic. This is particularly true of districts with small budgets. Districts need to be protected from emergencies. If the commissioner or tax payers validate the need for a CAP waiver, then no surplus penalty should apply. Reasonable accounting practice dictates a greater surplus amount.

These two recommendations would lessen the impact of harsh regulations that appear to be more punitive than regulatory. They would allow districts to meet the reasonable costs of growth while keeping the lid on costs overall.

I appreciate your interest in seeing that the QEA is modified to maintain the "Quality" in education for all districts. I would be pleased to discuss these concerns with you personally!

Yours truly,

Daniel J. Martin
Superintendent of Schools

cc: Westampton Township Board of Education

April 27, 1992

The Honorable Bradford Smith
Senator, State of New Jersey
700 Route 130, Suite 202
Cinnaminson, NJ 08077

SUGGESTIONS TO IMPROVE EDUCATION IN NEW JERSEY

Dear Senator Smith:

We three members of the Cinnaminson Board of Education, acting separately and not speaking for the entire Board, request that you consider and pass along to your colleagues on the Education Committees of both the Senate and the Assembly the following recommendations to improve the public education system in New Jersey:

1. Eliminate employee tenure. Simultaneously find acceptable means to reward good performers and remediate/remove poor performers. Create an atmosphere that makes it easier to offer ineffective teachers early retirement without legal opposition from PERC. This would allow retirement "buyouts" in a similar manner as offered in the private sector.

2. Require that teachers possess real academic skills (not just education majors). Actively encourage the practice of alternative certification to help bring real skills into the classroom.

3. Investigate and monitor the mail-order-degree institutions which grant advanced education degrees but require little or no participation from the teacher students. The public has to foot the bill (both currently and in future pension payments) for the additional degree and receives little value in return.

4. Require periodic re-certification of all professional staff. Require additional education and professional seminars in order to maintain teaching certification. There are some teachers who have not taken any course work or seminars since being awarded certification 20-plus years ago.

5. Make school revenue less dependent upon real estate taxes and more on income. This is an attempt to bring fairness to senior citizens with low income but high-valued homes.

6. Simplify the election calendar. Encourage more turnout by running all municipal elections on the same day (school, fire, township, etc.). Consider combining with primary elections.

7. Make more timely decisions on State education funding levels to avoid the kind of confusion that occurred this year. This will probably have to be accomplished through a major overhaul of QEA.

8. Prevent employees (and spouses) of school systems and those whose income is derived directly via education from serving as members of local School Boards. It is especially difficult to deal with teacher union members on Boards.

9. Actively encourage careful investigation of the advantages of regionalization and selective privatization, but don't mandate from Trenton.

10. Reduce the costly impact of State mandates. In addition to reducing the number of mandates, require that those proposed come with funding.

11. Allow use of school vehicles past the current 12-year limit as long as the vehicle passes a thorough inspection. We allow teachers to teach past the age of 70 (given a physical examination). Why not busses?

12. Encourage the use of "pools" among school districts and municipalities and encourage self insurance for the purpose of lowering skyrocketing health insurance costs.

13. Make dues paid to New Jersey School Boards Association optional, not mandatory. Our community currently pays $20,000. annually.

14. Help make the required financial reports from the school districts more readable and standard. Eliminate the mandated position of "Custodian of School Monies".

Progress on the above items will significantly help local School Boards become more effective and achieve needed efficiencies. We appreciate your continued interest and support of our positions.

Respectfully submitted,

William Coggins
William Fenton sbc
Joseph Lubitsky sbc

William Coggins, 820 Westfield Drive, Cinnaminson NJ 08077
William Fenton, 712 Parry Boulevard, Cinnaminson NJ 08077
Joseph Lubitsky, 2210 Clover Drive, Cinnaminson NJ 08077

ldc

NEW JERSEY DEPARTMENT OF EDUCATION/DIVISION OF FINANCE
QUALITY EDUCATION ACT OF 1990
1992-93 STATE AID, EXCLUDING TPAF AND DEBT SERVICE AID
INCLUDING PERS SAVINGS
IMPACT OF PENSION REVALUING

COUNTY=05-BURLINGTON

DISTRICT	1991-92 STATE AID	12/20 92-93 STATE AID	CHANGE FROM 91-92 TO 92-93	PERCENT CHANGE	92-93 AID W/PENS REVALUING W/PERS SAVE	CHANGE FROM 91-92 TO 92-93	PERCENT CHANGE
0200-BASS RIVER TWP	715,977	732,854	16,877	2.4	813,731	97,754	13.7
0360-BEVERLY CITY	2,280,601	2,145,550	-135,051	-5.9	2,326,707	46,106	2.0
0475-BORDENTOWN REG DIST	3,422,710	2,230,671	-1,192,039	-34.8	3,653,969	231,259	6.8
0600-BURLINGTON CITY	5,483,589	6,086,612	603,023	11.0	6,248,489	764,900	13.9
0605-BURLINGTON CO SPEC SERV	11,329,813	13,847,987	2,518,174	22.2	14,465,938	3,136,125	27.7
0610-BURLINGTON CTY VOC	8,140,165	7,877,892	-262,273	-3.2	8,998,370	858,205	10.5
0820-BURLINGTON TWP	4,670,709	3,192,979	-1,477,730	-31.6	4,604,652	-66,057	-1.4
0830-CHESTERFIELD TWP	553,799	316,096	-237,703	-42.9	401,040	-152,759	-27.6
0840-CINNAMINSON TWP	5,467,658	3,250,357	-2,217,301	-40.6	5,230,241	-237,417	-4.3
1030-DELANCO TWP	1,619,892	1,427,713	-192,179	-11.9	1,746,252	126,360	7.8
1060-DELRAN TWP	7,955,667	6,371,768	-1,583,899	-19.9	7,778,661	-177,006	-2.2
1250-EASTAMPTON TWP	2,278,795	2,116,067	-162,728	-7.1	2,353,496	74,701	3.3
1280-EDGEWATER PARK TWP	4,532,668	3,492,384	-1,040,282	-23.0	4,209,458	-323,210	-7.1
1420-EVESHAM TWP	9,738,480	7,726,633	-2,011,847	-20.7	10,210,789	472,309	4.8
1500-FIELDSBORO BORO	371,124	304,159	-66,965	-18.0	353,780	-17,344	-4.7
1520-FLORENCE TWP	4,851,947	4,228,099	-623,848	-12.9	5,031,700	179,753	3.7
1910-HAINESPORT TWP	1,292,909	1,016,991	-275,918	-21.3	1,288,138	-4,773	-0.4
2610-LENAPE REG HIGH	22,779,210	19,161,714	-3,617,496	-15.9	22,391,798	-387,412	-1.7
2850-LUMBERTON TWP	2,110,279	1,684,629	-425,650	-20.2	2,159,179	48,900	2.3
2960-MANSFIELD TWP	347,785	311,169	-36,616	-10.5	319,382	-28,403	-8.2
3010-MAPLE SHADE TWP	3,838,287	2,290,260	-1,548,027	-40.3	3,699,181	-139,106	-3.6
3070-MEDFORD LAKES BORO	1,517,144	1,018,108	-499,036	-32.9	1,433,097	-84,047	-5.5
3080-MEDFORD TWP	6,174,789	4,128,114	2,046,675	33.1	6,057,374	-117,415	1.9
3360-MOORESTOWN TWP	3,064,549	3,185,306	120,757	3.9	3,276,912	212,363	6.9
3430-MOUNT HOLLY TWP	6,306,960	5,429,882	-877,078	-13.9	6,190,257	-116,703	-1.9
3440-MOUNT LAUREL TWP	3,628,944	3,505,358	-123,586	-3.4	3,601,150	-27,794	-0.8
3540-NEW HANOVER TWP	1,028,322	663,632	-364,690	-35.5	811,423	-216,899	-21.1
3650-NORTH HANOVER TWP	4,677,118	4,699,711	22,593	0.5	4,875,244	198,126	4.2
3690-NTHN BURLINGTON REG	7,327,378	6,566,016	-761,362	-10.4	7,323,720	-3,658	0.0
3920-PALMYRA BORO	3,794,361	3,201,219	-593,142	-15.6	3,777,402	-16,959	-0.4
4040-PEMBERTON BOROUGH	1,055,564	1,009,340	-46,224	-4.4	1,095,294	39,730	3.8
4050-PEMBERTON TWP	37,072,977	42,367,502	5,294,525	14.3	42,471,965	5,398,988	14.6
4320-RANCOCAS VALLEY REG	6,238,566	6,412,173	175,607	2.8	7,252,492	1,015,926	16.3
4450-RIVERSIDE TWP	3,799,548	3,377,418	-422,130	-11.1	3,939,190	139,642	3.7
4460-RIVERTON	519,571	525,036	5,465	1.1	527,547	7,976	1.5
4740-SHAMONG TWP	3,761,901	3,639,755	-122,146	-3.2	3,997,870	235,969	6.3
4930-SOUTHAMPTON TWP	2,558,105	1,850,672	-707,433	-27.7	2,519,179	-38,926	-1.5
5010-SPRINGFIELD TWP	827,864	622,663	-205,201	-24.8	808,713	-19,151	-2.3
5130-TABERNACLE TWP	4,731,933	4,449,675	-282,258	-6.0	4,889,610	157,677	3.3
5490-WASHINGTON TWP	442,332	376,792	-65,540	-14.8	445,867	3,535	0.8
5720-WESTAMPTON	1,978,901	1,758,654	-220,247	-11.1	2,162,176	183,275	9.3
5805-WILLINGBORO TWP	31,586,000	28,391,243	-3,194,757	-10.1	33,048,442	1,462,442	4.6
5890-WOODLAND TWP	903,302	843,999	-59,303	-6.6	979,358	76,056	8.4
9999-BURLINGTON COUNTY	236,776,191	217,834,852	-18,941,339	-8.0	249,769,229	12,993,038	5.5

NEW JERSEY DEPARTMENT OF EDUCATION/DIVISION OF FINANCE
QUALITY EDUCATION ACT OF 1990
1992-93 STATE AID, EXCLUDING TPAF AND DEBT SERVICE AID
INCLUDING PERS SAVINGS
IMPACT OF PENSION REVALUING

COUNTY=07-CAMDEN

DISTRICT	1991-92 STATE AID	12/20 92-93 STATE AID	CHANGE FROM 91-92 TO 92-93	PERCENT CHANGE	92-93 AID W/PENS REVALUING W/PERS SAVE	CHANGE FROM 91-92 TO 92-93	PERCENT CHANGE
0150-AUDUBON BORO	4,287,541	3,891,256	-396,285	-13.9	4,400,392	112,851	2.6
0160-AUDUBON PARK BORO	540,770	440,453	-100,317	-18.6	470,326	-70,444	-13.0
0190-BARRINGTON BORO	2,439,732	1,648,142	-791,590	-32.4	2,291,601	-148,131	-6.1
0260-BELLMAWR BORO	2,930,698	1,878,548	-1,052,150	-35.9	2,704,687	-226,011	-7.7
0330-BERLIN BORO	1,823,607	1,359,675	-463,932	-25.4	1,738,664	-84,943	-4.7
0340-BERLIN TWP	2,130,512	1,710,433	-429,079	-20.1	2,022,066	-117,446	-5.5
0390-BLACK HORSE PIKE REG	18,474,532	17,421,439	-1,053,093	-5.7	18,833,750	359,218	1.9
0580-BROOKLAWN BORO	1,123,194	1,042,465	-80,729	-7.2	1,191,258	68,064	6.1
0680-CAMDEN CITY	124,156,181	155,947,992	31,791,831	25.6	156,433,912	32,277,751	26.0
0700-CAMDEN COUNTY VOC	16,622,521	17,243,361	620,840	3.7	18,457,821	1,835,300	11.0
0800-CHERRY HILL TWP	17,679,486	13,528,458	-4,151,028	-23.5	16,612,906	-1,066,580	-6.0
0810-CHESILHURST	943,989	996,732	52,743	5.6	1,030,532	86,543	9.2
0880-CLEMENTON BORO	1,719,632	1,607,376	-112,256	-6.5	1,774,768	55,136	3.2
0940-COLLINGSWOOD BORO	8,405,475	6,760,186	-1,645,289	-19.6	7,930,842	-474,633	-5.6
1255-EASTERN CAMDEN COUNTY REG	6,097,618	5,557,984	-539,634	-8.8	6,516,373	418,755	6.9
1720-GIBBSBORO BORO	1,104,661	964,403	-140,258	-12.7	1,139,694	35,033	3.2
1770-GLOUCESTER CITY	10,024,801	12,657,850	2,633,049	26.3	12,874,699	2,849,898	28.4
1780-GLOUCESTER TWP	28,865,079	26,439,751	-2,425,328	-8.4	29,022,800	157,721	0.5
1880-HADDON HEIGHTS BORO	1,851,020	1,384,530	-466,490	-25.2	2,112,616	261,596	14.1
1890-HADDON TWP	5,901,327	4,466,077	-1,435,250	-24.3	6,000,651	99,324	1.7
1900-HADDONFIELD BORO	1,952,967	1,871,887	-81,080	-4.2	1,931,815	-21,152	-1.1
2130-HI NELLA	422,573	353,416	-69,157	-16.4	399,803	-22,770	-5.4
2540-LAUREL SPRINGS BORO	1,232,096	1,094,392	-137,704	-11.2	1,278,809	46,713	3.8
2560-LAWNSIDE BORO	2,231,046	2,112,166	-118,880	-5.3	2,325,540	94,494	4.2
2670-LINDENWOLD BORO	4,924,211	4,596,559	-327,652	-6.7	5,257,047	332,836	6.8
2810-LOWER CAMDEN COUNTY REG	29,943,779	29,665,758	-278,021	-0.9	31,944,387	2,000,608	6.7
2890-MAGNOLIA BORO	2,088,111	1,535,797	-552,314	-26.5	1,826,915	-261,196	-12.5
3110-MERCHANTVILLE BORO	1,278,196	912,352	-365,844	-28.6	1,270,936	-7,260	-0.6
3420-MOUNT EPHRAIM BORO	1,616,340	1,342,372	-273,968	-16.9	1,653,796	37,456	2.3
3770-OAKLYN BORO	1,615,236	1,386,328	-228,908	-14.2	1,703,119	87,883	5.4
4060-PENNSAUKEN TWP	18,720,552	16,290,384	-2,430,168	-13.0	19,767,988	1,047,434	5.6
4110-PINE HILL BORO	4,315,568	3,916,846	-398,722	-9.2	4,229,763	-85,805	-2.0
4120-PINE VALLEY		0	0		0	0	
4590-RUNNEMEDE BORO	3,130,292	2,574,567	-555,725	-17.8	3,096,928	-33,364	-1.1
4780-SOMERDALE BORO	1,334,063	1,065,685	-268,378	-20.1	1,377,281	43,218	3.2
5035-STERLING H SCHOOL DIST	3,357,232	3,243,825	-113,407	-3.4	3,697,766	340,534	10.1
5080-STRATFORD BORO	2,273,093	1,937,216	-335,877	-14.8	2,395,513	122,420	5.4
5140-TAVISTOCK	0	3,843	3,843		3,843	3,843	
5400-VOORHEES TWP	6,241,100	4,111,193	-2,129,907	-34.1	6,320,141	79,041	1.3
5580-WATERFORD TWP	5,315,323	4,938,952	-376,371	-7.1	5,380,473	65,150	1.2
5820-WINSLOW TWP	12,557,305	12,022,403	-534,902	-4.3	13,115,081	557,776	4.4
5900-WOODLYNNE BORO	2,807,469	2,820,759	13,290	0.5	2,932,380	124,911	4.4
9999-CAMDEN COUNTY	384,487,908	374,543,811	10,055,903	2.8	405,269,680	40,781,772	11.2

Legislative District 7

12/24/91

Quality Education Act of 1990

1992-93 State Aid Summary 1, Excluding Debt Service Aid

School District*	1991-92 Total State Aid	Foundation Aid	Transportation Aid	Special Education Aid	Aid For At-Risk Pupils	Bilingual Education Aid	County Vocational Program Aid	Pension F I C A AID	Transition Aid	Total State Aid	Dollar Change	Percent Change	1992-93 CAP
BEVERLY CITY	2,431,238	1,455,245	158,332	256,157	164,310	9,112	0	273,200	0	2,316,356	-114,882	-4.7%	6.76%
BURLINGTON CITY	6,478,221	3,974,293	163,681	492,283	489,173	18,225	0	1,637,557	447,580	7,222,792	744,571	11.5%	8.65%
BURLINGTON TWP	5,499,327	1,208,623	664,395	539,652	269,320	28,639	0	1,456,882	0	4,167,511	-1,331,816	-24.2%	6.64%
CINNAMINSON TWP	6,649,607	634,339	539,632	726,310	172,171	24,733	0	2,006,711	500,102	4,603,998	-2,045,609	-30.8%	6.64%
DELANCO TWP	1,787,698	1,053,689	53,521	156,717	56,482	2,604	0	308,293	0	1,631,306	-156,392	-8.7%	6.76%
DELRAN TWP	8,881,522	4,245,753	396,873	943,357	166,181	23,664	0	1,703,969	0	7,479,797	-1,401,725	-15.8%	6.76%
EDGEWATER PARK TWP	4,946,398	1,738,860	355,211	442,454	158,297	20,828	0	762,428	504,325	3,982,403	-963,995	-19.5%	6.76%
MAPLE SHADE TWP	4,630,976	0	264,286	811,286	299,377	26,035	0	1,438,082	382,712	3,221,778	-1,409,198	-30.4%	6.76%
MOUNT HOLLY TWP	7,009,520	2,821,070	220,293	963,158	568,870	49,467	0	1,253,998	386,641	6,263,497	-746,023	-10.6%	5.67%
PALMYRA BORO	4,350,443	1,425,350	71,767	492,137	180,365	23,432	0	911,978	736,856	3,841,865	-508,578	-11.7%	6.76%
RANCOCAS VALLEY REG	7,063,719	4,902,155	307,450	581,887	166,553	19,467	0	1,382,186	0	7,359,698	295,979	4.2%	6.38%
RIVERSIDE TWP	4,346,688	2,233,575	63,038	405,065	213,561	27,337	0	1,081,562	0	4,024,138	-322,550	-7.4%	6.76%
RIVERTON	638,890	0	54,030	133,719	33,885	0	0	237,523	220,546	679,703	40,813	6.4%	6.34%
WESTAMPTON	2,186,363	1,063,665	197,488	223,831	51,348	7,811	0	510,890	0	2,055,033	-131,330	-6.0%	6.76%
WILLINGBORO TWP	35,341,635	19,923,764	1,029,070	2,611,547	1,240,070	82,011	0	5,740,468	1,798,402	32,425,332	-2,916,303	-8.3%	6.27%
PENNSAUKEN TWP	21,163,670	9,745,875	1,689,400	2,436,750	898,432	76,804	0	4,335,913	0	19,183,174	-1,980,496	-9.4%	6.61%
Leg. District Totals	123,405,915	56,426,256	6,228,447	12,216,310	5,128,395	440,169	0	25,041,640	4,977,164	110,458,381	-12,947,534	-10.5%	

92X

Number of School Districts with an Increase 3 Number of School Districts with a Decrease 13

* County Vocational and Special Service Districts are on a separate page.

TESTIMONY BY PHILIP ESBRANDT

TO THE JOINT ASSEMBLY AND SENATE EDUCATION COMMITTEES

AT THE CHERRY HILL MUNICIPAL BUILDING, MAY 6, 1992, 3:00 P.M.

THE PARADOX AND CONFLICT AMONG EQUITY, EXCELLENCE AND HOPE: IMPLICATIONS FOR THE ROLES OF STATE GOVERNMENT IN THE 1990's

prepared by
Dr. Philip Esbrandt, Superintendent
Cherry Hill School District

23X

I thank Senator Ewing, Assemblyman Rocco and members of the Assembly and Senate Education Committees for giving me the opportunity to present this position paper recommending components of a future school funding mechanism in New Jersey. I am very concerned about the future of public education and I share your concerns as you contemplate the components of a future funding formula in New Jersey and how that funding formula will impact upon our communities.

I plan to share with you three personal experiences. Two of those experiences are my own and one of Dr. John Silber, President of Boston University who also heads the takeover effort of the Chelsea School District near Boston Massachusetts. He is also the author of the book Straight Shooting. From these experiences I hope to share some conclusions and generalizations which will have application to the task of designing an appropriate funding formula. It is my hope that the dialogue and debate concerning equity and excellence in education will also, for the future, include the feeling of hope which will determine whether equity and excellence are achievable.

People in our society and in government have lost their way. We appear to be without purpose and there seems to be more that divides us than unites us. This is not unusual in history. We lose our way periodically. We seem unable to adjust to current needs because we are tied to the past, until something happens

which causes the public to confront the need for change and sweep away past practice. The public's message can be conveyed at the polls or, more dramatically, when people take to the streets to vent their feelings and confront perceived injustices. Events during the 1960's in our cities and the recent violence in Los Angeles and other cities reflect the difficulty in bringing together the efforts of government, the pursuit of individual interests and the aspirations and expectations of all human beings.

Over two hundred years ago, statements were made which still offer hope to millions in the world today, and those statements also created mechanisms which assure that government will respond with peaceful change to the will of the people. The Declaration of Independence, a basis for our constitutional law, inspired and provided direction. It says "We hold these truths to be self evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." These are moving words and represent the hope for a more perfect form of government which promotes better behavior among all people. Every generation in the last two hundred years has tried to design a plan which moves our nation closer to the vision created by the founding fathers.

75X

Today, as we try to confront the challenges of the 1990's we probably have no better idea on how to achieve our country's vision than our past leaders had in earlier times. Yet, we must continue our efforts to move us closer to that vision because it provides us with hope and because the alternative to give up and abandon the dream is too costly to the human spirit.

Our national experiment on raising the human spirit appears on shaky ground because we lack agreement on how to proceed. During the twentieth century, we have become more reliant upon our institutions to help us achieve our lofty goals. One of those institutions is our public schools. Throughout our country's history there have been three major roles or purposes for the public schools in our society:

1. Schools have prepared students for citizenship and they have promoted our common culture.
2. Schools have provided expanded educational opportunities for larger segments of the general population.
3. Schools have prepared students to make a contribution to the economy.

76X

Over time each one of these roles was prominent in helping schools meet the needs of society. The mixing of equity and economic issues were among the most significant socio-political issues of the twentieth century. More recently, the number of roles the schools have been called upon to handle have grown greatly. We have difficulty identifying and professing a common culture. We have difficulty establishing priorities and determining what to support financially. We have great difficulty generating common purposes even for the solid institution called the public school.

The national concern that equal opportunity be extended to all citizens became a major responsibility of the schools and as more students attended and graduated from schools, a growing concern dwelt upon the issue of excellence. The goals of equity and excellence seem to be mutually exclusive under modern pressures. Their joint achievement became more difficult in many districts as a perceptible decline in funding to urban areas occurred.

Changing political demographics influenced which schools were perceived to be most effective. More money was available to support schools in the suburbs. Urban communities lacked the financial base to generate adequate funding for human services and for schools. Urban schools deteriorated and could no longer provide adequate opportunity for students to achieve excellence. The growing exodus among middle class families from cities left those remaining in cities with diminishing hope and that the promises of our forefathers would not be within their reach.

77X

I had first hand experience with this process in Pennsylvania. As an Assistant Superintendent and the Superintendent of a school district on the western border of Philadelphia, I was able to participate in attempts to hold together the efforts of an urban community during the 1970's and 1980's. Three former school districts and six towns were merged into one district in the 1970's. During the 1980's, it was my responsibility to put the school district together, reflecting one organization as opposed to the three previous ones. Many social changes were underway in that school district. In addition to six separate political divisions at the local level, at the federal level there were different congressmen representing the communities making up the district. Also, different state senators and assemblymen represented by different political parties, sub-divided political influence. There were also, other economic and social divisions as well.

Political and financial turmoil within the educational system of Philadelphia caused the migration of residents from the city to our school district, bringing legally and many illegally enrolled students to the district. A middle class migration of blacks and whites moved from the district to outlying suburban towns. A brain drain occurred. No major industry remained in the district. The larger industrial businesses had moved. Demographics changed. Literally the complexion of the district

changed and desegregation plans were required. At the same time, the tax base continued to erode. Recognition of local problems and the development of specific strategies to deal with them were very difficult to establish. A broad vision of how to steer a clear course through this sea of problems did not exist.

Efforts were made however. The district was the major employer and had stability and some longevity among its employees. The district began to unite business and political communities through an Economic Development Corporation. This corporation had a number of small successes but it was unable to attract and maintain the much needed broader tax base required to support community, social and educational efforts. Educational advances created from the efforts to consolidate three districts into one were reduced a little each year as the local tax base eroded, state level funding diminished, and local taxpayers fought off increasing local taxes in order to make up for lost aid.

This experience is very similar to the one that many school districts have started to encounter in New Jersey the last few years. Urban school districts have had this experience for a greater length of time. But it has been only a recent phenomenon for suburban school districts. I have a concern that our economic policy and educational funding may create for the state of New Jersey the outcomes which were evident in the Pennsylvania school district in which I worked. In my Pennsylvania district we viewed the problems and the solutions too narrowly and we had

great difficulty marshalling the resources necessary to successfully promote positive change.

The second experience I wish to share with you comes from Dr. John Silber who has eloquently described the difficulty faced by the average citizen as he contemplates higher taxes and how they are used in relationship to his willingness to support the educational enterprise. Dr. Silber speaks from the vantage point of heading a poor urban school district and trying to bring educational opportunity to all students there. Dr. Silber is in a rather unique situation and has defined how hope, taxing policy and support of local schools fit together. He cites the yearly results of the Gallup poll which show that people rate their own local schools more highly than schools regionally, statewide or nationally. He warns us that efforts to raise taxes at the state level, to redistribute aid in the name of equity in support of poor school districts, would reduce the level of educational opportunity and excellence around the state.

Dr. Silber felt that, if local residents were prevented from raising local taxes for their local systems, these residents would refuse to tax themselves for school systems with which they were unfamiliar. He calls it just a matter of human nature. When people have an interest in their local school they remain willing to tax themselves further for programs and services. He feels that statewide taxing systems and CAPS on local school

80X

district funding result in the loss of excellence. And, it also results in the loss of hope that future school district efforts will be able to produce excellence; consequently, parents would seek private school experiences and lobby for federal or state funding to support a voucher program or something like it, in order to obtain the educational opportunities and the excellence that they believe their students deserve. Obviously, this would cause the demise of the public school system. This is not the intent of those who have created certain equalizing funding formula in different states in our country. However, unintended consequences of actions do occur.

The point is that governments should not remove hope. If government efforts remove the perception that excellence can be achieved, hope will be destroyed. And, it is hope which encourages people to be involved and pay their taxes to fund future social progress. Without hope, equity and excellence will both escape our grasp. If Dr. Silber is correct, and I believe that he is, a new funding formula needs to allow local option to raise taxes to go beyond the minimum level of support from the state.

The third experience I am sharing today comes from service in one of my roles as Superintendent of Schools in Cherry Hill. I have become involved in a study of, and make presentations about, total quality management as applied to schools and colleges. My

involvement locally has broadened to the state level where representatives of business, government agencies, colleges, universities and school districts are working together to develop a training and support network for educational employees. Recently, six school districts, three of which have been designated special needs districts in New Jersey, and three others including Cherry Hill, one college and two divisions of the Department of Education have begun programs. We work with trainers and facilitators from private industry and utility companies to improve the problem-solving skills of school district employees. This effort is being made while other groups are engaged in similar efforts in industry, service, environment, government and health care areas. The total package is called the Quality New Jersey effort.

Improvements occur as we assess our needs, agree on what problems exist, and structure strategies to attain improved performance. New partnerships have been established and new relationships give us insight into how relatively distant and unconnected resources can be brought together in new ways to effectively improve results. A broad array of resources exist in our society already which can help school employees and students improve their performance. We need to identify them, discuss potential interactions and partnerships, and forge successful strategies. The business world is interested and committed to these kinds of efforts. We need government support and linkages.

The Quality Education Act was an effort which broadened the vision of equity and opportunity missing for students in some districts for many years. It began the process of providing hope to those without it. Yet, it began to do this at the expense of excellence and hope in other districts. The vision of the QEA was not broad enough. Like our efforts in creating an Economic Development Corporation in the Pennsylvania School District, the effort wasn't broad enough to reverse the negative trends that had been established. The QEA has attempted to close the gap among the haves and have-nots, and among cities, suburbs and rural areas. But, unintended results now pit new groups against one another. Special needs districts are in competition with foundation aid districts, and these in turn are in competition with transition aid districts. These divisions do not serve educational purposes, nor make good public policy.

Enlightened socio-economic policy should help our state's students achieve equity, excellence and maintain hope. Broader representation in planning of public policy making needs to be encouraged and supported. The first step in creating a new coordinated effort to better prepare the youth of this state is to reaffirm our country's broad vision spelled out two centuries ago and to place that vision within the context of human concerns today. The second step is to reaffirm our goals and agree among political parties that these are <u>our bi-partisan goals</u>. Yes,

equity and excellence should be included but we need to make sure that our goals will encourage hope so that future excellence and equity can be achieved. The third step requires a strategy or road map to get us off our lost path by uniting our efforts. The strategy includes seven steps:

1. Make an assessment of our state's strengths and needs.
2. Discuss our state's strengths and needs with the public.
3. Establish a statement of what we are trying to achieve.
4. Discuss that vision and try to get people to buy into it; in other words, create a shared vision.
5. Determine all potential resources in the state and establish plans which will have an impact on youth and schools.
6. Encourage additional partnerships and linkages among agencies, businesses, schools, colleges, and universities, etc.
7. Establish a funding mechanism in education which supports equity and excellence and leaves hope that both will be achieved in the future.

A future funding formula should take into consideration the following components:

1. A minimum support level for every student;
2. A set of expectations for student learning and outcomes;

3. Community wealth levels;
4. Community effort to support education (equalized tax rates);
5. Special needs of districts including transportation;
6. Special needs of students
   a. Special Education
   b. Compensatory Education
   c. Nutritional and Health Support;
7. Debt service;
8. Pension system support;
9. Support mechanism for staff development in all districts, and
10. Some flexibility for local districts to exceed minimum support levels for every student.

A combination of these formula components and a combination of the statewide efforts recommended on the preceding page should help us establish and support a system for improving educational opportunity and insuring excellence in the future. State government needs to help guide the development of educational and financial funding priorities, but more partners need to be involved in the process. By working together we will provide hope for our young people and avoid the paradox and conflict between equity and excellence.

PE/jt

85X

STATEMENT OF PROFESSOR PAUL TRACTENBERG

TO THE JOINT EDUCATION COMMITTEES-MAY 6, 1992

My name is Paul Tractenberg. I am a Professor at Rutgers Law School in Newark. For the past 25 years my primary professional focus has been on the application of law and public policy to the public education system. That has involved me for the past 22 years in New Jersey, through the courts, and through the legislative and executive branches, in an effort to reform the school funding laws and to ensure that all the State's students receive a thorough and efficient education.

I am here before this body in a dual capacity. Of course, I speak for myself, based upon my long involvement in the issues underlying the Quality Education Act. But I also am here representing, at least in a general way, students in my Law School course on the Legislative Process and Equal Educational Opportunity. Those students wanted me to express for them several important messages.

The first message is best expressed in a quote one of the students brought to my attention, from a publication entitled Beyond Rhetoric:

> Many things we need can wait, the child cannot. Now is the time his bones are being formed, his blood is being made, his mind is being developed. To him we cannot say tomorrow, his name is today.

Tragically, we have not even said "tomorrow" to hundreds of thousands of New Jersey's children; we have said five or ten years, and after those five or ten years have passed we have said perhaps five or ten more. It has now been 19 years since the New Jersey Supreme Court first announced the constitutional violation, which the QEA supposedly seeks to cure. And by then the violation already was longstanding.

What my students asked me to tell you on their behalf is that the Legislature must stand tall and finally cure this violation--not buy more time, not play politics, not divide the people of New Jersey even more.

What my students asked me to tell you on their behalf is that the Legislature must see and understand what the problem really is, and deal with it in the comprehensive way that legislatures, far better than courts, can do.

What is the real problem? It's not, I must admit, at bottom about the intricacies of a funding formula, important as that may be to many. It is about race and social class and cities and justice. These are intimately connected throughout our country, nowhere more so than in New Jersey.

My students have asked me to urge you to address those matters. Unless they are dealt with in an honest, thoughtful and meaningful way, we all have reason to despair about the future of our nation, our state, our communities, our families, even our own children.

We cannot build walls high enough or strong enough to contain "them." So why, ask my students, should these persistent problems, which have haunted this country from its earliest days, be at the top of our public agenda now?

Is it because respect for our Constitution demands it, or because morality demands it? Perhaps, but those demands have been recognized for decades, without the underlying problems being seriously addressed.

More than 15 years ago, in Robinson v. Cahill, the Supreme Court urged the Legislature to deal with the phenomenon of municipal overburden, an aspect of our state dilemma, but nothing was done.

In Abbott v. Burke, two years ago the Court recognized that the solution to the problems it was confronted with in the case required far more than any judicial remedy it could order through school funding and through school districts. In short, the ultimate problem was how "to erase the impact of the socioeconomic factors that define and cause these pupils' disadvantages." The Court realized that "perhaps nothing short of substantial social and economic change affecting housing, employment, child care, taxation, welfare will make the difference for these students; and that this kind of change is far beyond the power or responsibility of school districts." 119 N.J. at 374-75.

The Court also recognized that the cure was beyond the proper bounds of judicial action, but not legislative action. "[G]iven the limitation of judicial power, we recognize that the

kind of equity that can be done in this area by the Legislature cannot be accomplished by judicial order." 119 N.J. at 387.

So, said my students, the Legislature is where the cure must come from. But why should we expect a Legislature saddled with economic problems and with political pressures to act in a serious, broad-gauge, forward-looking way? Because, said my students, more than respect for the Constitution and morality is present. Enlightened self-interest demands to be heard, too.

The Abbott court saw this as well.

> While the constitutional measure of the educational deficiency is its impact on the lives of these students, we are also aware of its potential impact on the entire state and its economy--not only on its social and cultural fabric, but on its material well-being, on its jobs, industry and business. Economists and business leaders say that our state's economic well-being is dependent on more skilled workers, technically proficient workers, literate and well-educated citizens. And they point to the urban poor as an integral part of our future

> economic strength. In short, they urge the state to go about the business of substantially improving the education of the very subjects of this litigation, the students in poorer urban districts. So it is not just that their future depends on the State, the state's future depends on them....Soon, one-third of our citizens will be black or Hispanic, and many of them will be undereducated....The fact is that a large part of our society is disintegrating, so large a part that it cannot help but affect the rest. Everyone's future is at stake, and not just the urban poor's. 119 N.J. at 392-93.

This is what my students wanted me to make certain that you were thinking about and preparing, at long last, to do something about. Fixing the QEA so that it fully conforms to the New Jersey Supreme Court's order is a part of that awesome responsibility. On another day, I would be pleased to share with you my detailed ideas about how you might do that.

But on this day a broader vision, and a broader conception of the Legislature's power and duty, seemed necessary. Please don't let my students down, for their futures and those of their

entire generation are in your hands. They have come to see this and look to you to act with responsibility and initiative and imagination and courage.

Thank you.

ADDRESS TO THE JOINT LEGISLATIVE EDUCATION COMMITTEES
BY ROBERT P. HALPERN
CHERRY HILL MUNICIPAL HALL
MAY 6, 1992

First of all, I would like to thank the Chairmen and committee members for allowing me the opportunity to address you this afternoon. I come to you today to address two issues of great concern: the source of revenues to finance education in the State of New Jersey, and the need for State leadership in bringing advanced technology to the classroom. I come to you today not only as a buinessperson servicing the needs of the educational community, but also as a parent, a taxpayer, a town leader and a local Board of Education member. I come to you today to share with you not only my ideas on the financing of public education in the State of New Jersey and the employment of technology, but also to share with you the thoughts and feelings of the many people I have spoken with concerning these problems in education today. And finally, I come to you today to warn you about the rising storm clouds of discontent over one of the most crucial issues of our day: the simple fact that our current method of financing education does not work.

According to The Report of the Quality Education Commission, ALL OUR CHILDREN, School District Aid from State and Local Revenues for the 1990-1991 School year were eight billion, seven hundred seventy-four million dollars. More than fifty-eight percent of this figure, or five billion, one hundred thirty-three million dollars were provided by what is referred to as "Local Revenues". Put plainly, approximately fifty-nine percent of the cost of education in New Jersey was met by placing a burden on the local taxpayer via property taxes. Only forty-one percent was paid out of funds provided by the state income tax that was approved by the voters because it was supposed to fund a "thorough and efficient" education for the children of our state. Clearly, the system the people approved not only doesn't work, but is no longer even in place!

93X

In my home town of Maple Shade, and in towns all across our great state people are on fixed incomes due to retirement, disability or simply because of the economy. This applies not only to our Senior Citizens, but to our young families and working class families as well. We are talking about families that require two and three incomes just to make ends meet. These are among the people that provide fifty-nine percent of educational funding - the funding we refer to as "Local Revenues", and I come to you today to let you know they just can't afford it any more.

The people I have spoken with want the best for the children of our State. They want our schools to be the most modern. They want every child to have access to the same technology that took American minds and hearts to develop. They want to know their children will be competitive in the world economy of tomorrow.

But many of them simply cannot afford to fund such efforts through taxes on their property or dwelling.

I come to you today not only to verbalize the problem, but also to offer a direction, if not a solution to their problem.

First I recommend that you direct the Department of Education to define exactly what is a "thorough and efficient education". This may entail the development of a statewide curriculum, or a more effective method of testing the actual amount of learning that takes place in any given class in any given year.

Next, I recommend that you direct the Department of Education to determine the amount of funds necessary to pay for a child's education which meets the Department's definition of "thorough and efficient". This figure, a baseline cost for a thorough and efficient education, should then be adjusted for regional cost differences.

94X

Finally, I heartily recommend that as the legislative body for the State of New Jersey, you pass legislation directing that State Income Tax revenues be structured so that each child is guaranteed that thorough and efficient education.

As I said earlier, I come to you today with a direction. I realize that there is an obligation on the part of the whole to meet the special needs of a few. What I have presented to you today is in no way incompatible with providing for those needs. However, such provision may require other sources of funding. Therefore, I respectfully request the legislature establish by statute that a portion of State Sales and Use Tax revenues be used solely for the purpose of funding these special needs in education.

Special Aid must be made available for those districts with a high level of pupils covered under Aid to Families with Dependent Children, or even children of families receiving food stamps.

Special aid may be required for those districts that draw students from a large geographic area, yet still have a low pupil population, thereby reducing their ability to provide services on a "cost-effective" basis.

But, at the same time, special incentives should be made available to those districts demonstrating a high level of professional achievement among their staff, and a high increase in the level of performance of their students.

Special Aid must be made available for the repair and renovation of our schools.

And in order to assure our children a place in the world of tomorrow, Special Aid must be made available for the acquisition and implementation of technology for every child and in every classroom in the state.

Under this proposed system, where the State Income tax assures the baseline education, and the State Sales and Use Tax provides for special needs, the funding of education would be borne by people who earn money, and people who spend money. Under this system, the unfair burden of financing education on the backs of people who have property but precious few other resources would be corrected. Under this system, equity could be restored.

(PAUSE)

On the issue of Technology, I agree with the QEC recommendations that the Department of Education's Educational Technology Unit should set technical standards, develop technical guides, and develop a five-year technology plan.

However, I ask you, our legislators, to demand the State Department of Education be leaders on the road of technology. We must not allow the Educational Community to remain so decidedly behind business and industry in the use of technology. We must establish a network of regional centers to provide the teacher training and development the QEC addresses. Such centers could also act as a cost-effective technology resource for local districts which could ill-afford such expertise.

The Department of Education should become involved with other state and county offices to provide every district with a state-wide technology infrastructure which is so sorely lacking at present. Such an infrastructure must include telecommunications, connectivity and shared resources.

As successful people, could you imagine a modern company remaining competitive without applying current technology? Without having instant access to company data or resources? A company dependent on ledger cards and written orders can not hope to fulfill the needs of its customers, and eventually will cease to exist. An educational system that is dependent on teaching methods and equipment employed in centuries past can not hope to fulfill the individual needs of its students; and likewise, is doomed to

failure.

At a seminar of the National School Boards' Institute for the Transfer of Technology to Education last year, it was remarked that it took twenty-two years to get the overhead projector out of the bowling alley and into the classroom. We must not allow this to happen again. You must not allow this to happen again.

(PAUSE)

Columnist Carl Rowen once remarked that an optimist was a person who put their shoes back on when the speaker said, "In summation...". Dauntless, let me state, in summation...the employment of local property taxes to supplement state funds for education doesn't work; the use of a dedicated income tax, supplemented by a dedicated portion of the sales tax places the burden of paying for education on those who can best afford it; we must act to preserve our school facilities; we must implement advanced educational technology on a state-wide basis; and we must not only define a quality education, but we must provide for the special needs which may arise.

Thank you, and good day.

97X

Quality Education Act Proposal

By

Louis B.Wary Jr.
Bricktown, N.J. 08724

In a simplified interpretation of the Courts Ruling, All Children shall be given equally the necessary Education as mandated by the State Dept. of Education.

The State of New Jersey has the responsibility to develop and implement a plan to guarantee the equal education for all children. Our State Legislatures in making a very hasty decision equated money with equality. This was and is a very poor decision. Money is not the primary answer to correct the deficiencies that are so very apparent, and exist in vertually every school district in the State of New Jersey. With money put aside for now, let us take a look at the problem of providing a equal education from another prospective. Let us identify Education as it is now, where we are, what it is we hope to achieve, and what is necessary to reach the ultimate goal of equality.

PROPOSAL

In order to do this we must divided our educational curriculums of today into two basic groups or classifications: (1). ESSENTIAL to EDUCATION and (2). NON ESSENTIAL to EDUCATION. The Essential curriculum will consist of those courses that earn the required 110 credits required for graduation that are mandated by the Dept. of Education. The Non Essential will be those courses or extra curricular activities not mandated by the Dept of Education, but are chosen by the local Boards of Education. The ESSENTIAL COURSES will not be subject of any voter approval. The NONESSENTIAL COURSES will be given to the voters to approve or disapprove of their costs to the taxpayers, and to have a voice in the budgets of their school district for Non Essential Educational spending.

ESSENTIAL EDUCATION:

CURRICULUM:

It is the ultimate goal to educate our children to be able to go on to Institutions of Higher Education or to enter the Work Force. Therefore, a standard curriculum must be developed and implemented throughout the State of New Jersey. This standardized curriculum should be based on the entrance level of education required by the Institutions of Higher Education, or the basic Educational Requirements as related to industry. The State Dept. of Education then can divide the 12 grades progressively to achieve the ultimate goal uniformly through out the State so upon Graduation all students will be qualified to continue in either direction, that is enter College or go to work.

ACCOUNTABILITY:

Once a standardized curriculum is implemented, a standardized test given at the end of each marking period will be the basis for evaluation, and comparison to other school districts. These tests will be changed each year, and will not be given out before the exam date. This is to prevent any teacher or School district from teaching to the test. The objective is to uncover problem areas, bring them forward, and implement corrective actions in a timely fashion to insure that the children do not loose any valuable education or become confused or frustrated during the school year, because they do not understand. The tests will also be used to reduce the possibility that certain subjects have to be made up at a later time. Once identified, State Aid can be used to correct the problem.

For Example:

Children all have different learning capacities, therefore a class size of 30 pupils may have to be reduced in size, and split into two classes. The costs for the additional class room and teacher and teaching supplies can be the basis of State Aid. Or a special Education Teacher is required in a School District, this too will be eligibility for State Aid. Or a Teacher needs to be upgraded with extra courses to increase his or her teaching skills, this too will be eligible for State Aid. Or a School District has a need to expand its facilities because of over crowding, or special maintenance to buildings or classrooms are required, this too is a justification for State Aid. In any event, Accountability is now established, and equally important is the distribution of State funds for Education, that is based on a justified need to insure the equal education for all children.

NON ESSENTIAL PROGRAMS:

All programs whether Educational studies or extra curricular activities classified as Non Essential, should be given to the taxpayers of each community to decide if they want the programs in the budget, and how much tax money they are willing to spend for them. Non Essential classifications will not be subject to State Aid, therefore the individual towns will have the freedom of choice, and the individual Boards of Education will have to convince the taxpayers of the need. Special interest groups will be subject to individual town scrutiny, and the majority will rule. Today as a result of the present State O.E.A. Funding, many Boards of Education are including Non Essential Subjects in their Curriculum to Equalize their individual spending to a State Parity.

ACCOUNTABILITY:

Individual towns and its taxpayers will hold the Board of Education accountable for all spending in Non Essential Areas. The taxpayers will also require the Boards of Education to justify the various programs. Therefore programs that are not necessary or benefit a small group, could possibly be combined with a neighboring town and these costs shared by both. There are many ways to provide nonessential programs while also lowering costs.

CONCLUSION:

The program outlined above will be a massive undertaking for the State of New Jersey. It will mean a total change to the Educational System currently in place. The details in each separate subdivision will require the input from many individuals both from the Education Sector and Industry. However, the rewards will be vast. We can be assured of the equal education for all students. Individual towns and their respective taxpayers will have a voice in Educational Spending. Teachers and their Unions will welcome a means not to discipline or admonish deficient teachers, but to upgrade them at no expense to the teacher. Teachers will be listened to when the explanation for low grades is lack of teaching materials, or crowded class rooms, or any other reason for sub standard grades. The States Report Card will be based on a equal standard for comparison. The Institutions of Higher Education will produce more highly educated individuals, that will be hired by U.S.Industry, to replace foreign industry contracts keeping Work at home and creating more jobs. And lastly, State Aid will be reduced. Taxes can be lowered, and a economic stability will come to New Jersey.

100X

State Requirements

Minimum 110 credits

4 English 20
3 Math 15
2 Science 10
3 History 15
World
USI
USII
1 Arts 5
4 Phys Ed 20

85

+ (2½) credits of Careers

110
85
(25) credits of electives

NJSA

Administrative Guide

A publication of the New Jersey Association of School Administrators

NOVEMBER 1988 Volume 18, No. 11

Questions often arise regarding state-imposed curriculum requirements and standards of instruction, and the responsibilities of districts to ensure that these requirements are met. This *Guide* reviews the statutes and proposed legislative amendments on the topic of

curriculum mandates

The materials contained herein are not intended to provide legal opinions and should not be regarded by subscribers as furnishing a legal opinion. Subscribers are advised in all circumstances to consult counsel relative to legal questions.

RIGHT OF REPRODUCTION AND REDISTRIBUTION RESERVED

102X

I. Background

Although the state of New Jersey has not mandated a uniform state-wide curriculum, it does require school districts to offer certain courses and programs.

In some instances, the state has also mandated the process by which school districts must establish their curriculum and programs of instruction.

II. Adoption of Curriculum

A. *Curriculum Guides*

To comply with the curriculum and instruction element of the monitoring code, the district board of education must approve a curriculum for all grades from kindergarten through grade 12 for all subjects, including all state-mandated programs and services. *N.J.A.C.* 6:8-8.3(b)(3)(i). The board is required to formally adopt curriculum guides for all subjects. The curriculum guides are essentially blueprints of the courses of study in particular subject areas.

The minutes of a board meeting must document that written curriculum guides were adopted by the board and the district must implement same. Documentation of implementation of the curriculum must include a written program of studies, a master schedule or reports of program evaluation. *N.J.A.C.* 6:8-3(b)(3)(ii).

B. *Program of Studies*

For the secondary level, school districts must formulate a program of studies, which must be kept on file in the principal's office of each high school. *N.J.A.C.* 6:27-1.3(b). The program of studies must indicate the subjects taught, the required and elective subjects, the number of class periods per week and the number of credits for each. It must also indicate the minimum number of credits required for graduation.

The code requires that the subject offerings be sufficiently varied to provide for the educational needs of "normal youth of high school age living in the community which the school is intended to serve." *N.J.A.C.* 6:27-1.3(c). The educational program should be "designed to stimulate each pupil to achieve the highest level of attainment of which he is capable." *N.J.A.C.* 6:27-1.3(d).

Schools must maintain a program for the "promotion of character and citizenship and for the development of mental and physical vigor." *N.J.A.C.*

6:27-1.3(e). Guidance service must be "provided to assist each pupil and his parents to make suitable choice in the use of all available educational resources of the school. *N.J.A.C.* 6:27-1.3(f). Schools must maintain a plan for curriculum development and for the advancement of instructional efficiency. *N.J.A.C.* 6:27-1.3(g).

III. Graduation Requirements

A. Promotion and Graduation Policies

N.J.A.C. 6:8-7.1 requires a school district to adopt policies regarding promotion and high school graduation. The Code mandates that language be included in the policy for exempting handicapped pupils from high school graduation requirements, if necessary.

B. High School Proficiency Test (H.S.P.T.)

In 1979, the state established a High School Proficiency Test (H.S.P.T.) which all students were required to pass in order to receive a high school diploma. This test has been administered in ninth grade. Governor Thomas Kean recently signed into law legislation which establishes an eleventh grade test, which will be more difficult. Passage of the eleventh grade test will be a requirement for graduation for the graduating class of 1995. Under the new law, eighth graders will take the test beginning in 1990. Those who do not demonstrate mastery of the state graduation proficiency standards in the eighth grade will receive remedial assistance in the areas of deficiency.

Any twelfth-grade student who does not meet the requirements, but who has met all of the credit, curriculum and attendance requirements of the school district, shall be eligible for a comprehensive assessment of proficiencies utilizing techniques and instruments other than standardized tests. These techniques and instruments must have been approved by the Commissioner of Education as fulfilling state and local graduation requirements. Further, any pupils who perform below the state minimum levels of pupil proficiency on one or more areas of the state-mandated H.S.P.T. shall be provided with an individual comprehensive assessment and shall receive the necessary services to remedy the identified deficiencies. Such services shall include the development and implementation of an individual student improvement plan (I.S.I.P.).

104X

C. Course Requirements

In addition to requiring the successful completion of the state-mandated levels of pupil proficiency, school districts providing high school diplomas must also adopt policies and procedures for defining minimum high school curriculum requirements and locally determined proficiencies.

Before a student can successfully complete an educational program of study in grades 9 through 12, he/she must have the following:

— one credit year of English for each year of enrollment (up to four credit years);

— two credit years of mathematics, effective through 8/90 (or three credit years, effective 9/90, grade-nine class);

— two credit years of social studies/United States history and (effective 9/88 grade-nine class) one additional credit year of world history/ cultures;

— one credit year of natural or physical science through 8/89 and two cradit years effective 9/89 grade-nine class;

— one credit year of physical education, health and safety for each year of enrollment;

— one credit year of fine, practical and/or performing arts;

— one-half year of career education.

Educationally handicapped pupils must meet the high school graduation requirements, unless the requirements are exempted by their individualized education program (I.E.P.). *N.J.A.C.* 6:28-4.4. The I.E.P. must specifically address the graduation requirements for each student.

A handicapped pupil shall be exempted from the H.S.P.T. and demonstration of the mastery of locally determined curriculum proficiencies, if it can be shown that the student's I.E.P. contained goals and objectives not included in the range of H.S.P.T. skills tested, or if the pupil would be adversely affected by taking the H.S.P.T. The I.E.P. must specify which requirements would qualify an educationally handicapped pupil for a state-endorsed high school diploma. *N.J.A.C.* 6:28-4.4(b).

IV. Special Education

A. Evaluation

School districts must ensure that handicapped children are provided adequate education. *N.J.A.C.* 6:28-6.1. To be eligible for special educational and/or related services, a comprehensive evaluation of the pupil must be made to determine if the pupil meets the criteria required for special education.

N.J.A.C. 6:28-11.8 delineates the procedure to determine whether a student is educationally handicapped. Most criteria are evaluated through the use of standardized tests. Whenever a standardized test is used, the test must: (1) be individually administered; (2) have established reliability and validity; and (3) be normed on a representative of the same population.

Assessment areas to determine discrepancies in learning criteria should include basic reading skills, reading comprehension, mathematic computation and reasoning, and written expression.

B. Individualized Education Program

Once a student is assessed as educationally handicapped, an I.E.P. is established for that student.

Under *N.J.A.C.* 6:28-11.9, the basic plan of the I.E.P. is developed at a meeting attended by the child study team which evaluated the pupil, the pupil's parent(s) and teacher and the pupil him/herself, if appropriate. The I.E.P. must consist of: (1) a statement of the pupil's eligibility for special education; (2) a statement of current educational status describing the pupil's present levels of educational performance in terms of instructional needs related to curriculum areas; and (3) a statement of annual pupil goals and short-term objectives.

If the board of education cannot offer a student adequate instruction in the district, *N.J.A.C.* 6:20-4 requires the school district to refer the student to a suitable educational program elsewhere, and shall pay the expenses for tuition and transportation.

V. English as a Second Language

There are large numbers of children in New Jersey who come from homes where the primary language spoken is a language other than English. It was reported that classes where students are taught in English are often inadequate for children whose native tongue is another language. Thus, the legislature instituted a program of bilingual education to meet the needs of those children and facilitate their integration into the regular public school curriculum.

N.J.S.A. 18A:35-18 states:

> When, at the beginning of any school year, there are within the schools of the district 20 or more pupils of limited English-speaking ability in any one language classification, the board of education shall establish for each such classification a program in bilingual education for all the pupils therein; provided, however, that a board of education may establish a program in bilingual education for any language classification with less than 20 children therein.

Under *N.J.A.C.* 6:31-1.4(b), a district must offer a program in English as a Second Language (E.S.L.) wherever there are ten students of limited English-speaking ability enrolled in a school district, regardless of whether they speak the same native language.

Legislation has been prepared which would alter the way bilingual education courses are implemented in New Jersey's schools. Senate Bill 2967 and Assembly Bill 3785, would require school districts to provide special instructional programs for all students with limited English proficiency; however, the bills would provide districts with greater flexibility in choosing the particular program of instruction best suited to their students.

The current law, which requires school districts to establish bilingual programs when there are 20 or more students of limited English-speaking ability in one particular language, has become impractical in light of the fact that school districts must now provide instruction for students with over 100 different native languages.

To encourage mainstreaming between ESL classes and English-speaking classes, the legislature requires pupils of limited English-speaking ability to participate fully with English-speaking pupils in subjects where verbalization is not essential to understanding the subject matter. These subjects include, but are not limited to, art, music and physical education. *N.J.S.A.* 18A:35-20.

VI. Family Life Education

According to *N.J.A.C.* 6:29-7.1, a family life education curriculum must include instruction to develop an understanding of the human body and mind. Courses should include information on physical, mental, emotional, social, economic, psychological and cultural foundations of human development. Further, schools should instruct students about sexuality and reproduction. The purpose of this course is for pupils to acquire knowledge which supports the development of responsible personal behavior and strengthens their own family lives. *N.J.A.C.* 6:29-7.1(a).

The family life program should be developed through appropriate consultation and participation of teachers, school administrators, parents/guardians, pupils in grades 9 through 12, community members, physicians and members of the clergy. Further, the program should be implemented comprehensively through the elementary/secondary curriculum, with instructional units appropriate to the age, growth, development and maturity of the pupils. Teaching-staff members who hold certificates in biology, comprehensive science, elementary health or physical education, home economics, nursery, psychology, special education or school nursing may instruct the family education class.

Each parent/guardian in the district should receive an annual outline of the curriculum and a list of instructional materials to be used in class. Any student whose parent/guardian sends the principal a signed statement objecting to any part of the instruction in health, family life education or sex education, or stating that the course conflicts with his/her conscience or his/her moral or religious beliefs shall be excused from that portion of the course where such instruction is being given. No penalties regarding course credit or graduation shall result therefrom.

VII. Physical Education and Health

N.J.S.A. 18A:35-5 states that:

> Each board of education shall conduct as part of the instruction in the public schools courses in health, safety, and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed.

N.J.S.A. 18A:35-8 requires the time devoted to physical education courses should aggregate at least 2-1/2 hours of each school week. Recently, the Governor proposed an elimination of mandatory physical education in high schools.

A student who participates on varsity interscholastic athletic teams, however, may be excused from participation in physical education classes without loss of graduation credit, provided that his/her coach informs school officials that the student is scheduled to participate in a regularly scheduled game and that participation in gym class could affect the student's physical stamina. *N.J.A.C.* 6:29-6.2(b).

N.J.A.C. 6:29.6-2 requires district boards of education to provide, by regular appropriations, for suitable and adequate equipment ensuring safe participation in physical education activities. Each physical education course should be adapted to the ages and capabilities of the pupils.

108X

N.J.A.C. 6:29-9.6 requires that each school district having secondary grades incorporate a drug and alcohol education unit into its health and education curriculum. Each school district having elementary grades shall incorporate into its curriculum drug and alcohol education appropriate to the pupil's age, maturity and grade level.

VIII. Basic Skills

A school district is required to develop a curriculum with strong basic skills courses at all levels. Each pupil is required to have appropriate knowledge of reading, writing and mathematics, at a level appropriate to his/her grade and achievement, until the student has satisfied the basic skills requirement for high school graduation. State law requires that a student who does not meet the minimum proficiency levels in basic reading, writing and/or mathematic skills participate in remedial education programs. *N.J.S.A.* 18A:35-4.9. Progress in these areas is measured through multi-skills assessment, standardized tests, diagnostic instruments, teacher observations and pupil progress reports.

IX. Pupil Promotion and Remediation

In addition to basic skills, the local board of education must adopt policies and procedures for pupil promotion and remediation related to district goals, objectives and pupil proficiency. These objectives must be communicated to parents if, in the teacher's judgment, there is any indication that the pupil's progress is not sufficient to meet these standards. *N.J.S.A.* 18A:35-4.9.

X. United States and New Jersey History

N.J.S.A. 18A:35-1, *et seq.* requires boards of education to adopt a suitable two-year course of study of United States history. This course is to be given to each student during the last four years of high school.

Further, a course of study in community, civics, geography and history of New Jersey must be adopted by the Board. This course must include topics on the privileges and responsibilities of citizenship as they relate to community and national welfare. *N.J.S.A.* 18A:35-3.

XI. Proposed Changes in Curriculum — Core Proficiencies

A major change in curriculum planning is being proposed by the State Board of Education. A state-wide panel on high school proficiencies was convened to study

109X

the issues of proficiencies and how they should be developed and assessed. The State Board expects the proposed amendments to produce several benefits. The State Board reported that the proposed amendments will:

> ...create equity in access to the fundamental knowledge critical to achieving success in the mainstream of American life, and indicate the effectiveness of schools and districts in helping students learn the core proficiencies. The amendments will serve as a basis for assisting schools whose students are not performing well in the core proficiencies. They will further indicate to the public the competency of students state wide in the core proficiencies for the mathematics, science, English and social studies courses commonly taken by most students to meet the State Board of Education's high school curriculum graduation requirements.

Specifically, the Commissioner of Education is proposing establishment of uniform state-wide core course proficiencies for those curriculum areas mandated by the State Board for high school graduation and for foreign languages. Core course proficiencies would be developed within the following timelines for the respective curriculum areas:

1. mathematics, beginning August 1, 1989 and concluding October 1, 1990;
2. natural or physical science, beginning August 1, 1989 and concluding October 1, 1990;
3. English, beginning August 1, 1990 and concluding October 1, 1991;
4. social studies, beginning August 1, 1990 and concluding October 1, 1991;
5. foreign cultures beginning August 1, 1991 and concluding October 1, 1992;
6. fine, practical and/or performing arts, beginning August 1, 1992 and concluding October 1, 1993;
7. career education, beginning August 1, 1992 and concluding October 1, 1993; and
8. health, safety and physical education, beginning August 1, 1993 and concluding October 1, 1994.

20 N.J.R. 2621

For each of those courses mandated by the State Board of Education, local school districts shall establish course proficiencies including, but not limited to, the state-wide core proficiencies in the following curriculum areas:

1. mathematics, by September 1, 1991;

2. natural or physical science, by September 1, 1991;

3. English, by September 1, 1992;

4. social studies, by September 1, 1992;

5. foreign languages, by September 1, 1993;

6. fine, practical and/or performing arts, by September 1, 1994;

7. career education, by September 1, 1994; and

8. health, safety and physical education, by September 1, 1995.

20 N.J.R. 2622

XII. Conclusion

There are many state standards which must be met when a district determines its curriculum. The state-imposed regulations are to be regarded as minimum requirements before a student can be awarded a public high school diploma. Districts may set up their own requirements which students must meet before they can be graduated from a school.

MODEL BOARD POLICY

The Board of Education of _____ is cognizant of its obligation to ensure that all students be afforded a Thorough and Efficient education. Thus, the Board directs its chief school administrator to do the following:

1. **Establish curriculum guides.** Curriculum guides, defining course work to be taught for each grade level, must be established. In determining which courses should be taught, the chief school administrator shall be aware of state and district standards in addition to locally determined and state graduation requirements. The curriculum guide will be reviewed and updated every five years.

2. **Maintain an educational program which meets the needs of all students.** A committee shall be established to test students for emotional or learning disabilities, physical handicaps or exceptional ability.

3. **Implement programs wherein students' instructional needs are met.** Where the district is unable to provide for adequate instruction, the district shall refer the student to a proper educational environment and pay for the child's tuition and transportation to his/her alternate school.

HIGHLIGHTS OF THE Q.E.A. POLICY

PROPOSAL:

1. Education curriculums divided into two classifications "Essential" and "Non Essential"
   a. "Essential" will be mandated by State Dept Of Education and Not subject to voter approval and budgets will come from a local "Essential Education" Tax Levy
   b. "Non Essential" will be chosen by local Boards of Education and Will Be subject to voter approval with budgets coming from a local "Non Essential Education" Tax Levy
   c. Voters for the first time will have a voice in the "Non Educational" Spending of each school district

ESSENTIAL EDUCATION:

1. CURRICULUM;
   a. A standardized Curriculum to be developed and used in every school district in the State
      (1). Institutions of Higher Education to establish minimum requirements for entrance. These requirements will be the core of the State Curriculum, which will be then divided into K thru 12 th. grades.
      (2). The state industry council will by geography of location to industry work with the State Dept of Education to develop a Vocational Curriculum for those children who will not go to College.

(See Main Text)

2. ACCOUNTABILITY;
   a. Standardized tests to be given at the end of each marking period.
      (1) Tests will be changed each year, and not given out before test date.
      (2) Tests to be used to identify all problem areas.
      (3) State Aid to be used to correct problems

(see Main text)

NON ESSENTIAL EDUCATION:

1. CURRICULUM;
   a. All Education Classified as Non Essential given to taxpayers to establish the non essential courses and the budget they are willing to spend
   b. Non Essential Education will not be subject to State Aid.

(See Main text)

2. ACCOUNTABILITY;
   a. Individual towns will hold Boards of Education accountable for all spending for Non Essential Education
   b. There will be more tax payer participation at Board of Education Meetings, not just the special interests groups
   c. Possibly combining small classes with other towns to share, and reduce costs

CONCLUSION:

1. Massive undertaking for the State of New Jersey Time will be needed to develop this policy
2. Teachers and their Unions will welcome a means to upgrade Teachers with State Aid
3. Peer Pressure will be a blessing for Teachers if children are not advanced to the next grade if they do not pass the final test.
4. The State Report Card will be based on a equal standard for comparison of Each School District by grade level
5. Teachers will be listened to when they explain their class problems
6. Parental responsibility will be enforced to control problem students
7. County Colleges will not Spend a part of their Operating Budgets for Remedial Education
8. The institutions of Higher education will produce more highly educated individuals that will be hired by U.S. Industry to replace foreign industry contracts, keeping more work here in the U.S.A. and creating more jobs.
9. State taxes for Education will be reduced. More Accountability will be in forefront with accurate information.
10. People participation in local Education issues will bring a greater understanding of Taxpayers needs as well as Teacher needs and education needs.
11. The 30 Special Needs Districts can have direct help in the form of State Aid With the money going to overcome the deficiencies that the accountability portion of the policy will provide.

(See Main Text)

12TH DISTRICT, NEW JERSEY

COMMITTEE ON GOVERNMENT OPERATIONS
SUBCOMMITTEES:
GOVERNMENT ACTIVITIES AND TRANSPORTATION
COMMERCE, CONSUMER, AND MONETARY AFFAIRS

COMMITTEE ON SCIENCE, SPACE, AND TECHNOLOGY
SUBCOMMITTEES:
SPACE
ENVIRONMENT

SELECT COMMITTEE ON AGING
SUBCOMMITTEE:
HEALTH AND LONG TERM CARE

Congress of the United States
House of Representatives
Washington, DC 20515

DISTRICT OFFICES:
2328 PLAINFIELD AVENUE
SOUTH PLAINFIELD, NJ 07080
(908) 754-5115

1 MORRIS STREET
MORRISTOWN, NJ 07960
(201) 538-7267

WASHINGTON OFFICE:
510 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5801

May 27, 1991

The Honorable Lamar Alexander
Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Mr. Secretary:

I would like to bring to your attention some ideas on education recently presented to me by Louis B. Wary Jr., a resident of New Jersey. Mr. Wary has dedicated much of his life bringing improvements to our state's school system.

Mr. Wary is critical of the state legislature's equating of money with quality in the 1990 Quality Education Act, and offers promising alternatives. He proposes to divide school curriculums into two classifications: essential to education and non-essential to education. The essential courses, consisting in part of reading, writing, and arithmetic, would be mandated by the Department of Education and not subject to voter approval. Standardized tests would be administered frequently to monitor progress. The non-essential courses, however, would be chosen by the voters of every school district. Under such a system individual communities and their respective taxpayers would have a voice in spending.

I would greatly appreciate it if you would review Mr. Wary's proposals. Should you have any questions or need additional information, please contact Scott Carlbon, my Morristown office manager.

Sincerely,

Dick Zimmer
Member of Congress

DZ/jsk

PRINTED ON RECYCLED PAPER

114X

THE PUBLIC WATCHDOG, INC.

P.O. Box 98
Barnegat, NJ 08005
Tel. (609) 660-0980
Fax. (609) 660-0187

May 6, 1992

Mr. Chairman and members of the Assembly Education Committee;

The Public Watchdog is oppose to the Quality Education Act as nothing short of window dressing with unaffordable dollars to support the private interest of School Boards, Superintendents and teachers for their own selfish gainers. We are not against the children nor the educational system as a whole, but against those who cry out, each time a person speaks out about Tax dollars abuse and waste by a school system "You are against the children".

To understand why we are oppose 'the throwing away of good dollars after bad' to support this so called "for the good of our children educational system" is a wrong concept since tax dollars are going into the pocket of school board members, superintended and staff. A few examples, will make it clear how those wolf controlling the chicken coop misuse money voted for but never reach the purpose it was intended for;

Barnegat Twp Board of Education has made their attorney Milton Gelzer, Toms River, $136,000.00 richer, by him given them advise amounting to gross incompetent. This legal advise was done for the sole purpose to waste tax dollars by channelling those dollars to his own pocket. This is how the "Q.E.A." is being wasted.

1. He and members of his law firms advised the Barnegat School Board to hire a "Special Prosecutor" pursuant NJSA 18A:16-6.1 to prosecute a citizen for an alleged "passing a school bus", thereafter he advised them that Rule of the Court applied not the statute. The Board spend $8000.00 to pay for the prosecutor, Mr. Trachtenberg, New Egypt, NJ, billed them for the municipal court appearance and trail $1705.00. that included an ex parta conference between him and the judge. Bill was submitted on Oct 1987. He then billed them an additional $6400.00 which included a double billing of the $1705 and for the prosecutor legal research, four hours on the county level, 13 hours to set in and listen to the county prosecutor argue the appeal and a meeting with the prosecutor. He billed the school $709 for the collection of a $90.00 bad check in a civil action in small claim court.

115X

THE PUBLIC WATCHDOG, INC.

P.O. Box 98
Barnegat, NJ 08005
Tel. (609) 660-0980
Fax. (609) 660-0187

2. The superintended pumping 1308 gl. of gasoline into his private four cars and that of the others. He took tax dollars to conventions to both state and nationals without submittion of receipts. He took his wife to those convention without reimbursement to the school system. He purshished 30 lbs. of apples, see ESP Boxing, rent a car, buy 2 large pizza, 8 pieces of chicken and 1 gin. for lunch. Took in one check money to attend a state convention and petty cash among others abuse.

3. Board members together with their wives and children attend conventions, both state and national at tax dollars expenses, without submitting of receipts. However, when a child forgets his $1.00 for lunch, he is punished by being forced to eat peanut butter sandwich and must still pay that dollars, while all other children eat the meal on the manu at the $1.00 cost. 34 children wanted to attend a class trip in Washington D.C. the Barnegat School Board said "No its economically prohibitive" at a cost of $995.00 however shortly after that decision the permitted the superintended and a number of Board members to travel to California at a cost of $5000.00. they did not eat peanut butter sandwich but lobster snails, whiskey all paid with Q.E.A. money.

This year an audit uncovered the Barnegat School Board spend 9.7 million to build a middle school, however, when the voters voted for that school it was $8.5 million. Want to know where the $900.000.00 of Q.E.A. monies want for? to plug the over spending on the school.

How did the Public Watchdog know of those abuses, I filed a civil action pursuant NJSA 47:1A-1 New Jersey Right to Know Law. after the Board told me they "are too busy" to show me what they are doing with Q.E.A. money. The Board learned what or more important that some members of the public will not roll over and play dead. Boy did I teach them at a cost of $136,000.00, since not one cent was out of their own pocket, they did not care.

What are the remedies you should conceder to protect both the tax payers and children from such abuse:

1. Yearly audit of each and every school system by an independent governmental body, with powers to prosecute.

2. If abuses have been uncovered, no further tax dollars will be given to that school system in form of aid till all correction have been made, and all improper misuse of tax dollars returned to the system with penalty assessed against the abuse.

116X

THE PUBLIC WATCHDOG, INC.

P.O. Box 98
Barnegat, NJ 08005
Tel. (609) 660-0980
Fax. (609) 660-0187

3. If abuse is a pattern (after the first time) the state will take over that system (as it was done in Manchester Tp) till all correction are made and those who abused the system are removed and barred from future employment in this state.

4. If after an investigation of any abuse is uncovered such as the voters approved a bond, and thereafter, it was uncovered that Board members, attorney(s) staff or any other exceed said bond, any over spending on the project must be born by those who make the mistake not the tax payers.

5. Any wrong advise by the attorney to the School Board, which have cost the school system tax dollars must be boron by that attorney.

6. Any school official including attorneys, who refuses to permit members of the public to inspect public record, such as vouchers, receipts and others with the exception under the privacy act will pay all expenses for the defense by school system for the civil action and the cost incurred by member of the public at a rate of $125.00 per hour to litigate the matter.

7. Abolish the present system of electing board members and replace with appointed board such as planning or zoning boards.

8. The voters will decide how much is needed to run the school system, however, if the municipality disagreed it should be litigated in the Superior Court.

9. It will no longer be under the powers of the Commissioner of Education overrule the tax payers.

10. School boards will no longer be able to move funds from one account to another without prior approval of the voters.

11. All school boards members must attend school law and other classes regarding school matters within this state.

12. No school board member may attend any convention outside the state in that year in which he is being reappointed.

13. No funds [illegible]

117X

THE PUBLIC WATCHDOG, INC.

P.O. Box 98
Barnegat, NJ 08005
Tel. (609) 660-0980
Fax. (609) 660-0187

14. Uniform contract between the state and the teachers union across the state.

15. Uniform contract between the state and employees of the school system across the state.

16. All contracts will be done by the state for all purchasing of all goods for the school system.

17. Uniform hiring practice.

18. No person should be employed within the district in which he or she has family members on the board.

19. A complete audit for the past 15 years must be done for each school system and thereafter yearly audits by the state.

20. A 240 day per year school system.

21. No child will be suspended from school and send home, all suspensions must be in school, with heavy on writing.

22. All conventions for board members, teachers and staff must be held on weekends and no school days.

23. All meeting between teachers and parents must be at night.

24. The state will approve a list of class trips and fund the cost for such trip.

25. All schools buildings and athletic field will be planned and funded by the state.

26. All school programs should be funded by the state.

27. A flat school tax should replace the present local school tax to fund the system.

The Public Watchdog believes by implementing those changes our educational system will be free of freeloaders, uniformity in salary by way of contracts and purchasing power. Our children will be educated year round in line with those in other western nations. There will no longer be the question "just who is going to pay and what are we getting for our tax dollars" and more important who is to blame if the system failed. Quality Education wil be the norm not the exception.

BERNARD LAUBAS
Executive Director

118X

18A:16–6.1 Indemnity of officers and employees in certain criminal actions

Should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse him for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals.

Historical Note

Source: C. 18:5-50.4b (L.1965, c. 205, § 2, amended L.1967, c. 167, § 2).

Cross References

Similar provision, see § 18A:60–5.

Library References

Schools and School Districts ⇐63(5).

C.J.S. Schools and School Districts §§ 118, 149, 150.

EXHIBIT "C"

Zeal in Barnegat

The Barnegat Township Board of Education certainly knows how to deal with those thoughtless people who drive illegally past school buses loading or unloading youngsters. Yes, the board has demonstrated, in its prosecution of Bernard Laufgas, that its zeal for protecting youngsters probably isn't exceeded anywhere in this state.

Consider the lengths to which the board went to obtain a conviction against Laufgas:

— The board hired a special prosecutor for the case.

— The school board's transportation coordinator and the bus driver involved re-created the school bus incident, so that 34 glossy color photographs could be provided to the court showing just what the board was alleging.

— The school board's solicitor was sworn as a witness, to counter Laufgas' claim that he was in court in Toms River at the time of the incident.

— No less an academician than school district Superintendent Robert L. Horbelt was called as part of the four-hour court case, to provide apparently expert testimony on how long it takes to drive between Barnegat and Toms River.

No expense was spared, no one's daily chores took priority, as the school board relentlessly made sure that Bernard Laufgas paid the price for his mistake: a $50 fine and $15 court costs. The bills aren't in yet for how much it cost to get the conviction, but it seems likely it will be more than $65.

There are those small-minded cynics who will say that the board went to all this trouble simply because Bernard Laufgas has been a formidable opponent of the school board. They will say that if Laufgas hadn't campaigned against the school board's $8.5 million bond referendum in January, hadn't litigated against it after it had been approved by the voters, and hadn't accused some board members of misusing expense vouchers and trip reimbursements, why, the board wouldn't have exerted itself so strenuously.

Well, we just don't believe any school board could be that small-minded. We believe that the next person to illegally pass a school bus in Barnegat Township can look forward to a special prosecutor, a re-enactment, 34 photographs and a variety of impressive witnesses.

We have to believe that, because the alternative is to believe that the school board took special measures against Laufgas. And then we have to wonder if that was because he pursued, to uncommon lengths, his right to criticize, chastise and oppose public officials. And then we'd have to decide if that were tantamount to malfeasance, misappropriation of funds and discrimination.

We'd rather believe the board wouldn't do such things, which are characteristics, after all, of a totalitarian government where dissent is not permitted. And we look forward to writing more stories about the zealousness of Barnegat Township's school board in its campaign to make Ocean County a safer place for children to travel to school.

EXHIBIT "I"

120X

.5 1068

BARNEGAT, NEW JERSEY 08005
AN EQUAL OPPORTUNITY EMPLOYER

12D-3
This number must appear on all packages, invoices and correspondence

VENDOR
JAY G. TRACHTENBERG, ESQ.
22 MAIN STREET
NEW EGYPT, NEW JERSEY 08533

SHIP TO
( ) Cecil S. Collins School, Barnegat Blvd., North, Barnegat, NJ 08005
( ) Elizabeth V. Edwards School, 382 N. Main Street, Barnegat, NJ 08005
( ) Lillian M. Dunfee School, Barnegat Blvd., South, Barnegat, NJ 08005
( ) Transportation & Maintenance, 25 Birdsall Street, Barnegat, NJ 08005
( ) Other ( ) Attention

NO REQUISITION WILL BE APPROVED UNLESS ALL INFORMATION IS CLEARLY TYPED

ACCOUNT NUMBER 7010

DATE

UANTITY	UNIT	ITEM	UNIT PRICE	AMOUNT
		FOR SERVICES RENDERED WITH REGARD TO THE MATTER OF ST. EX. REL. DEBORAH BYLINSKI V BERNARD LAUFGAS.....		$1,705.25
		(SUMMARY OF PROCEEDINGS AND ITEMIZED BILL OF SERVICES RENDERED ATTACHED)		
		BOARD SECRETARY'S AUTHORIZATION DATE 9/28/87		
		SUPERINTENDENT'S AUTHORIZATION DATE		
		INVOICE MUST BE RENDERED ON ENCLOSED VOUCHER	TOTAL	$1,705.25

NOTICE: The purchaser is exempt by statute from paying of all Federal, State and Municipal excise, sales and other taxes.

CERTIFICATION BY VENDOR

CLAIMANT'S CERTIFICATION & DECLARATION (Required for bills over $25.)
I do solemnly declare and certify under the penalties of the Law that the within bill is correct in all its particulars; that the articles have been furnished or services rendered as stated therein; that no bonus has been given or received by any person or persons within the knowledge of this claimant in connection with the above claim; that the amount therein stated is justly due and owing; and that the amount charged is a reasonable one.

AUG. 3 1987 (Date) — Jay G. Trachtenberg (Signature) — SPECIAL PROSECUTOR (Official Position)

SCHOOL OFFICER'S OR EMPLOYEE'S CERTIFICATION

Having knowledge of the facts in the course of regular procedures, I certify that the materials and supplies have been received or the services rendered, said certification is based on delivery slips acknowledged by a school official or employee or other reasonable procedures.

OCT 13 1987 (Date:) — Robert L. Hulett (Signature) — SUPERINTENDENT (Title or Position)

APPROVED FOR PAYMENT: Christopher R. Blaines

Finance Committee:

ACCOUNTS PAYABLE RECORD: DATE ORDER PAID 10/14/87 AMOUNT PAID 1705.25 WARRANT NO. 5630

EXHIBIT "J"

121X

Jay G. Trachtenberg
Counsellor at Law
NEW EGYPT, NEW JERSEY 08533
22 MAIN STREET

NEW EGYPT-(609) 758-2252
TOMS RIVER-(201) 244-3300

204 HORNER STREET
TOMS RIVER, NEW JERSEY 08753

July 27, 1987

REPLY: NEW EGYPT

BARNEGAT TOWNSHIP SCHOOLS
25 BIRDSALL STREET
BARNEGAT, NEW JERSEY 08005

STATE OF NEW JERSEY EX. REL. DEBORAH BYLINSKI V BERNARD LAUFGAS
OUR FILE 4607

FOR LEGAL SERVICES RENDERED ON BEHALF OF THE BARNEGAT TOWNSHIP BOARD OF EDUCATION IN THE MATTER OF STATE EX. REL. DEBORAH BYLINSKI V BERNARD LAUFGAS

1987

4/20	Phone conference re: representation and scheduling with Joan Parker, Court Clerk.....	.2
4/22	Letter from Kathleen W. Hofstetter, Esq.	.1
5/8	Cover letter and demand for discovery, certified and regular mail to Bernard Laufgas	.3
5/12	Memo to file	.1
5/14	Phone conference - Judge Cerefice re: motions to quash; phone conference with Joan Parker re: scheduling of same; letters to subpoenaed parties (Gelzer, Hornbeck, Hofstetter)	.5
5/15	Trial notice	.1
5/18	Letter re: motion to quash subpoenas	.1
5/18	Request for discovery from Bernard Laufgas	.1
5/27	Phone conference - Dorothy Carpo	.1
6/5	Letter from Kathleen Hofstetter	.1
6/5	Investigation (N.J. 558 J.I.E.)	.1
6/5	Computer Searches (N.J. 558 J.I.E. and N.J. Drivers abstract of Bernard Laufgas)	.4
6/8	Conference - Debra Bylinski and Wm. Doty	1.3
6/8	Investigation - Passaic Co. Surrogate	.4
6/8	Memo to file	.1

EXHIBIT "K"

122X

Jay G. Trachtenberg
Counsellor at Law
NEW EGYPT, NEW JERSEY 08533
22 MAIN STREET

NEW EGYPT-(609) 758-2252
TOMS RIVER-(201) 244-3300

204 HORNER STREET
TOMS RIVER, NEW JERSEY 08753

REPLY: NEW EGYPT

6/9	Letter to Passaic County Surrogate	.1
6/16	Letter from Kathleen Hofstetter	.1
6/19	Conference - William Doty	.6
6/30	Letter from K. Bonchi, Esq. attorney for Laufgas	.1
7/6	Trial Notice	.1
7/7	Phone conference - Dorothy Carpo: phone conference K. Bonchi's office	.6
7/7	Preparation of schedule of discoverable material and witnesses	.3
7/8	Cover letters; Proofs of Service; Demand for Reciprocal Discovery and Alibi	.5
7/14	Preparation for trial and trial in the Barnegat Township Municipal Court	6.0
7/14	Post-trial conferences with Kathleen Hofstetter and Robert Herbelt	.4
	Preparation of Summary	.3
	TOTAL HOURS	13.1
	13.1 HOURS AT $125.00 PER HOUR	$1,637.50

COSTS

SURROGATE, PASSAIC COUNTY	$ 6.00
PUROLATOR COURIER SERVICE	$ 13.75
INTERCITY SUBPOENA SERVICE (SUBPOENAS 7/17/87)	$ 48.00
TOTAL COSTS	$ 67.75
TOTAL FEE PLUS COSTS	$1,705.25

EXHIBIT "L"

123X

IRMING ORDER
6091 698-6645
or No.

BARNEGAT TOWNSHIP SCHOOLS
25 BIRDSALL STREET
BARNEGAT, NEW JERSEY 08005
AN EQUAL OPPORTUNITY EMPLOYER

Purchase Order
12D-10
This number must appear on all packages, invoices and correspondence

VENDOR
JAY G. TRACHTENBERG, ESQ.
22 MAIN STREET
NEW EGYPT, NEW JERSEY 08533

SHIP TO
( ) Cecil S. Collins School
Barnegat Blvd., North
Barnegat, NJ 08005
( ) Elizabeth V. Edwards School
382 N. Main Street
Barnegat, NJ 08005
( ) Lillian M. Dunfee School
Barnegat Blvd., South
Barnegat, NJ 08005
( ) Transportation & Maintenance
25 Birdsall Street
Barnegat, NJ 08005
( ) Other ( ) Attention

NO REQUISITION WILL BE APPROVED UNLESS ALL INFORMATION IS CLEARLY TYPED

ACCOUNT NUMBER 7010

DATE 5/16/88

QUANTITY	UNIT	ITEM	UNIT PRICE	AMOUNT
		SUMMARY OF INVOICES WITH REGARD TO SERVICES RENDERED TO THE BARNEGAT TOWNSHIP BOARD OF EDUCATION		
		ST. V. NAPPO		$ 356.25
		ST. V. LAUFGAS (TRESPASS)		$ 1131.25
		ST. V. LAUFGAS (SCHOOLBUS:BILL TO 7/87)		$ 1705.25
		ST. V. LAUFGAS (SCHOOLBUS: BILL FROM 7/87 to 4/88)		$ 3162.50
		INTERCOUNTY SUBPOENA SERVICE		$ 90.00
		TOTAL AMOUNT DUE		$6445.25

SUPERINTENDENT'S AUTHORIZATION _____ DATE _____

INVOICE MUST BE RENDERED ON ENCLOSED VOUCHER

TOTAL $6445.25

NOTICE: The purchaser is exempt by statute from paying of all Federal, State and Municipal excise, sales and other taxes.

CERTIFICATION BY VENDOR

CLAIMANT'S CERTIFICATION & DECLARATION (Required for bills over $25.)
I do solemnly declare and certify under the penalties of the Law that the within bill is correct in all its particulars; that the articles have been furnished or services rendered as stated therein; that no bonus has been given or received by any person or persons within the knowledge of this claimant in connection with the above claim; that the amount therein stated is justly due and owing; and that the amount charged is a reasonable one.

5/16/88 (Date) — Jay G Trachtenberg (Signature) — SPECIAL PROSECUTOR (Official Position)

SCHOOL OFFICER'S OR EMPLOYEE'S CERTIFICATION

Having knowledge of the facts in the course of regular procedures, I certify that the materials and supplies have been received or the services rendered, said certification is based on delivery slips acknowledged by school officials, invoices or other reasonable procedures.

JUN 10 1988 (Date:) — Robert L. Horbert (Signature) — SUPERINTENDENT (Title or Position)

APPROVED FOR PAYMENT:
Finance Committee: William V. Mathews

ACCOUNTS PAYABLE RECORD: DATE ORDER PAID 6/15/88 AMOUNT PAID $6445.25 WARRANT NO. 7489

EXHIBIT "N"

124X

Jay G. Trachtenberg
Counsellor at Law
New Egypt, New Jersey 08533
22 Main Street

New Egypt-(609) 758-2252
Toms River-(201) 244-3300

204 Horner Street
Toms River, New Jersey 08753

MAY 4, 1988

REPLY: NEW EGYPT

BARNEGAT TOWNSHIP BOARD OF EDUCATION
25 BIRDSALL STREET
BARNEGAT, NEW JERSEY 08005

RE: ST. V. LAUFGAS (SCHOOLBUS)

FOR SERVICES THROUGH AND INCLUDING JULY 14, 1987
TOGETHER WITH COSTS ..... $ 1705.25

INTER-COUNTY SUBPOENA SERVICE ..... $ 90.00

FOR SERVICES RENDERED IN ST. V. LAUFGAS SINCE JULY 14, 1987

1987

7/21	Review memo to file re: phone call from Laufgas.....	.05
8/3	Phone Conference with Court Clerk re: appeal	.6
8/3	Letter to Board Secretary; proposed resolution (2) ...	.8
8/7	Letter from K. Hofstetter and review of enclosures (11) and review of transcript	2.75
8/8	Phone conference - K. Hofsttetter	.4
8/9	Summary of proceedings; letter to Board Secretary.....	.6
9/10	Letter from K. Hofstetter; review decision of A.L.J. (13 pps).....	.6
10/28	Phone conference - Board Secretary; confirmatory letter	.4
10/28	Proposed resolution	.2
11/1	Letter from Board Secretary	.05
11/9	Strategy conference - Ocean County Prosecutor (Craig Wellerson)	.7
11/9	Legal research	4.0
11/16	Attendance at Appeal De Novo (Judge Huber)	6.0
12/4	Attendance at Appeal De Novo	2.5

EXHIBIT "O"

125X

Jay G. Trachtenberg
Counsellor at Law
NEW EGYPT, NEW JERSEY 08533
22 MAIN STREET

NEW EGYPT-(609) 758-2252
TOMS RIVER-(201) 244-3300

204 HORNER STREET
TOMS RIVER, NEW JERSEY 08753

REPLY: NEW EGYPT

CONTINUED

1988		
1/11	Attendance at Appeal De Novo.....	7.0
2/17	Letter from Board Attorney	.1
TOTAL HOURS		25.35
25.35 HOURS AT $125.00 PER HOUR		$ 3162.50

EXHIBIT "P"

126X

LAW OFFICES
ROBERT L. LIVINGSTON
738 U. S. HIGHWAY NO. 9
BAYVILLE, NEW JERSEY 08721
(201) 269-5665

341-3337

REFER TO FILE NO. _____

October 6, 1989

Jay G. Tractenberg, Esquire
22 Main Street
New Egypt, N. J. 08533

Dear Mr. Trachtenberg:

As I advised you I have been retained by several citizens of Barnegat Township who are questioning certain Barnegat Township Board of Education expenditures over the last several years. One of the vouchers I have been shown pertains to your representation of the School Board in prosecution of Bernard Laufgas. On August 3, 1987 you submitted a voucher of $1,705.25 which appears to have been paid on 10/14/87 (see copy of voucher annexed).

On May 16, 1988 you submitted a second voucher which seems to include $1705.25 and which seems to have been paid including a second payment of the same $1705.25 (see voucher annexed).

Please check your records to determine if double payment may have occurred before my clients direct action be taken.

Very truly yours,

ROBERT L. LIVINGSTON
RLL/ef

EXHIBIT "R"

127X

After double billing, lawyer repays district

By STEVEN CRONIN
Staff Writer

BARNEGAT TOWNSHIP — An attorney has repaid $1,719 to the local school district after double billing the district for his services.

Jay Trachtenberg was hired by the board in 1987 to serve as a special prosecutor against Bernard Laufgas, of Schooner Avenue. Laufgas, a frequent critic of the school board, was found guilty of illegally passing a school bus.

The Board of Education approved paying a $1,705.25 bill from Trachtenberg in October 1987. The same bill was then included in $6,445.25 in Trachtenberg's fees the board approved paying in June 1988. All those fees basically arose from legal cases involving Laufgas.

School Board member Bill Gahres said Trachtenberg repaid the money after Laufgas spotted the error and brought it to the attention of school officials.

Gahres, while not a member of the board's finance committee that approved paying the bill, said it was understandable how such a mistake could be made.

"Sometimes there are so many vouchers that need to be signed, it's impossible to go through them and examine each one," he said.

School Superintendent Robert Horbelt could not be reached for comment last week. Trachtenberg experienced a death in the family and also could not be reached for comment, his secretary said.

Holiday closings

Many government workers will enjoy a day off for the Election Day holiday on Tuesday, though there will be mail delivery and banks will be open.

In Atlantic County, the picture will look like this:

POST OFFICE: Open for regular hours.

BANKS: Open.

STOCK MARKET: Open. No holiday for investment brokers.

FEDERAL OFFICES: All open.

ATLANTIC CITY PRESS Page C-1 November 6, 1989

EXHIBIT "S"

128X

Prosecutor
Edward J. Turnbach
First Assistant Prosecutor
Robert W. Scott, II

OFFICE OF THE COUNTY PROSECUTOR
Court House
C.N. 2191
Toms River, New Jersey 08754

Chief of County Detectives
P. J. Herbert

Area Code 201-929-2027

FEB 1986
RECEIVED

February 6, 1986

Steven A. Pardes, Esq.
Law Offices
720 Brick Boulevard
Brick Town, New Jersey 08723

Dear Mr. Pardes:

RE: Barnegat Township Board of Education

This office has completed a review of various allegations concerning employees of the Barnegat Township Board of Education; specifically, Transportation Co-ordinator Peter DeFelice and Superintendent of Schools Robert Horbelt. Additionally, our review concerned itself with certain actions of the Board itself and its compliance with State bidding statutes. I am writing to summarize the results and to request that you review the matter with the Board of Education.

Peter DeFelice

Mr. DeFelice, as you are aware, is employed as Transportation Co-ordinator for the Barnegat Board. It is alleged that he misappropriated Board of Education property in the nature of auto parts and supplies for his own benefit, as well as the benefit of Superintendent Robert Horbelt. Is is also alleged that they misappropriated the labor of employees of the Board in this area. I shall deal first with vehicles owned by Mr. DeFelice and his family.

Mr. DeFelice's Brown Ford Station Wagon-Maintenance employees of the Board advise that they performed the following work on this vehicle.

1. Oil changes.

2. Tune-ups, utilizing plugs, points, rotor caps, fuel filters, oil filters, air filters, oil and grease obtained from Board of Education supplies.

3. At least once a week and occasionally twice a week the gas tank would be filled at the Township pump and the gallonage would be marked on the log under the disignation "tractor". It is our understanding that the

Board of Education does own a small tractor and that its use is infrequent. We are advised that it has a small fuel capacity. A review of the Gasoline Log indicates that between July 1, 1984 and June 30, 1985, there were 1,303 gallons of gasoline charged to "tractor".

We are advised by Mr. DeFelice, and it is confirmed by numerous employees of the district, that this vehicle is used on Board business on a daily basis, including everything from deliveries and pick-ups to transporting students.

Mr. DeFelice's Wife's Oldsmobile-A maintenance employee advises that he performed the following work on this vehicle.

1. Oil change.

2. Work on a starter problem.

3. Installation of four shock absorbers.

4. Installation of a water pump.

The maintenance employee advises that the shock absorbers and water pump were obtained from the supply room and were the property of the school district. Mr. DeFelice denies this and claims that he purchased the parts himself. He could produce no receipts.

Insofar as the shock absorbers are concerned, our review of records indicates that there was purchased from Manahawkin Auto Supplies four (4) radial shock absorbers--two (2) denominated Part 5781; and, two (2) denominated Part 5703. The four shock absorbers were purchased on July 18, 1984, at a cost of $56.72. These shock absorbers will fit Oldsmobile cars and some Ford station wagons. They were paid for by Board Invoice No. 96315 on July 30, 1984. The Board invoice bears a red marking of "S-4" which we understand is the designation for a 1981 Ford 350 van which the Board owns. We are advised that these shock absorbers would not fit that van.

Insofar as the water pump is concerned, the records indicate that the Board purchased a NAPA water pump from Manahawkin Auto Supplies and paid $44.12 for same by Invoice No. 13018, dated January 10, 1985. The particular pump fits only Buick, Oldsmobile and Pontiac vehicles. We have no indication that the Board owns any vehicles of this type.

Mr. DeFelice's Daughter's Plymouth-A maintenance employee advises that he performed the following work on this vehicle.

1. Oil change.

2. Tune-up using plugs, spark plug wires, rotor cap, fuel filter, air filter and PCV valve obtained from Board of Education supplies.

3. Installation of a Lee Battery, Series 525 or 527 obtained from Board supplies.

While Mr. DeFelice denies anyone did work on his daughter's vehicle, he does admit that the battery was purchased on the school's account at a cost of $35.15. Mr. DeFelice claims, and it is verified, that on June 25 or 26, 1985, he turned over to the Board Secretary the sum of $210.12 from his petty cash account. While the origin of this cash is not itemized anywhere, Mr. DeFelice claims that included in it is the sum of $35.15 to reimburse the Board for the Lee Battery.

Insofar as the labor involved in working on the three vehicles is concerned, there is no question that it was not paid for. Mr. DeFelice claims all of the work was done on employee's own time. The employees state that all of the work was done on Board work time.

Robert Horbelt

Robert Horbelt, as you are aware, is the Superintendent of Schools for the Barnegat District.

Mr. Horbelt's Brown Toyota Pick-up-A maintenance employee alleges that he spent approximately three days of his work time performing the following labor on this vehicle.

1. Oil change.

2. Tune-up.

3. Winterization.

4. Valve job on No. 4 cylinder. Certain materials used in this job were purchased from Gateway Toyota. These were paid for by cash given to Mr. DeFelice by Mr. Horbelt. This has been confirmed.

   Insofar as machine work on the valve itself, this was done at Manahawkin Auto Supplies. Manahawkin Auto billed the Board on November 28, 1984, the sum of $115.40 for a valve job and other repairs on a Toyota. This was paid for by Board Check No. 9448.

   Unfortunately, it appears that when the records of the

Board were being copied in response to our subpoenae, both the original and copy of the Board voucher for this item disappeared. Mr. Horbelt claims, and we cannot dispute it, that he paid Mr. DeFelice cash for this item.

Mr. DeFelice claims that the cash was included in the sum of $210.12 which he turned in to the Board Secretary.

5. Repacked front wheel bearings.

6. Placed a used steering box in the vehicle. It is confirmed that this item was paid for by cash which Mr. Horbelt gave Mr. DeFelice.

7. Occasionally filled the gas tank, charging gas to "tractor".

8. Another maintenance employee alleges that he spent a full day polishing, buffing and cleaning this vehicle up prior to Mr. Horbelt disposing of it.

Mr. Horbelt's Chevrolet-A maintenance employee alleges he performed the following work on this vehicle.

1. Tune-up, using plugs, rotor cap, fuel filter, air filter, PCV valve, spark plug wires, oil filter, oil and grease obtained from Board supplies.

2. Installed two B.F. Goodrich Tires purchased from Minerva Tire of Toms River. Mr. Horbelt purchased these tires himself and had them delivered to the maintenance garage. He paid cash for them. Thereafter, Minerva erroneously billed the Board for them on Invoice No. 9157 in the amount of $121.76. When this mistake was discovered, Minerva gave the Board a credit on Invoice No. 9699.

3. Occasionally filled gas tank and charged to "tractor".

Mr. Horbelt's Ford-A maintenance employee alleges that he performed the following work on this vehicle.

1. Put a left window rubber in.

2. Occasionally filled the gas tank and charged gas to "tractor".

Insofar as the work performed on Mr. Horbelt's vehicles is concerned, he

acknowledges the receipt of free labor. He was of the opinion that the work was done on the employee's free time. The employees advise the work was done on Board time. Mr. Horbelt claims, and we do not dispute, that he gave Mr. DeFelice cash to pay for the various outside parts and charges.

It would appear that some of the conduct outlined hereinabove could furnish probable cause to prosecute for disorderly person's offenses on the municipal court level. However, there is a one year statute of limitations for such prosecutions and in most instances, that has already run and tolled such prosecution. In my opinion, this matter can be best dealt with by the Board administratively and I recommend such action to you. In this regard, the documentation compiled by this office in its investigation, as well as Chief of Detectives P. J. Herbert, who conducted the investigation, will be made available to you on request.

I would also recommend that the Board review its petty cash procedures. Apparently, the Superintendent and other high level employees have separate petty cash funds available. Chief Herbert advises me that in many instances, these funds are handled rather loosely and there is a definite lack of receipts to cover disbursements.

Election Campaign

There was an allegation made to this office that Board funds and materials were wrongfully used by a candidate in the campaign for a Board seat. This allegation was found to be completely unsubstantiated and, in fact, all of the proof is to the contrary.

Board Bidding Practices

Our review in this particular area uncovered several apparent, albeit unintentional, violations of state bidding requirements by the Board.

As I understand it, the "Public School Contracts Law", N.J.S.A. 18A:18A-1 requires public bidding on contracts by Boards of Education for work, materials and supplies in excess of $7,500. It further appears that bids are required not only for individual purchases of materials and supplies, but also for similar type purchases during the fiscal year period. I further understand that the Board can make purchases without bids under State approved contracts. Finally, in non-bid situations where the materials purchased cost twenty per cent (20%) or more of the $7500 bid level, quotes are to be solicited prior to purchase.

The Board and A.& H. Printing

A.& H. Printing of Ship Bottom, New Jersey, apparently does all printing work for the Board of Education. A review of the ledger sheets of that company indicates the following transactions with the Board.

7/1/80 - 6/30/81 - Printing charges to Board in the amount of $1,414.60

7/1/81 - 6/30/82 - Printing charges to Board in the amount of $5,790

7/1/82 - 6/30/83 - Printing charges to Board in the amount of $6,559

7/1/83 - 6/30/84 - Printing charges to Board in the amount of $14,982.10

7/1/84 - 6/30/85 - Printing charges to Board in the amount of $9,679.

It appears that no bids or quotes were sought with regard to the above printing charges.

The Board and Dee Lumber Co.

A review of Board records indicates that in the fiscal year 7/1/82 to 6/30/83 the Board expended the sum of $13,002.49 for supplies from this company without benefit of bids or quotes.

We have found no indication that any employee of the Board benefitted in any fashion as a result of the above expenditures. Also, there is no indication that any employee has a financial interest in either of the above companies. It appears, as I noted at the outset, that the amounts expended resulted from a lack of good management control and point to a definite need to tighten up practices in this and other areas. In view of this and with the understanding that the Board will take appropriate action to prevent future recurrences of similar situations, this office does not intend to take any further action with regard to this situation. As already indicated, should you wish to discuss this matter further or review any materials, please feel free to call me.

Sincerely,

EDWARD J. TURNBACH
OCEAN COUNTY PROSECUTOR

EJT/lm

Beacon

Volume 97 Number 66 · Thursday, December 17, 1987

Board spends $708 to collect $90 debt

By RICHARD PETERSON
Staff Writer

BARNEGAT TWP. — How much is a $90 check worth? According to the Barnegat Board of Education, it's worth $708.

Board Attorney Milton Gelzer of Toms River submitted the $708 bill for more than eight hours of work done over a four-week period to collect the $90 bad check given to the board earlier this year.

"The board was seeking to reinforce their rights," Gelzer explained, saying, "It makes no difference if the check was for $90, $90,000 or $90 million."

Board member Bill Gahres disagreed, saying the matter should have been forwarded to township Municipal Court, where the money could have been collected for a minimum fee.

Gelzer said a Municipal Court hearing may have placed a fine on the person writing the check but would not have resulted in the board collecting the $90.

According to documentation submitted to the school board by Gelzer, his office spent one hour and 45 minutes for receipt and review of all materials and correspondence Oct. 27.

Another three hours and 45 minutes was spent Nov. 12 for "review of file; preperation of complaint."

On Nov. 16, the legal firm took one hour and 35 minutes "to review, revision and finalization of complaint."

Another one hour and 15 minutes was spent Nov. 24 for "receipt and review of correspondence" and additional correspondence with board Secretary Dorothy Carpo.

"If there is an error, we will correct it, but I believe the cost is justified," Gelzer said.

"I refuse to buy it," Gahres said, explaining that Gelzer should have told Carpo to file the Municipal Court complaint.

"I talked to the court clerk and that's what we should have done," he said.

School board Vice President Karen Barrow said she supported Gelzer's actions because Carpo had had no success in collecting the money.

"It had been dragging on for a couple weeks so the board unanimously agreed to have the attorney take care of it," she explained.

"Anyone who thought it would take less than $90 to collect that check was very foolish," she added.

Barrow called the attorney's action

Continued on page 10

Check

Continued from page 1

a "last resort" that had to be done to maintain the board's rights.

"We have to hold people responsible for their actions," she maintained. "This is an investment that will pay off in the long run."

Gahres also questioned how other board members could vote to approve a $900 legal bill to defend a case filed by frequent board critic Bernard Laufgas.

Laufgas charged that board member Frank Nappo is not an American but a Sicilian national.

"I'm not a lawyer but speaking as a layman I say why can't Nappo just show a birth certificate and an affidavit?" he asked.

Board members confirmed this week that legal bills resulting from lawsuits filed by Laufgas have topped $48,000, with a $6,000 bill for November alone.

135X

BOARD OF EDUCATION OF
BARNEGAT TOWNSHIP
BARNEGAT, N. J.

No. 7550

55-353
312

GENERAL ACCOUNT

DATE	CHECK NO.	PAY TO THE ORDER OF	PROTECTED AMOUNT	AMOUNT
3/13/84	7550	Hotel Inter-Continental 5150 Westheimer, Houston, Texas 77056	$950.40**	$950.40**

PRESIDENT

SECRETARY

CUSTODIAN

THE FIRST
NATIONAL BANK
OF TOMS RIVER, N.J.

⑆031203533⑆ 00⑈0036 1⑈

DATE	INVOICE NUMBER	P. O. NUMBER	ACCOUNT NUMBER	INVOICE AMOUNT	VOUCHER TOTAL	DESCRIPTION

136X

Mr. Robert Horbelt - March 30th thru April 2nd ---------- $440.00

Mr. & Mrs. Frank Nappo - March 30th thru April 2nd ------- 510.40

Total for Rooms $950.40

SY 19 87 19 88

[X] ORIGINAL ORDER
[ ] CONFIRMING ORDER
Phone (609) 698-5808
Vendor No. 1453

BARNEGAT TOWNSHIP SCHOOLS
25 BIRDSALL STREET
BARNEGAT, NEW JERSEY 08005
AN EQUAL OPPORTUNITY EMPLOYER

Purchase Order No.
25X-4
This number must appear on all packages, invoices and correspondence

VENDOR
Nancy R. Gerken
P O Box 212
Waretown, New Jersey 08758

SHIP TO
Barnegat Township Schools
Warehouse
25 Birdsall Street
Barnegat, New Jersey 08005
( ) Other ( ) Attention

NO REQUISITION WILL BE APPROVED UNLESS ALL INFORMATION IS CLEARLY TYPED

ACCOUNT NUMBER 7089

DATE October 27, 1987

QUANTITY	UNIT	ITEM	UNIT PRICE	AMOUNT
		REPLACEMENT OF ONE WOMAN'S BLOUSE ONE YEAR OLD ONE SLEEVE GOT MIMEOGRAPH INK ALL OVER THE CUFF AND SMALL PART OF SLEEVE.		$39.99

250-N/B

BOARD SECRETARY'S AUTHORIZATION DATE 11/4/87

SUPERINTENDENT'S AUTHORIZATION DATE 10/28/87

INVOICE MUST BE RENDERED ON ENCLOSED VOUCHER

TOTAL $39.99

NOTICE: The purchaser is exempt by statute from paying of all Federal, State and Municipal excise, sales and other taxes.

CERTIFICATION BY VENDOR

CLAIMANT'S CERTIFICATION & DECLARATION (Required for bills over $25.)
I do solemnly declare and certify under the penalties of the Law that the within bill is correct in all its particulars: that the articles have been furnished or services rendered as stated therein; that no bonus has been given or received by any person or persons within the knowledge of this claimant in connection with the above claim; that the amount therein stated is justly due and owing; and that the amount charged is a reasonable one.

10/27/87 (Date) Nancy R. Gerken (Signature) Supt's Secretary (Official Position)

SCHOOL OFFICER'S OR EMPLOYEE'S CERTIFICATION

Having knowledge of the facts in the course of regular procedures, I certify that the materials and supplies have been received or the services rendered, said certification is based on delivery slips acknowledged by a school official or employee or other reasonable procedures.

Date: _____ Signature: _____ Title or Position: _____

APPROVED FOR PAYMENT:
Finance Committee: Christopher R Weiss

ACCOUNTS PAYABLE RECORD: DATE ORDER PAID 11/09/87 AMOUNT PAID 39.99 WARRANT NO. 5984

137X

_ ORIGINAL ORDER
_ CONFIRMING ORDER
Phone (609) 698-5808
Vendor No._____

49·00 +
27·00 +
76·00 *

) SCHOOLS
ET
EY 08005
EMPLOYER

Purchase Order No.
25X-7
This number must appear on all packages, invoices and correspondence

VENDOR
DEBORAH BYLINSKI
106 REDWOOD DR.
BARNEGAT, NJ 08005

TO
egat Township Schools
ahouse
irdsall Street
arnegat, New Jersey 08005

( ) Other ( ) Attention

NO REQUISITION WILL BE APPROVED UNLESS ALL INFORMATION IS CLEARLY TYPED	ACCOUNT NUMBER 7089	DATE 2-18-88

QUANTITY	UNIT	ITEM	UNIT PRICE	AMOUNT
		RE-IMBURSEMENT FOR DAMAGED APPAREL AS A RESULT OF ACCIDENT ON JOB - DECEMBER 2, 1987		
		1 Pr. Reebok Sneakers		$ 49.00
		1 Pr. Levi Jeans		27.00
		250 N/B SUPERINTENDENT'S AUTHORIZATION [signature] DATE 2/24/88		
		INVOICE MUST BE RENDERED ON ENCLOSED VOUCHER	TOTAL	$ 76.00

VOUCHER

NOTICE: The purchaser is exempt by statute from paying of all Federal, State and Municipal excise, sales and other taxes.

CERTIFICATION BY VENDOR

CLAIMANT'S CERTIFICATION & DECLARATION (Required for bills over $25.)
I do solemnly declare and certify under the penalties of the Law that the within bill is correct in all its particulars: that the articles have been furnished or services rendered as stated therein; that no bonus has been given or received by any person or persons within the knowledge of this claimant in connection with the above claim; that the amount therein stated is justly due and owing; and that the amount charged is a reasonable one.

2-18-88 (Date) | Deborah Bylinski (Signature) | Bus Driver (Official Position)

SCHOOL OFFICER'S OR EMPLOYEE'S CERTIFICATION

Having knowledge of the facts in the course of regular procedures, I certify that the materials and supplies have been received or the services rendered, said certification is based on delivery slips acknowledged by a school official or employee or other reasonable procedures.

3/11/88 (Date:) | [signature] (Signature) | SUPERINTENDENT (Title or Position)

APPROVED FOR PAYMENT:
Finance Committee: [signature]

ACCOUNTS PAYABLE RECORD: DATE ORDER PAID 3/14/88 AMOUNT PAID 76.00 WARRANT NO. 6734

VENDOR CERTIFICATION COPY

138X

BARNEGAT TOWNSHIP
BOARD OF EDUCATION
OCEAN COUNTY
BARNEGAT, NEW JERSEY 08005

RECORD

#8957
Check No.

10/22/84
Date

To Anthony Altomare Dr.

Address 12 Fresno Street

Barnegat, N. J. 08005

Date 10/22/84

Purchase Order No. Invoice No. Account No. T-130

Enter below complete invoice of goods furnished, or work done, or paste your own invoice in this space:

TE	INVOICE NUMBER	P. O. NUMBER	ACCOUNT NUMBER	INVOICE AMOUNT	VOUCHER TOTAL	DESCRIPTION
22/84	#8957		Anthony Altomare		$375.00	per dium rate NJSBA Convention 10/24/84 - 10/26/84

CLAIMANT'S CERTIFICATION AND DECLARATON

I do solemnly declare and certify under the penalties of the law that the within bill is correct in all its particulars. that the articles have been furnished or services rendered as stated therein; that no bonus has been given or received by any person or persons with the knowledge of this claimant in connection with the above claim; that the amount therein stated is justly due and owing; and that the amount charged is a reasonable one.

(X) Anthony Altomare
Signature

Board Member
Official Position

10/22/84
Date

SCHOOL OFFICER'S OR EMPLOYEE'S CERTIFICATION

Having knowledge of the facts in the course of regular procedures, I certify that the materials and supplies have been received or the services rendered, said certification is based on delivery slips acknowledged by a school official or employee or other reasonable procedures.

Signature

Board Secretary
Title or Position

Approved for Payment

Finance Committee

139X

DOWN THE HATCH PUB

HIGHWAY 9

BARNEGAT, NJ 08005

Phone: (609) 698-4073

13

698-6785

RO "HORLD"

NAME	BARNEGAT BAND EDUCATIO.		DATE 1/7
ADDRESS		APARTMENT	PHONE / DATE PROMISED
MAKE	MODEL NO	SERIAL NO	DATE OF ORIGINAL INSTALLATION
NATURE OF SERVICE			☐ ESTIMATE ☐ CASH ☐ WARRANTY ☐ CHARGE ☐ CONTRACT ☐ C.O.D.

QTY.	DESCRIPTION	PRICE	AMOUNT
2	2 LG PIES		7 95
1	8 PCS. CHICKEN		5 00
1	GIN		2 00
1	COKE.		1 95
			14 90

REMARKS

6 15 85

TOTAL MATERIALS	14 90
TECHNICAL SERVICE TIME ☐ SHOP ☐ HOME	15 85
☐ PICK UP OR DELIVERY ☐ SERVICE CALL CHARGE	1 15
TAX	
TOTAL	17 00

TECHNICIAN

Signature below constitutes acceptance of above service performed as being satisfactory — and that the equipment has been left in good condition

DATE COMPLETED

004372

PRINTED IN U.S.A.

Thank You

1986

140X

BARNEGAT TOWNSHIP
BOARD OF EDUCATION
OCEAN COUNTY
BARNEGAT, NEW JERSEY 08005

PAYMENT RECORD

#6511
Check No.

9/12/83
Date

To Anthony Altomare Dr.

Address 12 Ipkins St.
Barnegat, N.J.

Date

Purchase Order No. | Invoice No. | Account No.

Enter below complete invoice of goods furnished, or work done, or paste your own invoice in this space:

9/7/83 Lunch for Bd + Supt. — — — 22.00
(Strike)

CLAIMANT'S CERTIFICATION AND DECLARATON

I do solemnly declare and certify under the penalties of the law that the within bill is correct in all its particulars, that the articles have been furnished or services rendered as stated therein; that no bonus has been given or received by any person or persons with the knowledge of this claimant in connection with the above claim; that the amount therein stated is justly due and owing; and that the amount charged is a reasonable one.

(X) Anthony Altomare
Signature

Board Member
Official Position

9-7-83
Date

SCHOOL OFFICER'S OR EMPLOYEE'S CERTIFICATION

Having knowledge of the facts in the course of regular procedures, I certify that the materials and supplies have been received or the services rendered, said certification is based on delivery slips acknowledged by a school official or employee or other reasonable procedures.

Robert L. Horbelt
Signature

SUPERINTENDENT
Superintendent
Title or Position

Approved for Payment

Fred Brighton
Finance Committee

141X

THE LEAGUE
OF WOMEN VOTERS
OF NEW JERSEY

TESTIMONY BEFORE THE SENATE AND ASSEMBLY EDUCATION COMMITTEES

By Judith Cambria
Education Director
League of Women Voters of New Jersey
May 6, 1992

In taking on the task of redesigning the school funding system in New Jersey, the Senate and Education Committees are, in significant measure, taking responsibility for the future of New Jersey. Education is the foundation upon which our society is built; it undergirds not only our economic future but our success as a democratic society. The financial resources that New Jersey is willing and able to provide for education, and the allocation of those resources among districts, will play a major role in whether all our children, or only some of our children, are provided with the kind of education needed to enable them to fulfill their potential. That is why the League of Women Voters of New Jersey has approached this opportunity to testify as requiring a comprehensive view of a funding system, not just adjustments which respond to the concerns of some districts while disregarding their effects on others and the system as a whole. Our remarks today will be directed to achieving an effective, efficient system of funding resulting in an equitable allocation of resources that will support high academic outcomes for all students.

LWVNJ believes the following is an accurate description of the purpose of funding aid. "State education aid formulas are mechanisms for addressing inequities in fiscal capacity and educational need among school districts."

In addressing inequities, the legislature needs to answer the following questions in constructing a school funding formula.

- What is the degree of equity that the state wishes to achieve?
- What is the best way to distribute education revenues (state and local) to meet those equity goals?
- What is the appropriate share of education revenues (at the state level)?

(Description and questions from Educational Finance, Eagleton Institute of Politics, Rutgers University.)

The answer to the first question must be made with reference to the NJ Constitution and a series of court decisions which have articulated a number of standards of equity and mandated a number of funding requirements.

What is the degree of equity desired by the League?
The League calls for a high level of equity where each student has access to educational programs, educational resources (textbooks, supplies, audiovisual and technological equipment, etc.), staff, and facilities which provide the opportunity to achieve high levels of achievement similar to their peers, in all areas of learning.

What is the best way to distribute education revenues (state & local) to meet those equity goals?

It is our belief that the best approach to funding this kind of educational equity would be to determine the costs of needed programs and services and to provide funding based on those costs. This approach is recommended by a variety of educational funding experts and was endorsed here in New Jersey by the Quality Education Commission. Until (and unless) such programmatic costs are determined, LWVNJ sees two positive alternatives for determining what level of expenditures can provide equal high quality education to all children.

1) Select the districts that are recognized as achieving the highest student outcomes and providing a high quality educational experience, including all areas which lead to a well-rounded individual. Use their spending as a proximate figure for what it will cost in each district to provide a similarly high quality, high outcome program.

2) Do as the N.J. Supreme Court did in Abbott II and use the average of the per pupil spending in the I and J district as a proximate figure for the cost of a high quality education program. District groupings are based upon socioeconomic factors, and the students in these two districts groups come from the highest socioeconomic levels. If it requires, as these districts contend it does, the higher level of expenditures to continue to provide a high quality education, it is difficult to make a case that it should cost less to educate students with fewer social and economic advantages.

Choosing either of these measures to determine per pupil resources avoids a major concern of educators, parents, and most New Jerseyans -- that in achieving equity we will reduce quality in some districts.

LWVNJ does not believe it is either feasible or desirable to attempt to achieve complete equity among districts either in spending or in program. We believe it is essential, and required, that each district be provided with the resources needed to provide a thorough and efficient education for each student; and we believe that requires the provision of a significantly high level of financial resources. We believe, however, that there should be some leeway to allow districts to spend for locally desired additions to their programs, and that some differences in programs are appropriate to meet the specific needs of their students.

There is no legal problem with the concept of local leeway -- the N.J. Supreme Court sanctioned it in the Abbott II decision. The problem with N.J.'s past funding systems is that they failed to provide sufficient resources for all districts to provide a high quality educational program. At the same time, the systems enabled some districts to spend considerably more money per pupil at lower school tax rates. This resulted in significantly greater educational opportunity for children residing in these districts than was available to children elsewhere.

143X

What is the appropriate share of education revenues, state and local?

The revenues available to support education are determined by state law which sanctions a dual source of revenue -- from state taxes and local school taxes. All revenues, derived from either source, are public funds available for the support of the schools. The state school aid law takes into consideration the resources of local districts, in other words the ability to pay, in the design of school aid. The variables are: how local ability to pay is measured, and the amount the state is willing to pay to equalize differences in local district resources.

LWVNJ believes that past school funding systems have suffered from several major deficiencies.

- They depended too heavily on the local school property tax rather than statewide taxes.
- They failed to assure adequate financial resources to enable many districts to provide a thorough and efficient education.
- They resulted in significant disparities in per pupil expenditures and educational programs among districts.
- They resulted in extreme disparities in the school property tax burden between districts.
- They failed to equalize opportunity to such an extent that they were found unconstitutional.

The Quality Education Act did increase the state share of total educational costs. Nevertheless, the League believes that we continue to depend too heavily upon the local property tax. LWVNJ believes that NJ will find it virtually impossible to create an equitable distribution of resources without leveling down quality of education unless we raise the proportion of school funding provided by the state. The state must provide sufficient funds to substantially equalize resources available to each district at a high level. The alternative is to continue to create 'have' and 'have not' districts, or to settle for a reduction of quality of education in some school districts. We cannot afford inferior education anywhere if we are to retain and increase the quality of life in NJ. We need the fully developed talents, intellect and skills of every child for the benefit of our society, our state, our nation, and our world.

Requirements of a Funding System

1) An efficient, effective and equitable system of school funding must assure that annual allocations conform to the funding formula. Allocations to districts must fluctuate based on the factors in the formula, including growth or decline in enrollment, and changes in the local ability to share the cost of education. The system must be stable. Changes must not be made on a continuing basis in order to protect individual district(s).

   Instituting hold harmless provisions which shift state aid funds among districts, without increasing total aid, amounts to favoritism for the protected district, and discrimination against other districts. The legislature also should be aware that the institution of a save

harmless provision which protects districts which were minimum aid districts under the last school funding law from loss of these funds will be unconstitutional until the amount received for minimum aid is deducted.

2) It is unacceptable for equalizing aid (foundation aid under QEA) to be last in the priority order of payment of various categories of state aid thus receiving only what funds remain after paying all other costs. This priority order assures that wealthier districts will be protected from the loss of aid, and poorer districts will be forced to bear the brunt of reductions in aid. This works directly against the major responsibility of a state funding system -- to address inequities in fiscal capacity and educational need. The loss of aid suffered by the many middle-income foundation aid districts in 1993-94 is directly linked to this feature of the Quality Education Act.

3) Tax relief is secondary to equitable access to financial resources for education. Tax relief is, however, a legitimate goal in a state where differences in property wealth and income create enormous disparities in per pupil expenditures, and where lower spending districts frequently shoulder the highest school tax burden. Property tax relief must be targeted to those districts which have fewer resources and are making a strong effort to support their schools, as evidenced by high local school property taxes. The legislature may wish to consider both floors and ceilings on school tax rates.

Foundation Aid

The League supports a foundation aid approach as a basic building block of the school funding system, rather than a capacity equalizing formula such as the guaranteed tax base system of NJ's previous funding law. The emphasis of a foundation system is guaranteeing a specified level of resources in each district; in the latter on equity for taxpayers. With a capacity equalizing formula, the fiscal resources available to a district depend heavily on local taxing decisions, and significant disparities in per pupil expenditures are an inherent problem. The Quality Education Act failed to provide a true foundation aid system because it allowed districts to spend below the foundation. Assurance that districts would actually have the specified foundation money to use for education was further undermined by reducing the spending caps on districts spending below the foundation level. This made it difficult or impossible to actually reach the state foundation figure and even forced districts to reduce school taxes rather than fund educational programs.

A statewide foundation figure fails to reflect regional cost differences. If the foundation is set high enough to reflect costs in higher expense areas, lower expense regions receive unmerited aid; if it is set at an appropriate level for lower cost areas, a greater local tax burden will be placed on high cost areas.

Responsibility for Payment of Pensions and Social Security

LWVNJ opposes state payment of the complete costs of pension and social security. Complete responsibility for payment of these costs has a major impact on the state's ability to equalize access to fiscal resources among districts. Pension and social security aid, which makes up almost one quarter of state aid, is counter-equalizing. The wealthiest districts receive significantly greater aid per pupil than do poor or middle-income districts. If the state continues to pay the complete cost of pensions and social security, it will be impossible to

allocate educational resources on an equitable basis, unless the state is willing and able to increase the total of educational aid.

The League believes that a shift of the total responsibility for these costs may result in a lessening of quality in some districts which already are paying high local school taxes to support high quality education. We believe that a sharing of these costs is most likely to provide both equity and quality. We see little or no justification for the state paying the social security costs for local districts, and recommend that become a local responsibility (included in the foundation to provide state sharing in foundation aid districts). We are of the opinion that complete state payment will be found unconstitutional, and await the outcome of the challenge to the constitutionality of the Quality Education Act.

At Risk Aid

LWVNJ supports the concept of at risk aid as a means of providing additional financial resources to meet the greater educational needs of disadvantaged children. Use of an economic indicator to determine aid has a firm basis in research which shows that economic status and academic achievement are clearly linked. While every child from an economically deprived background will not fail, as a group such children are significantly more at risk of failure or underachievement in school. Compensatory aid, by regulation, may only be provided to children who already have failed (as indicated by test scores). Compensatory aid is not a productive response to the needs of disadvantaged children. Remediation, as a strategy, has proved costly and relatively ineffective. Other intervention strategies have shown more success in increasing achievement and avoiding the damage caused by requiring the experience of failure before remedial assistance is provided.

Compensatory education fails to address the reality that a large proportion of children from disadvantaged backgrounds enter school less prepared than their peers and need programs that are developmental rather than remedial in character.

At Risk aid is the only feature of the N.J. school funding system which responds to the N.J. Supreme Court mandate that the state, in fulfilling its responsibility to provide a thorough and efficient system of education, is responsible for meeting the greater educational needs of children from disadvantaged backgrounds. The provision of greater resources is a rational response to meeting identified greater needs of these groups of children. The basis for special assistance based on need is clearly established in other categorical programs.

LWVNJ supports the continuation of aid to other districts to enable them to meet the needs of children who demonstrate a lack of appropriate achievement. We note, however, that an ounce of prevention is worth a pound of cure, and that there may be more productive strategies to reduce failure than remediation after the fact.

State Share of School Funding -- Cap on Annual Increase in State Aid

The cap on the annual increase in state aid makes it impossible to shift the burden of tax support for schools more heavily to state taxes rather than local school taxes. Regressive property taxes continue to fund a greater share of the costs of education than more progressive state taxes. The results are:

- an increase in the burden of property taxation, a burden that already is among the heaviest in the nation;

- significant disparities in the school tax burden between districts and individuals;

- the inability of the state to provide sufficient funds to assure equitable access to fiscal resources for students no matter where they reside.

Increasing state taxes while reducing local taxes for education does not increase the overall level of taxation for school, but can make it more equitable for students and taxpayers.

The cap on state aid played a significant role in the increases in local school tax rates to well above the state average that was documented in earlier testimony from a group of school districts. Many of these districts were eligible for additional foundation aid, but the limit of the state annual increase had been reached, so no funds were available. Besides the state cap, there were three major reasons why the foundation aid districts which are not special needs districts bore the brunt of cuts in state aid.

1) A priority system for funding the various elements of state aid results in foundation aid being last in line, receiving only what funds remain when all other elements have been funded. Foundation aid is, therefore, not fully funded.

2) Failure to begin to phase in the change in payment of pensions and social security costs shifted state aid funds from foundation aid to pay for pension and social security costs of the wealthiest districts. The wealthier districts were shielded from loss of aid, the less wealthy districts lost their aid to pay for it.

3) Foundation aid is shifted between foundation districts to begin to respond to the Supreme Court mandate resulting from the finding that the previous school funding system was unconstitutional as it applied to poorer urban districts.

Increased Foundation Level in Special Needs Districts

LWVNJ supports the concept that special needs districts, as a whole, require the level of resources available to wealthier districts, and even more resources to meet the greater needs of their students. From a legal viewpoint, the state must provide the means for raising the level of fiscal resources per pupil in the poorer special needs districts to the average level in the I and J districts. A weighting of the foundation is an acceptable method of providing increased funding to carry out the real intent of the court's mandate -- to increase and improve educational programs and services and to improve educational outcomes. Whether a 5% weighting is sufficient to achieve parity in expenditures and to provide programs needed to meet the greater needs of students is open to question until we are closer to that goal. Study and research is needed to identify and cost out the programs and services that prove successful in producing better results and high levels of student achievement. Then we will no longer need to use funding parity as a measure of equity, but can move to program support as the focus of our funding system.

Addition of the Income Factor in Determining District Eligibility for Equalization Aid

The addition of an income factor as 50% of the formula for determining the resources available to support education in the school district has positive and negative features. The major advantage of the income factor is that it introduces into the formula a more accurate measure of ability to pay. The major drawback is that the property tax burden of individuals is based on the district's average personal income. This places a greater tax burden on all the taxpayers who have incomes below the district average, and a lower tax burden on those with incomes above the average. Another problem is the accuracy of the district average income figure. There is question whether the income figures can be reliably estimated for the small geographic areas of many school districts from the available data sources.

Diversion of State School Aid to Property Tax Relief - School Budget Caps

LWVNJ opposed vigorously the diversion of school aid funds to municipal property tax relief, and the imposition of caps which forced school districts to reduce school property taxes rather than fund educational programs and services. We believe both actions seriously undermined equity. The removal of $360 million of educational funds in order to fund a program to reduce municipal property taxes everywhere in NJ eroded the ability of the new system to fund the foundation aid provision of the new law and reduced its ability to equalize differences in fiscal capacity and need. The loss of funds was borne almost entirely by the less wealthy foundation aid districts, rather than the wealthiest districts. It was a major contributor to the loss of foundation aid by middle-income districts both in 1992 and 1993.

The imposition of stricter spending caps on the foundation aid districts also diverted additional funds from educational purposes to local school property tax relief. A reduction in the foundation level, in conjunction with the lowered cap, significantly reduced state foundation aid and forced school districts to increase local school taxes to make up for the loss, or reduce programs or services.

PUBLIC SCHOOLS OF
Pemberton Township

P.O. Box 98, TRENTON ROAD, BROWNS MILLS, N.J. 08015
609-893-8141

ROBERT J. MOORE, Superintendent
JOHN J. HARRINGTON, Assistant Superintendent
MARK COWELL, Assistant Superintendent for Business

May 6, 1992

Chairman Ewing:

Thank you for the opportunity to speak for the Special Needs Districts in general and Pemberton Township in particular.

Pemberton Township was designated a Special Needs District because of the extremely low economic base and, as a consequence, lack of resources.

When the External Review Team from the State Department of Education visited Pemberton Township in September, 1990, they reported on numerous areas that were in obvious need of improvement if the district were to meet the needs of the students.

These areas had been just as obvious to the administration - the problem was a lack of adequate resources.

Additional funding allocated to the district under QEA has enabled the district to improve the educational climate in Pemberton in several ways:

1. Class Size

The following comes from the report of the External Re-

Review Team:

"From every corner of the educational community came a chorus of unanimous agreement that class sizes, particularly at the pre-first to third grade levels, were far too large. This sentiment was reinforced by the team's findings. Average class size in the pre-first to third grades was 28 students. In these overcrowded classes, one teacher is in charge all day without any assistance from instructional aides. Student-teacher ratios at the middle school level are somewhat better, although average class size stands at 26 students."

QEA funds have enabled the district to reduce class size at the pre-1st or kindergarten and 1st grade levels to 21. This has been a tremendous improvement and we are appreciative.

2. Facilities

Pemberton Township had several buildings in very serious need of repair. There were buckets in the classrooms and hallways to catch the leaking water. It is difficult to maintain a positive educational climate in these conditions. Through the use of additional funding, the district has replaced the roofs on four of our buildings. Here, again, this has been a tremendous improvement.

3. Breakfast Program

The district has instituted a breakfast program in our elementary schools. At present, we are serving in excess of 1,800 students per day.

4. Child Care Program

The district has, through the use of QEA funds, instituted a pilot school child care program in three of our schools. Pemberton Township has, as is the case in many communities, many single parent families or families where both parents must work. This program has provided a cost effective method of providing for the children who in many cases would be left by themselves at home.

5. Staff Development

Continued staff development is absolutely essential if we are to meet the educational needs of the students. Pemberton Township had a very effective staff development program but this was eliminated because of budget constraints. QEA funding has enabled us to reinstate this.

Please remember that the Special Needs Districts also fall under Caps restraint. The district was allocated an additional $13,000,000 for 1991-92 but because of Caps provisions, $6,000,000 could be budgeted. The remaining $7,000,000 went for much needed tax relief.

For 1992-93, the district plans, with State approval, to move in other similar positive directions:

1. Site Based Management

The district has met numerous times with community leaders, parental groups and staff to involve them in the operation of the schools. This course will be vigorously pursued in the 1992-93 school year.

2. Professional Development Program

The district plans to expand to a district-wide professional development program.

3. Promote Positive Attitudes

The district plans to promote positive attitudes among the students and community. We, again, quote from the External Review Team:

"With few extracurricular activities offered, Pemberton

Township's students have little with which to feel a sense of school pride and belonging. There is a decided element of sterility which pervades the educational program as a result of the scarcity of cultural, athletic, and other opportunities for students. For many of Pemberton Township's students, the schools represent the only possibility for exposure to the pleasures of a well-rounded, rich life."

The cooperative educational programs will be expanded. In addition, the adult education programs will be enhanced significantly.

4. Finally, the district plans to upgrade the technologically assisted instruction as a long range goal. This, of course, is dependent on the continued availability of resources.

There has been much concern expressed about the wise use of additional funding by special needs districts. Unfortunately, much of the concern is centered about increasing the number of administrators in the district. Pemberton Township, because of budget constraints, has reduced significantly administrative positions. To name a few, we no longer have a Director of Personnel even though we have 1,000 employees. We have eliminated positions of Elementary Principal, Guidance Supervisor, Director of Elementary Education and Assistant Maintenance Supervisor. These reductions have had a negative impact. This constitutes approximately 15% of our administrative positions. The district has no intention of reinstating these positions, with the possible exception of Director of Personnel Pemberton Township faces additional serious economic problems because of the Ft.

Dix situation. Ft. Dix has been the primary employer in Pemberton Township for many years. In all probability, a majority of positions, at least for the short term, will be lost. Pemberton Township simply has no industry. The majority of homes are single family dwellings. the district is designated in the district factor grouping as "B".

The district has always been able to recruit qualified staff. The problem is that we have a difficult time retaining the staff. I would again quote from the External Review Team's report:

"Principals report satisfaction with the quality of candidates who are sent to them for employment consideration, following screening at the central office. Turn-over of certificated staff, however, is quite high. Nearly one-quarter of all staff have been in the district for five years or fewer."

We have lost qualified employees to more affluent districts. I have often stated that I feel like a minor league manager. We recruit and train and provide experience for staff and then they are offered much higher salaries in local communities and leave. Indeed, we were faced with a real dilemma. Recently, the district endured a very unpleasant strike situation. Because the Board felt constrained to hold down salaries and at the same time the association was insisting that we offer what other districts were offering. At the same time the External Review Team made the following recommendation:

"The overall compensation schedule for staff, particularly teachers, should be reviewed to ascertain the possible effect of salaries upon both the recruitment of minority candidates and the more general retention of staff over time."

The district has no intention of using QEA funds to enhance salaries but it is absolutely essential that we have the ability to maintain a positive climate in the district.

The local community simply does not have the resources to compete with many of the surrounding communities. All we ask for is to be able to compete in an equitable manner. The students in Pemberton Township have the same abilities as others and given the opportunity, will take their proper place with other children. We simply ask for your continued support in providing the resources.

PRESENTED TO THE JOINT ASSEMBLY ON THE QUALITY EDUCATION ACT
BY: John F. Garrity, Superintendent of Schools

My name is John Garrity, I am Superintendent of the Pleasantville School District, a special needs district. I wish to make some recommendations regarding the Quality Education Act.

I believe there is a wide gap between the perceptions regarding Q.E.A. and the reality of Q.E.A. II.

The first perception I would address is the one that has people believing that Special Needs Districts received enormous amounts of additional funds.

The reality is $360 million dollars was gutted from Q.E.A. I - Special Needs Districts received a slight increase over what they would have received under Chapter 212. Some Special Needs Districts received less under Q.E.A. II than

they would have under a fully funded Chapter 212.

Yet the perception persists that we have all this extra money - This perception is exacerbated by a legislature that calls for special reports on how we are using the extra money we never got.

Pleasantville does not have two budgets - A Q.E.A. budget and a regular budget - In a practical sense - there are no special Q.E.A. funds. We have one budget that reflects a spending plan based on the needs of our district.

Perception number two is that Robin Hood is alive and well in New Jersey. I am constantly being asked by my colleagues to give them back their money.

The reality is that I do not have their money. Q.E.A. II restricted the spending in all districts. This perception is dividing our state. Those of us who have worked in Urban

156X

districts have long recognized that there are two New Jersey's. One for the rich and one for the poor. It took the Supreme Court to awaken the rest of New Jersey to what we have known for a long time.

My Recommendation - Define the cost to educate a child including those with special needs and fund it 100% . Permit those districts who are concerned with leveling down to go to the voters for additional funds. Eliminate voting in all districts below the cap.

Perception number three. Urban district's can't spend the money wisely. We hear statements like: Throwing money at a problem won't solve it. There should be program equity not dollar equity.

The reality is that urban district's in general and special needs districts in particular are treated as second class citizens. In addition to the voluminous reports required of all districts; we are required to spend endless additional hours completing E.I.P.'s and other documents and then be subjected to monthly monitoring visits and quarterly and annual reports. Of course we are told to cut down on administration.

The reality is that 18 special needs districts are fully certified. Like all good districts we have plans on how to spend our budgets that are approved by County Superintendents. This monitoring manual for all New Jersey Schools is comprehensive. It provides for those districts that are not following the fiscal dictates of the state.

Recommendation - Lets have one monitoring system for all

school districts. Eliminate the perception that special needs districts were identified on the basis of poor performance or their corruptness. The court defined Special Needs Districts based on their Socio-Economic status. Districts poor in wealth are not by definition poorly run.

Perception Number Four - Has to do with identifying free lunch as the basis for at risk funds. People say that just because a child is poor does not mean he or she can not read or do math well.

The reality is that the Q.E.A. used the best indicator available to identify economic need. There is a wealth of research that points out that in general those with the greatest economic needs are the most at risk. The reality is that the cities do have special problems that require additional funds. Yesterday a student fired a gun at another

student as a result of a fight. The main topic of conversation today is the need for additional security personnel and equipment to prevent this from happening. The family and social needs that will be required to help the 15 year old child who fired the shot cost money.

Recommendation - Keep at risk funds tied to viable economic indicators. It there is a better economic indicator - use it - but don't go back to a system that rewards you for students not achieving.

There are other perceptions that needed to be corrected but the major one is that Q.E.A. I if fully funded was bad legislation. While some special needs districts have been forced to cut back staff, raise class size and eliminate pre-

160X

school programs - There have been some positives. These positives were outlined in a report developed under the leadership of Assistant Commissioner Dr. Larry Leverett with the complete backing of Commissioner Ellis. Dr. Ellis responded to the critics of this report and I would like to quote from his eloquent presentation. He said: "One would think that reports about good things would lift our spirits and reinforce our commitment to sustain improvement. As Hamlet contemplated death in his famous soliloquy, he worried, "To sleep: Perchance to dream: Ay, there's the rub;" Why are we unwilling to contemplate success in the urban districts? What's the rub? Could it be that if districts demonstrate they are doing some good things then arguments to cut off their money are diminished. Is that what's going on here. It that the rub? I hope not, but one does not have

to be a cynic to raise the question."

I believe that people act on their attitudes - not on facts. I think there is ample evidence to substantitate the need to fund the education of all the children in New Jersey based on their needs. As an Urban administrator of 26 years, I know all children can learn - Whether they will or not depends in large measure on the will of the legislature to provide the resources we need to get the job done.

162X

PLEASANTVILLE SCHOOL DISTRICT

FACT SHEET

Mamie G. Jackson - Board Member of the Pleasantville School District (member of the Finance Committee and the Policy Committee).

The District has approximately 2, 800 students enrolled.

There is one high school (grades 9-12) and four elementary schools (grades Pre-K to 8).

The high school has replaced outdated equipment with 24 NEC computers, a laser printer and a file server, enabling the district to improve instruction in various courses. (Additional funds are needed in order to significantly increase the service for 590 students).

In two of the elementary schools, MacIntosh computer labs have been established. These labs are used to improve writing instruction for students in grades 3-8. (Additional funds are needed to establish labs in the other two elementary schools).

The Latch Key and the Keys (Keeping Every Youth Safe) are coordinated with the city's recreation department. The afternoon programs (2:30 p.m. to 6:00 p.m.) serve 149 students, ages three to ten. The summer programs serve approximately 250 students. (Additional funds are needed to accommodate the increased number of children of working parents).

The PRISM Project (Partnership for Radical Improvement in School Mathematics) was piloted in one school in grades K-3. The project has been extended to the fourth grade. Extensive staff training has been necessary for implementation. Approximately 275 students are participating. (Additional funds are needed in order to proliferate the project in the other three elementary schools).

The Guidance Counselors in the four elementary schools assist with the facilitation of ancillary services, as social and health agencies networking. (Additional funds are needed in order to increase services).

Social Studies curriculum has been updated with materials and in-service training of staff. (Additional funds are needed to continue the concept).

The district has implemented an Early childhood Developmental Program (Pre-K-2). (Additional funds are needed for ongoing staff development and instructional material).

Several facility-enhancement programs have taken place. (Contingent upon the many years of usage of two facilities, extensive on-going maintenance and enhancement are necessary).

Quality Education Act Public Hearing

Senate and Assembly
Education Committees

Presented by
Gerald W. Hoenes, President
Absecon Board of Education

Cherry Hill, New Jersey

May 6, 1992

164X

I am Gerald Hoenes and I represent the Board of Education and community of Absecon. Our schools have been heavily impacted by the Quality Education Act including all the modifications that have been made to the law since first enacted in 1990. We are alarmed at the projections just as we have been dismayed with the effect of QEA since its inception.

Absecon is classified as a Foundation/Transition Aid district. The first set of aid figures given to us in December 1991 for the 1992-93 budget had no foundation aid included. The revised aid figures arrived at by recalculating the state contribution to the pension fund restored about $97,000 in foundation aid to Absecon.

As we developed our 1992-93 budget, the following information was significant:

1. Absecon lost approximately $464,000 or 22.9% in state aid compared to the previous year. Absecon suffered the greatest loss of state aid - by far - of any school district in Atlantic County.

2. We developed a budget that was $246,439 below the state cap of 6.61%.

3. Even with a budget below cap, the loss of state aid required a 14.1 cent increase in property taxes per $100 of assessed valuation. Put another way, we were asking for an 8.7% increase in property tax for a budget that increased 4.64%.

4. To moderate the local property tax impact, we increased our use of surplus by 80%.

5. The increase in property tax was almost entirely devoted to making up for the loss of state aid with the increased use of surplus going for the 4.64% increase in the budget.

For the first time in a number of years, our budget was defeated: 58% opposed and 42% for the budget. In meeting with City Council, we agreed to cut $150,000 from the budget, reducing the property tax increase by about 6 cents.

As we constructed the budget for 1992-93, we were acutely aware that it was going to be even more difficult next year and the year after due to financial data about our state aid which has already been published. The fact that the budget was defeated by the property taxpayers this year does not bode well for the future of our schools. Next year we are projected to assume the following:

$585,000 for teacher pension and social security;
$116,000 decrease in Transition Aid;
$80,000 projected loss in At-Risk aid; and
$39,000 increase in payment for our Certificates of Participation.

Even if we discount the assumption of pension and social security costs and assume a 5% increase in the budget, we are projecting a 20¢ per hundred property tax increase. This does not include the loss of $97,000 restored in January -- assuming the use of this money as a one time event.

We in Absecon read and hear the QEA is supposed to improve the quality of education in New Jersey and reduce real estate taxes. For us in Absecon, I would say just the opposite will happen: our already high property taxes will go up and we will reach the limits in what people will accept in property tax. The result will be a leveling down in the quality of programs currently offered in the schools. We have already begun the process by reducing the teacher for the Gifted and Talented program to half-time; a librarian to half-

maintenance projects; and not implementing desired programs, i.e. foreign language. Next to go will be field trips, summer school, full day kindergarten, music, industrial arts and any other programs not required by law or code. We are proud of the size of our classes and believe that learning is enhanced because of this. It is obvious that if significant money needs to be cut from the budget, it can only come by reducing staff. This will mean increasing class size and eliminating or reducing programs.

Is Absecon spending too much money on education? Are we expecting too much? The indicators we have show that our total spending per pupil is below the averages for K-8 districts in the state, county, similar socioeconomic groups and similar enrollment groups. The only exception is the category of similar enrollment groups (500-999 students) in the south Jersey region (see attached). We are cognizant of this yardstick.

What has caused the decline in public support for the school budget? What can we do about it?

The primary cause has been the loss of significant state aid and the new formula for determining the wealth of the community. Since the 1990-91 school year, what used to be called "Equalization Aid" and is now called "Foundation/Transition Aid" has declined by almost half. To compensate for the loss in state revenues and normal budget increase, property taxes have grown significantly. Data given to us in 1990 indicated we were below state average for property values, but above average for personal income. The inclusion of personal income into what transformed us into what the state perceives as a wealthy district. Unfortunately for us, we are facing excessive property tax increases because of the personal wealth factor. We are a residential community with minimal nonresidential ratables. High property taxes are causing potential residents to look elsewhere to live, a decline in real estate vales and making an unattractive environment for businesses to locate here. In addition, as older citizens on fixed incomes fight to retain their homes by opposing property tax increases to support the schools, we are seeing an adversarial relationship develop between senior citizens and young parents with children in our schools.

There has to be a more equitable and just way to fund our schools so the above scenarios can be avoided. Following are some comments and suggestions to achieve this:

1. We in the Absecon schools will aggressively seek out alternate sources to finance desired programs. As property taxes are also for municipal services, we will encourage the City Council to do the same.

2. We will ask parents to pay for certain services they desire but the taxpayers are unwilling to support. This may require that you consider a change in state law to allow this to happen.

3. We will need to find a different tax besides real estate. In our community - which is at the gateway to Atlantic city - there are a number of motels. Is it possible that we can be authorized to have a city tax on motel rooms? These funds may go to offset the reduction in state aid or underwrite the cost of the police department which is needed due to increased casino traffic in our town.

4. Just prior to the enactment of the QEA, we built a new school to replace the building constructed in 1914. We did this because of the state position that the old facility was

substandard in many ways and had to be either remodeled or replaced. We also did it through lease purchase because two bond issues were defeated and we believed the facility was necessary. We fully expected the funding of this building to be shared with the State through state aid for current expense. We still have an expenditure of nearly $1,000,000 per year and believe, in fairness, districts like Absecon, which have been declared "wealthy," should be given debt service or categorical aid for this expenditure.

5. We believe a closer look needs to be given to the "personal aggregate wealth" portion of a community's wealth. How fair is this and how accurate is the information? A few wealthy residents can skew the figures used to determine a community's wealth.

6. We have concerns about the discussion to reduce the Homestead Rebate. Last year when explaining the effects of QEA on our school system, one thing that was stressed was that residents who were poor would be reimbursed for higher property or rental expenses with a higher Homestead Rebate. Thus, the net effect would be minimal or in some cases, less regarding tax increases. This position is lost if the Homestead Rebate is reduced or eliminated.

7. Last year, the City of Absecon received approximately $312,000 for tax relief when the legislature redirected some of the money that was originally earmarked for the special needs districts. To date, our Council says it does not know if that money will be granted again for the new budget. We encourage you to ensure that this money is forthcoming otherwise it means a 10 cent property tax increase or cut in city services.

8. It is our understanding that state aid is distributed as categorical aid at full funding levels according to formula before Foundation Aid is considered. One projection we have seen has Foundation Aid disappearing by 1994-95 because of past practice. In one sense, we are being doubly affected by this because we have minimal transportation aid and At Risk needs. We believe it only fair to reduce funding of some of these categories in order to ensure foundation aid.

9. We are assuming that the burden of paying teacher pension and social security will remain at the state level.

10. If Categorical Aid is to be funded before Foundation Aid is distributed, we suggest more categories be established such as gifted and talented. This will assist districts with their own "special" needs but disappearing state aid under the current system and prevent these programs from being cut.

11. Next year we will have our cap placed on a budget that was below the cap for this year. This will result in an inability to raise as much as we might need unless we go for a cap waiver. It seems foolish that we must spend more than we a want this year just to maintain the higher base upon which to place the cap next year. We suggest that the cap law be changed to place the new one on the maximum permitted the previous year, even though we did not spend up to that cap.

12. The method of determining how much state aid a district is to receive for At-Risk students is in need of revision. We believe that the basis for At Risk Aid should be made on the basis of testing rather than income level. Aid determined by the

number of students on free or reduced lunch is making an erroneous assumption that these are the students needing remediation. In Absecon we have a low number of students on the lunch program and a higher number needing remediation. We will have to take money from the regular program to meet the mandate and this is not fair. Secondly, it is suspect that a district with a high number of students on the lunch program are going to receive this aid as well as major increases in foundation aid. One would reasonably assume that much of the increase in foundation aid for the special needs districts would initially go for remediation.

Basically, I represent a community that is very apprehensive about the future of its schools. This apprehension is caused by concerns regarding funding. We are projected to lose more state aid, be dependent upon high and excessive property taxes, and reducing what our schools currently offer. As a consequence, we will not be able to offer the necessary programs to prepare our students for the 21st century.

Given the number of concerns we have about QEA, we support a full review and revision of the law to ensure that all communities receive a fair and just distribution of state aid.

LEVEL I REPORT PREPARED FOR ABSECON
ATLANTIC COUNTY
BY THE NEW JERSEY SCHOOL BOARDS ASSOCIATION
1990/91 EXPENDITURE DATA

EXPENDITURES	DISTRICT		STATE 543		COUNTY 21		SES 167		ENRGRP 92		ENRGP/REGION 16	
ADMINISTRATION TOTAL	$278	4.6%	$288	4.5%	$277	4.5%	$290	4.6%	$399	6.8%	$306	5.8%
INSTRUCTION TOTAL	$2,898	47.8%	$3,586	56.1%	$3,148	51.2%	$3,671	57.9%	$3,335	56.5%	$2,821	53.6%
ATTENDANCE/HEALTH	$67	1.1%	$100	1.6%	$74	1.2%	$99	1.6%	$110	1.9%	$91	1.7%
TRANSPORTATION TOTAL	$186	na	$364	na	$344	na	$388	na	$353	na	$338	na
OPERATION/MAINT. TOTAL	$464	7.6%	$853	13.3%	$832	13.5%	$852	13.4%	$741	12.6%	$596	11.3%
FIXED CHARGES TOTAL*	$1,715	28.3%	$930	14.5%	$1,180	19.2%	$936	14.8%	$927	15.7%	$964	18.3%
FOOD SERVICE	$16	0.3%	$19	0.3%	$28	0.5%	$17	0.3%	$24	0.4%	$35	0.7%
STUDENT BODY ACTIVITIES	$11	0.2%	$110	1.7%	$83	1.4%	$124	2.0%	$25	0.4%	$15	0.3%
COMMUNITY SERVICES	$0	0.0%	$5	0.1%	$18	0.3%	$3	0.0%	$4	0.1%	$1	0.0%
SPECIAL PROJECTS (LOCAL)	$0	0.0%	$14	0.2%	$6	0.1%	$6	0.1%	$4	0.1%	$0	0.0%
SPECIAL EDUCATION TOTAL	$318	na	$378	na	$341	na	$353	na	$366	na	$322	na
LOCAL VOCATIONAL	$0	0.0%	$17	0.3%	$0	0.0%	$21	0.3%	$12	0.2%	$0	0.0%
FEDERAL PROJECTS	$191	3.1%	$220	3.4%	$246	4.0%	$140	2.2%	$160	2.7%	$221	4.2%
STATE/OTHER PROJECTS	$422	7.0%	$219	3.4%	$243	4.0%	$145	2.3%	$151	2.5%	$196	3.7%
SPECIAL PROJECTS	$6	0.1%	$33	0.5%	$13	0.2%	$33	0.5%	$13	0.2%	$19	0.4%
TOTAL CURRENT EXPENSE**	$6,068	100.0%	$6,393	100.0%	$6,149	100.0%	$6,336	100.00%	$5,905	100.0%	$5,266	100.0%
TOTAL CAPITAL OUTLAY	$41	na	$93	na	$52	na	$103	na	$107	na	$41	na
TOTAL DEBT SERVICE	$0	na	$175	na	$276	na	$173	na	$131	na	$111	na
STATE SCHOOL BLDG AID	$0	na	$7	na	$8	na	$4	na	$2	na	$4	na
TOTAL IMPROVEMENT AUTH.	$0	na	$185	na	$481	na	$122	na	$97	na	$93	na
TOTAL EXPENDITURES	$6,109	na	$6,854	na	$6,966	na	$6,738	na	$6,243	na	$5,515	na

(* Less Tuition
(** Less Transportation, Special Education & Tuition)

Socioeconomic Status: MOD/HIGH
Enrollment Group: ELEM. 500-999
Average Daily Enrollment: 815.50
Resident Enrollment: 844.00

Geographic Region: ATLANTIC, CAPE MAY, CUMBERLAND, GLOUCESTER, SALEM

LEBANON TOWNSHIP SCHOOL DISTRICT

Valley View School
Route 513, Box 60
Califon, N.J. 07830
Phone: (908) 832-2175
Dr. Gerald Isaacson, Principal

"EDUCATING LEBANON TOWNSHIP CHILDREN WITH PRIDE"

R.R. 2, BOX 295 • CALIFON, N.J. 07830
TELEPHONE: (908) 638-4521 FAX: (908) 638-5511

Dr. John P. Deibert, Superintendent
Cynthia Woerner, Business Administrator/Board Secretary

Woodglen School
R.R. 2, Box 295
Califon, N.J. 07830
Phone: (908) 638-4111
Linda Lubben, Principal

Child Study Team
Phone: (908) 638-8578

TO: ASSEMBLY AND EDUCATION LEGISLATIVE COMMITTEES

FROM: JOHN P. DEIBERT

RE: TESTAMONY ON THE EFFECTS OF THE QEA. ON EDUCATIONAL PROGRAMS AND CHILDREN

DATE: MAY 6, 1992

During December, 1991, the Lebanon Township School District learned that all of its foundation aid expected for 1992-1993 ($381.000) would be reduced to zero. This loss of revenue was a major shock to a district with a 5.5 million dollar budget in a conservative community where the district budget had been defeated over the past three years, and where the tax rate for our school district is 37% above the average for other districts supporting the same grades across the state.

Our board of education and I could not comprehend how the Q.E.A. II formulae could strip a regular foundation district of all of its foundation aid in one year while transition districts and wealthy communities were gradually reduced in foundation aid over a four year period. This was particularly discouraging since we had just completed cuts of approximately $85,000 from next years programs and materials to come under the 5.8% State CAP that we must work under next year.

On the afternoon of January 28th., the Board Secretary and I were called to an emergency meeting at the Hunterdon County Office of Education. The County Superintendent stated that, due to the restructuring of the state pension funds from True Value to Market Value, additional monies had been added to the pool of monies supporting the Quality Education Act for 1992-1993. The increase in dollars in the pool caused the aid formulas and the local levy fair share formulas to be recalculated. The result of these recalculations gave Lebanon Township an additional $500,000 in Foundation Aid for current expense and capital outlay. The infusion of $500,000 into the school district's budget does not represent dollars which the Board of Education can spend; our budget CAP remains steady at 5.8%. The Quality Education Act

thus has the effect of Capping the tax levy as well as the expenditures. This additional state aid has, however, reduced the projected local tax levy dollar for dollar which means that the local tax rate increase to support the district schools has declined sharply. The anticipated tax rate increase of $.14 has been reduced to $.029 per $100 of assessed valuation. As a direct result of this increased State Aid, our community finally passed the school budget after three consecutive defeats. We are pleased about this event but next year will continue to be very problematic for our existing school programs due to the fact that rising costs for insurances, special education, transportation, and other fixed charges will make living under a 5.8% CAP nearly impossible without their being sacrificed.

In addition, we continue to hear rumors that the legislature may take all or some of this property tax relief money back in order to fund such things as the sales tax reduction and that we may not depend on the governor's figures. Taxpayers are excited about paying any taxes, but they are especially angry about increasing property taxes due to cutbacks in state aid. Attempting to plan for and operate an educational system in this type of environment, and having to continuously rely on uncertain State Aid information is outrageous. How can anyone expect to plan for an educational program under these circumstances? How can anyone in this business establish any degree of creditability with their public given the financial quagmire from which we operate.? Each year it gets worse, not better. <u>We need a stable three to four year financial aid plan to match the educational plans that we write. Otherwise, they are useless</u>.

The formulae used to distribute state aid remains flawed. Data used to determine District Income Per Pupil is distorted due to the way it was collected and possible by the basis upon which it was compiled. The State has calculated an average equalized tax rate. Districts whose tax rates are well below the state average have actually received large increases in their state aid, whereas, our district, and a number of others who have had to tax above the state average have lost a large portion of their state aid over the last few years. These are your middle income communities who want to continue to provide their children with a quality education. The QEA. formula must be changed to include the equalized tax rate per district, i.e., the amount each district must tax above or below the average school statewide tax rate.

I am also concerned about the present method of determining funding levels as it is presently distributed through QEA. A pool of money is allocated for education. Categorical programs for all districts are funded first. All districts get these funds. Secondly, pension aid is allocated for all districts. Then transition districts are funded - these are the wealthier districts. Then the districts that the state describes as needy

are funded. The remaining funds are then distributed among the bulk of districts which are middle income. Most of these districts are already taxing far above the state average equalized tax rate. A more equitable formula and method of distribution must be found - one that is not at the expense of middle income districts! Without help from the legislature, the quality of education that we are able to provide will continue to decline and foundation districts will soon become special needs districts also.

PASSAIC BOARD OF EDUCATION
101 PASSAIC AVENUE
P.O. BOX 388
PASSAIC, NJ 07055-0388

OFFICE OF

FAX 470-8984
(201) 470-5201

SUPERINTENDENT OF SCHOOLS

BERYL C. ZANKEL
SUPERINTENDENT

May 5, 1992

Statement to be read at combined Senate-Assembly Hearing on May 6, 1992:

As Superintendent of Schools in Passaic, one of the "Special Needs" districts, I feel it incumbent upon me to provide you with a statement concerning QEA, its place in the education of our students and the impact it has upon our educational programs.

I apologize for not being able to be present to give my testimony, but I have a Board of Education meeting this evening at 6:00 p.m. and logistics would not permit me to attend your hearing.

I feel strongly that as members of our legislature, you are obligated to recognize the situation in which cities such as Passaic find themselves. With minimal ratables and growing enrollments, our district is in an untenable position which would be exacerbated should the entitlements from the QEA formula be altered.

Our budget has been struck; it was passed by the voters; our planning for next year has been approved, and we are presently hoping to implement those programs and services which are needed so desperately by our students.

Our facilities are in dire need of replacement and renovation. Our programs have to be expanded. Our math and science facilities at the high school level have placed our graduates at a disadvantage when they enter college and are required to compete with students who come from schools with state of the art equipment and facilities.

If the State Department of Education continues to expect that all students must meet the same level of proficiency regardless of where they attend school, then the legislature must realize that funding formulas must allow districts throughout the state to deliver services which will be looked upon as equal for those in Passaic as well as Princeton.

I do not want the members of the committee to think that I am giving an unqualified endorsement to QEA and what it has meant and what it has come to represent. However, I feel that the members of the committee must accept the fact that while it is far from a perfect solution, QEA is allowing the urban districts to make headway in the direction needed for our students.

I would ask that the committee consider the students--not numbers, but real young people; those with needs, those whose needs have not been met in a satisfactory manner. These young people are entitled to receive an education which will prepare them for life in the next century. We, in the urban district, will not be able to provide this type of education should QEA be changed dramatically or abolished completely.

Changes in the formula may be needed. But I implore you, do not throw out the baby with the bathwater. Thank you for your consideration.

Respectfully,

Beryl C. Zankel
Superintendent of Schools
Passaic Public Schools

BCZ:am

QUALITY EDUCATION TESTIMONY
EUGENE C. CAMPBELL
MAY 6, 1992

The Quality Education Act in its original concept was to offer school districts opportunities to provide their students with resources and programs that would be available in any district throughout the state. These resources and programs would no longer be dependent on the property tax base of the local municipality, instead the state would assume its rightful role in seeing that all students had equal opportunities throughout the state of New Jersey. It also attempted to supplement the advantages that many of the students of this state are blessed with but not all.

This is a noble and just cause recognizing that certain school districts must provide their students with specialized programs. It gives urban and

175X

rural districts a chance to have programs that would offset the certain advantages that students in other communities have...to level the playing field.

In the Newark school district, we provide over sixty thousand meals every school day for our students. In one of our schools, we have a classroom set aside for clothing and canned goods that people in that community need for survival. We have a school that services a vast homeless population in the city.

We have a school for dropout students to drop back in and receive a high school diploma. We have after school tutorial programs at fifty (50) schools throughout the city. We have specialized schools to service the needs of our physically and mentally challenged students. We have all-day

kindergarten programs and pre-kindergarten programs in many of our schools. We even have day care centers in two of our high schools for those students who have children.

All of the things that I have mentioned to you are valuable, needed programs that are giving our students many opportunities that never existed before. And yet it is still not enough. I am a Newark resident. Born and raised in that great city but, I must be honest with you, the quality of life that exists in the suburbs gives their students so many advantages that in spite of all of the programs available in Newark, we haven't scratched the surface in leveling the playing field.

The issues, we face in urban education, are not Republican or Democrat issues, they are governmental issues which strike at the heart of the

177X

concept of governance. Placing partisan politics aside, government must be fair, equitable and just. We seek no more than that.

I defy any of you to drive through the streets of Newark or Camden, then drive through Summit or Saddle River and tell me that all students start on the same level. It is difficult to measure the quality of life issue but I can tell you that the current funding law doesn't come close to leveling the playing field. It has always been easier to blame school officials than to look into the real causes of the problems in the cities of this nation.

Here in Newark, we are trying to address these problems. We have many pockets of success that we might rave about: The Harriet Tubman School that is nationally recognized. Science High School which fields one of the finest debate teams in the country. The only public high school debate

program in the top twenty-five nationally that is made up totally of minority students. The East Side High School's E.S.O.P. program--the East Side Opportunity Program. This program runs an expanded school day for four hundred students all four years. This allows the students to take more advanced academic courses and graduates of this program have gone on to schools like Harvard and Cornell.

The original Q.E.A. brought hope of expanding many of these programs into other schools. This was not an inexpensive proposition. In Newark, you are dealing with fifty-thousand students. To replicate these programs will take time and money. Unfortunately, we were given neither. Every day I read somewhere about the massive amount of money that was pumped into the "special needs" districts. This just isn't correct. Many of us have the opinion that we would have been better off being fully

funded under the former funding law. This occurred only once during the last fifteen years.

It still amazes me to this day that people think that fifty-thousand students in the city of Newark are not worth the price of one B-2 bomber with no bombs and no spare parts. Urban school districts are not throwing away money on useless programs. We are trying to spread limited funds around to keep all of the needed programs alive. These programs are crucial to the educational foundation of our students.

There has to be a realization that all students throughout this state need the best education possible. Citizens of this state have a responsibility to support public education because a vast majority of our young people will be educated in public schools. We can no longer afford to educate half

180X

and ignore the other half because they live in another community or have a different complexion.

Quality Education should be what its name implies. If quality education can happen faster by regionalizing, then by all means explore that possibility. It would be an interesting learning experience for people to have their eyes opened to the problems that students come to school with in urban communities. If there is another answer, then go and explore in that direction.

Ladies and Gentlemen, I watched a horror movie on television over the past week. It was a movie that took place in Los Angles in the year 1992. You will not hear me defend any violent behavior that took place. Violence is never an answer.

There were billions of dollars of damages done to that great city. I just wish that they had spent that money sooner on providing quality education and employment opportunities for their people than spending it now to rebuilt a burnt down community. I was in Newark in 1967. Please let's learn a lesson from others this time. Particularly in New Jersey, the most racially isolated state in the nation, we have to refocus our educational priorities.

We must level the playing field and stop pointing fingers to look for someone to blame. It didn't work in Los Angles and it is not going to work in New Jersey. Our students deserve the best education available and it is imperative that we provide it immediately. Thank you.

TESTIMONY
OF
DR. BRUCE RANSOM

SENATE AND ASSEMBLY EDUCATION COMMITTEES
CHERRY HILL, NEW JERSEY
MAY 6, 1992

Good afternoon. My name is Bruce Ransom. I reside in Atlantic County. I come before you this afternoon as a concerned citizen and a member of the New Jersey Public Policy Research Institute.

New Jersey's State Constitution guarantees a thorough and efficient education for all public school children. The method for financing public education, however, has made it impossible to meet this constitutional mandate. Public education is largely financed by the local property tax, a system of public finance that favors school districts located in property-rich municipalities. Urban and many rural school districts have the misfortune of being located in municipalities that lack strong economic bases, meaning they suffer a financial disadvantage for supporting public schooling.

In 1973 the New Jersey Supreme Court ruled in Cahill v. Robinson that the disparities in per pupil expenditures between property-rich and property-poor school districts violated the State Constitution. The Public Education Act of 1975 and a new statewide income tax were designed to permit state intervention to reduce disparities in education spending and program offerings between property-rich and property-poor school districts.

In 1981, a second class action suit, Abbott v. Burke was filed on behalf of children in four urban districts. The plaintiffs argued that the 1975 law, with its stipulation that all districts receive minimum aid, was a failure.

The plaintiffs sought a more equitable school aid formula and a more effective accountability system so that those schools that are failing to provide a thorough and efficient education as guaranteed by the State Constitution can achieve constitutional conformity. The objective is to enable school children in property-poor districts to have access to the financial resources necessary for services, programs, and facilities that will permit them to acquire the skills essential to their economic and social well-being.

On June 5, 1990, the New Jersey Supreme Court concluded that the existing system for funding public schools did not result in a thorough and efficient education for students residing in the poorest urban communities. The court ordered average per pupil spending in urban districts be raised to the average level of spending in the wealthiest suburbs and that additional resources be provided to meet the special needs of urban students. The minimun school aid for all school districts, regardless of wealth, mandated by the 1975 Public Education Act was ruled unconstitutional.

The Quality Education Act (QEA) of 1990, and its subsequent amendments, is Governor Florio and the State Legislature's responses to the court's finding that New Jersey's system of financing public education is unconstitutional. The act creates a system of financing public schools that establishes a goal of ensuring equal opportunities for all of the children in New Jersey and fair tax burdens for local property owners. The goal is to reduce disparities in per pupil spending between property-poor and wealthy school districts through the implementation of a **foundation program**. The new formulas for public school finance are designed to generate state aid for districts based on property wealth and personal income.

Further, the state Supreme Court's decision in Abbott v. Burke determined that the current school aid system did not sufficiently fund poorer urban school districts. The Quality Education Act targets 30 urban school districts as having special needs.

QEA funding began in the 1991-1992 school year. According to the Department of Education, state aid for the urban special needs districts was $287.7 million more than these districts received in 1990-1991. Excluding the $10.8 million that went to increases in employee pension and social security contributions and the $81.6 million for property tax relief, these school districts received an increase in the amount of $195.2 million in "spendable" education aid over the 1990-1991 total--a 15 percent increase. However, adjusting for the new aid going to the Jersey City and Paterson, both of these districts are state-operated, yields an additional "spendable" education aid of $158.8 million going to the other 28 non-state operated urban special needs districts.

Something should be said about the educational improvement plans. These plans consist of a core of spending dedicated to specific objectives within a district's overall budget. In the 28 districts, spending in the plans amounted to $64.1 million. The remaining $94.7 million in new "spendable" aid, the Department of

Education reports, went to fixed costs, improvements not specified in improvement plans, and expenses associated with enrollment increases in some cases.

Considerable attention has been focused on the Department of Education's publication that includes both new programs and expansions of pre-existing programs, and programs and initiatives not specified in the education improvement plans. Such a focus without serious attention to efforts underway in these districts to improve the quality of education, I submit, sheds some light on the proverbial trees (money) at the exclusion of the forest (goals and objectives for improving the education product). Both of these variables must be the focus of any objective and meaningful evaluation.

QEA funds have permitted these school districts to rethink existing approaches to schooling, make some innovative plans, and begin to take the first steps on an educational improvement continuum. For example, the Camden City School District has embarked upon initiatives to foster school, parental, and community collaboration; to establish a comprehensive support system to respond to social issues confronting students and their families; to accelerate the use of technology in instructional programs; to design a professional development school for teachers and administrators; to enrich the curriculum, and to introduce the Comer School Development Program to name a few efforts. Initial innovative steps to achieve broad objectives of improving the educational product can be found as well in Pleasantville, Vineland, and other urban special needs districts.

One of the key questions, I think, that we must not overlook is: Will the actions and programs unfolding in urban special needs districts contribute to measurable and significant educational improvement outcomes? More attention must be devoted to assessing the goals and objectives these districts are attempting to accomplish and how effective and cost efficient are the actions hey have taken and are planning to pursue. Clearly defined goals and objectives, along with measurable actions and cost effective strategies are paramount. One year is too short a time to answer this question fully, but we can now begin to assess whether effective progress toward acceptable benchmarks in a cost effective fashion are unfolding.

We must not forget that QEA funding represents a sizeable increase in "spendable" aid for these districts. Without these new dollars, these districts could not begin to think about bold new initiatives that they could realistically pursue. Without QEA funds, the only way these districts could afford to initiate any meaningful improvement efforts would be to raise property

taxes or cut the budget for programs and services in other areas. The state Supreme Court finding that the localities in which these school districts are located suffer from municipal overburden and inadequate levels of school spending means that without QEA funds, creativity, innovation, and educational improvements would be deemed luxuries they could not afford. These kinds of initiatives are standard in wealthy suburban school districts.

An objective and fair assessment of QEA's first year must begin by recognizing the choices being made and progress that is emerging toward educational improvement that would not have been thinkable if QEA funding had not become available. I leave you with my request that we maintain QEA, both the formula aid for urban special needs districts and spending caps on wealthy districts. Without spending caps, I submit, poor districts will never realize equalized education.

Thank You.

Changes In State Aid Number 4

REGULAR FOUNDATION AID WILL DECREASE TO 0

Type of Aid	Base Year 1991-92	Percent Change	1992-93 With Adj	Projection Percent	1993-94	1994-95	1995-96	1996-97	1997-98
Total St Aid(incl transistion)	4,201,125,175	4.83%	4,403,859,482		4,592,037,738	4,789,820,769	4,998,939,264	5,248,886,227	5,511,330,539
Max State School Aid	4,085,420,246	5.70%	4,318,271,689	5.00%	4,534,185,273	4,760,894,537	4,998,939,264	5,248,886,227	5,511,330,539
Foundation Aid	2,060,252,842		2,369,990,442		2,412,091,814	2,449,086,446	2,480,021,395	2,503,827,034	2,519,304,244
Transportation Aid	247,981,986	4.14%	258,254,790	8.00%	278,915,173	301,228,387	325,326,658	351,352,791	379,461,014
Special Education Aid	526,593,745	10.45%	581,630,701	11.00%	645,610,078	716,627,187	795,456,177	882,956,357	980,081,556
Aid for At-Risk Pupils	245,828,045	18.71%	291,834,315	8.00%	315,181,060	340,395,545	367,627,189	397,037,364	428,800,353
Bilingual Education Aid	52,687,609	9.28%	57,576,736	10.00%	63,334,410	69,667,851	76,634,636	84,298,099	92,727,909
County Vocational Aid	12,098,847	133.85%	28,293,174	5.70%	29,905,885	31,610,520	33,412,320	35,316,822	37,329,881
TPAF Pension Aid	605,280,680	-38.83%	370,228,113	8.00%	399,846,362	431,834,071	466,380,797	503,691,260	543,986,561
TPAF Social Security Aid	334,695,928	7.70%	360,463,418	8.00%	389,300,491	420,444,531	454,080,093	490,406,501	529,639,021
Transition Aid	115,704,929		85,587,793		57,852,465	28,926,232	0	0	0
Foundation Aid Urban	983,934,645	23.51%	1,215,292,236	23.51%	1,501,007,441	1,853,894,290	2,289,744,838	2,404,232,079	2,519,304,244
→ Foundation Aid Other	1,076,318,197		1,154,698,206		911,084,373	595,192,156	190,276,557	99,594,954	0

X48 1

This scenario includes the shift of pension aid to foundation aid and only 5% increases in Maximum State School Aid
Base Year Total does not equal total on state aid printout.
QEA Oversight Not Considered
Foundation Aid Urban projection guarenteed 5% increase in 1996-97 and all foundation aid up to 5% increase in 1997-98
Transportation aid projected to increase at 8% to be more in line with costs

Submitted By:

Dr. Ken Hall
Foundation Aid Districts

LEXHG.XLS 3/16/92 Prepared by EWRSD

EXHIBIT D4 Page 1

Changes In State Aid Number 4

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Total Categorical Aid	2,140,871,769	2,033,869,040	2,179,945,924	2,340,734,324	2,518,917,869	2,745,059,194	2,992,026,295
Foundation Aid Urban	983,934,645	1,215,292,236	1,501,007,441	1,853,894,290	2,289,744,838	2,404,232,079	2,519,304,244
Foundation Aid Other	1,076,318,197	1,154,698,206	911,084,373	595,192,156	190,276,557	99,594,954	0
Total Aid	4,201,124,611	4,403,859,482	4,592,037,738	4,789,820,769	4,998,939,264	5,248,886,227	5,511,330,539

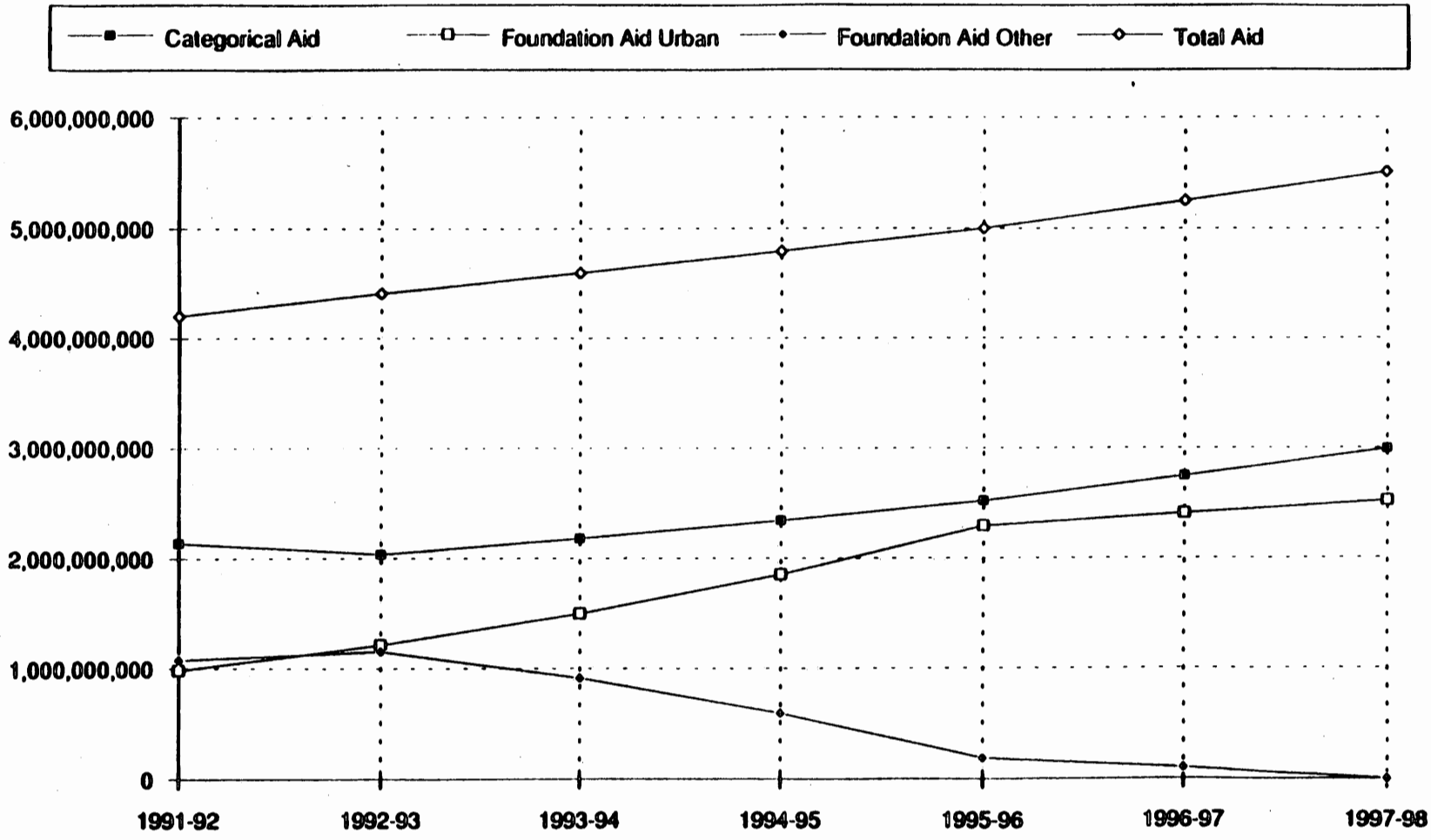
X881

EXHIBIT D4 Page 2

LEXHG.XLS 3/16/92 Prepared by EWRSD

EXHIBIT D4

State Aid Projection Number 4



X681

LEXHG.XLC

REPORT TO THE JOINT SENATE AND ASSEMBLY COMMITTEE

ON

THE QUALITY EDUCATION ACT OF 1990

Ramapo Indian Hills Regional
High School District

Represented by:
Irene K. Douma, Trustee and
Chair of Finance Committee

Margot Badenhausen, Trustee and
Chair of Committee on Policy and
Legislation

Contributions by:
David Rinderknecht, Secretary and
Business Administrator
Harry Stein, Curriculum Coordinator

May 6, 1992

190X

INTRODUCTION

Thank you for this opportunity to share our concerns with the existing provisions of the Quality of Education Act of 1990 (QEA). We are one of the Districts that has been classified as a Transition Aid District because of our "relatively high wealth". We are here to express our concern with specific provisions of the QEA because of the negative impact they will have on a "lighthouse" District.

Before dealing with specific provisions of the QEA, we wish to share the mission statement of the Ramapo Indian Hills Regional High School District.

> to establish and maintain educational programs that support effective teaching and meaningful learning
>
> to provide a caring and nurturing environment that encourages all students to achieve their maximum potential
>
> to promote this mission efficiently within the resources available to the district

Accordingly, we wish to indicate for the record that we are **not** opposed to providing financial support to the 28 Special Needs Districts that were indicated in the Abbott v. Burke decision and the two additional districts that were added by the Legislature.

HASTE MAKES WASTE

On June 5, 1990, the New Jersey Supreme Court mandated several changes in the manner that public education would be funded. At the same time, the Court cautioned

the Legislature and gave them time (one year) to implement the necessary changes.

The Administration did not heed this advice and in less than one month passed the QEA without properly obtaining relevant data, analyzing this data, field testing and consulting educational experts. The result is legislation that is based on the assumption that more money means better education. Resources are essential to the providing of educational opportunities. However, the current system does not insure that all the funds are used for the education of children and does not provide a true system of accountability.

Since this time, much testimony has been given, much has been written and much has been said about the flaws of the QEA. It has been openly acknowledged that the QEA did not generate all the cures that were expected for public education. There have been piecemeal approaches toward providing additional funding to school districts negatively impacted by the QEA. We as a District have been a casualty of the shifting of resources within the State of New Jersey. However, our premise is that at best we are dealing with the symptoms of bad legislation and that the problems associated with the QEA of 1990 still exist and need to be addressed. The following areas are indicators of current flaws within the QEA:

1. The QEA was passed to include 432 school districts in its financial aid package. Abbott v. Burke specifically addressed 28 districts.

2. The legislation was done so quickly that the impact on other school districts was not adequately reviewed.

3. How are these "lighthouse" districts going to maintain educational programs that were used as a criterion in Abbott v. Burke without creating an undue burden on taxpayers that are already paying high property taxes, higher sales taxes, higher income taxes and more of the "revenue enhancers?"

192X

4. The northern part of the State experiences a higher cost of living and therefore must pay more for similar services provided in the southern part of the State.
This was acknowledged in the QEA for transportation aid where Bergen County was acknowledged as a very high cost county. However, there was no further acknowledgement of higher costs such as teacher salaries. This should have been done if were are to speak of comparable education.

5. According to the Star-Ledger, (April 2, 1992) the 30 special needs districts have been identified as recipients of $1.6 billion dollars of financial aid. This represents $287.6 million dollars of increased state aid for the 1991-92 school year. The QEA required accountability for these funds through the use of external review teams. A special report Profiles of Accomplishments in the Special Needs Districts--1991-1992 School Year, dated April 1, 1992 was released by the New Jersey State Department of Education. This report is to provide the public with data as to how the 30 special needs districts spent their QEA monies.

While the report is fairly extensive and detailed in what it does list as improvements, it does fail to tell the whole story and is misleading. For example, if one looks at the Long Branch school district one is left with the impression that money is being well spent on educational programs. However, on April 5, 1992, the Star-Ledger discloses on p. 22 that Long Branch received $6.4 million dollars of aid and $3.6 went to property tax relief; $1.5 was applied to salaries and administrative costs and less that $900,000 went into educational programs.

Jersey City also applied approximately one-half of $29 million dollars to decreasing property taxes. Likewise, Newark received an additional $50.1 million dollars of financial aid. Of that amount $4.7 million was spent on new programs and an additional $2 million was spent on educational reform. Where were the additional funds spent?

We are sure that we can list other districts that have received financial aid from the QEA and have not applied the dollars to directly benefit the very children in question. Why is QEA money being used to provide property tax relief for these 30 districts, while such transition districts as ours are being asked to accept projected tax increases of approximately 16.2% (45.9% - 29.7% = 16.2% from Exhibit II). Something is wrong!

Furthermore, the series of articles on the April 1, 1992 report by the Star-Ledger undermines the credibility of the report on the improvements resulting from the implementation of the QEA. In addition, the articles support our contention that the QEA was flawed in its inception and in the system that was supposed to insure accountability for the proper use of scarce resources.

6. The amount of transportation aid for Ramapo Indian Hills is inadequate based on the costs incurred. For example the costs for the 1991-92 school year are estimated to be $800,000. The amount of aid the District is scheduled to receive in 1992-93 is $661,577 which is an 83% reimbursement. Prior to the QEA, the District received funding that was close to 90%.

7. Our budgeted expense for special education for the 1991-92 school year is $1,397,153. However, the state aid to be received in 1992-93 for the 1991-92 expenditures is estimated at $453,953 or a 32.5% reimbursement rate. We would like to see the State provide the funding for the programs that are mandated by the State.

8. The at-risk pupil aid is based solely on the number of pupils in the district who are eligible for free lunch or free milk. The cause and effect relationship of such an

193X

assumption has not been proven and completely ignores children who are or may be at-risk and do not qualify for free lunch or free milk. A better instrument of defining at risk children should be developed and used.

The QEA provides that funds generated by these at-risk children (defined through free lunch and free milk) can be used in a flexible manner for preventive or remedial programs or for other measures that will enhance the education of students. The assumption given is "that children from poor families often have unmet needs which interfere with their ability to do well in school." Where is the accountability for the use of these funds to deal with the unmet needs? How do these unmet needs differ from the needs that were addressed in Abbott v. Burke?

This at-risk pupil aid appears to be a "gravy train" that many school districts have recognized and are attempting to make sure that every eligible child (free lunch or free milk) is registered in order to obtain funds that can be used without accountability.

9. The QEA provides $110 per pupil as capital outlay or facilities aid. This amount will be adjusted each year for the CPI index. Normally capital outlays are considered fixed in nature in that once a project is undertaken and paid for it is completed except for normal maintenance expenses which become part of normal general operating expenses. The QEA does not make this distinction but treats capital outlays as variable components that have to be replenished every year even though discrete projects are completed. In effect, the capital outlay acquires the attributes of general revenues and general expenses that are incurred by school districts on an ongoing basis.

This is further supported by the fact that the QEA permits boards of education to freely transfer funds between current expense and capital outlay. In the past, voter referendum was required to make such transfers. Where is the accountability?

10. We do not believe that school districts should assume the pension and social security liability. This was incurred by the State and administered by the State. These benefits were not subject to negotiation by the local school boards. Abbott v. Burke does not mandate or require school districts to assume these costs.

The report of the Quality Education Commission, All Our Children: A vision for New Jersey's schools in the 21st century recommended that pension and social security costs be retained by the State.

12. Why should districts be held responsible for post-retirement health benefits that were legislated by the State outside the parameters of negotiation. This is a significant liability that the business community is recognizing and attempting to mitigate its effect through plan modifications and labor negotiations. School districts do not have this authority or power yet they must bear the financial burden.

If health benefits continue to escalate at a annual rate of 16.8% for 1991 (25% to 30% for previous periods), how are districts to cover these liabilities without impacting educational programs? The spending caps will prevent us from maintaining our current levels of educational programs and still fund the health benefit programs that have been mandated by the State.

The items cited above clearly indicate that the QEA was passed without much thought

being given to its ramifications and now has created inequities in some school districts. This legislation is beyond amendments. It should be repealed and educational assistance for the 30 Special Needs districts should be developed and implemented as quickly as possible. The financial aid programs should be developed with great care, deliberation and ACCOUNTABILITY to insure that all children have an opportunity for a quality education within constrained resources of the taxpayers.

PENSION AND SOCIAL SECURITY COSTS

While the Supreme Court, in Abbott v. Burke, found state aid to fund pension and security costs (TPAF) to be counter-equalizing, the Court did not reach the conclusion that TPAF was unconstitutional. The Court let its previous ruling in Robinson v. Cahill prevail whereby the state's payment of pension and social security costs was permitted because of "administrative considerations."

We recognize that the TPAF and social security costs are directly related to salary levels and therefore represents aid to school districts. However, the terms of the pension benefits, including payments made on behalf of the participants and administration have always been beyond the control of individual school districts. These benefits were beyond the scope of negotiations. Now, as a result of the QEA, school districts are expected to assume the current portion of pension expense as well as the unfunded past service costs. The Quality Education Commission, in its conclusion (p.44) has recommended that pension costs and social security costs be retained by the State and

at the same time be evaluated in terms of costs incurred and benefits provided. In the evaluation process comparisons should be made with the private sector (p. 41).

The simple fact is that for the Ramapo Indian Hills Regional School District pension expense is estimated to be $2.2 million in 1993-94 (Exhibit IV). If these costs are to be borne by the District and taxes not increased to absorb the costs, educational programs will be affected. For example, if we eliminated every after school sport program and every after school club activity we would be saving approximately $1 million. Where are we to save the other $1.2 million. Will this Committee, the legislature or Governor Florio tell us which specific math, science, history, or English course we should eliminate. Perhaps, another alternative would be to increase our class size from 25, which we believe is educationally sound, to 35 so that we can effect some savings. If that is the case would this Committee, the legislature or the Governor tell us which class we should increase so that this Board of Education can tell its constituency of the state government's solution to maintaining high quality education.

Recently, the response we heard has been, raise your taxes to generate the revenues that you need. A preliminary analysis of this $2.2 million increase in expenses would yield a cumulative school tax increase of 45.9% assuming a 5% inflation factor (Exhibit II). The cash outflow for a taxpayer with a $200,000 assessed home would increase approximately 39% over the five years (Exhibit III). This is unconscionable in light of the increased income tax, increased sales tax and increased local and county taxes.

196X

The issue becomes more critical when one realizes that with the increased costs of pension and social security and the compounding effect over time. The original $2.7 million becomes $3.9 million assuming an increase of 10% per year, which is considered conservative (Exhibit VII). The problem will be further aggravated by the establishment of caps that will prevent school districts from seeking relief through increased taxes. Please note that at this time, we do not know what the caps will be. We have not been able to determine what these caps are or their impact on our school district. We also do not know what the impact is on budgets where there have been appropriations from surplus. The difference or shortfall will have to be derived from educational programs. Again we are back to the question which programs to cut and/or which class size do we increase. Please remember, state mandated programs are required but not funded by the state. We would appreciate that any future mandated programs be required only if the corresponding funding is provided by the legislature.

Where does this current QEA leave us? Based on the financial data presented, this district will be forced to turn a "lighthouse" district into one of mediocrity. The current system of internal checks and balances for the districts receiving aid will not guarantee "lighthouse" status, but will insure that mediocrity is perpetuated. Our taxpayers will not be able to shoulder the unconscionable burden that this State Administration has inflicted upon us.

RECOMMENDATIONS

- We recommend that the current QEA be repealed and that new legislation created. Particular attention should be paid to the fact that 30 districts should receive special consideration and not the 432 under the current QEA. We support this with the proviso that strong internal controls be in place to insure accountability and to see that the children are the beneficiaries of this educational reform. Property tax relief in one community should not be provided at the expense of another community.

- The dollars spent on educating children should be calculated based on cash flows and not on calculations that can vary from community to community. For example, monies received by the City of Newark from the Port Authority should be considered in the cash flow analysis of monies spent on education.

- Pension and social security costs should be the responsibility of the State.

- Post-retirement health benefits should be funded by the State since it had initiated the program and the school districts have no control over their costs. These benefits were generated by the state legislature and are not subject to labor negotiations.

- If any of these foundation aid districts do not choose to use all the funds allocated to them, the excess should be remanded back to be used for education by other districts.

  Excess unused funds should not be put into the State's general treasury!

- Care should be used in developing formulas that will provide categorical aid. Educators and specialists should be consulted on a timely basis and potential solutions should be field tested before they are implemented.

  Categorical aid such as aid to at-risk students should be based on a reliable means of identifying students who are in need of special assistance. There must be full accountability of how the funds should and were spent.

- Appropriate consideration should be given to the fact that cost of living in the northern part of the state is greater than the central or southern part of the state. While this was recognized in theory in providing transportation aid, it was not recognized in the general cost of providing education. For example, ZIP codes can be used to identify school districts that experience a higher cost of living.

198X

CONCLUSION

We express our thanks to this Committee for giving us the opportunity to share our concerns for the quality of education in our school district and the concerns of our respective communities. Please take the time to listen and analyze our recommendations. We want to maintain the quality of education in our district and recognize that we will have to meet additional financial responsibility due to the loss of minimum state aid. We do not quarrel with the recommendations of Abbott v. Burke, but we do question the State's response to those recommendations. We are hopeful that our recommendations will be considered in evaluating and revising the QEA.

Source:

Roeck, Jeanne and Kaelber, M. Esq. The Quality Education Act of 1990, A Comprehensive Guide. New Jersey School Boards Association, Trenton, New Jersey, 1971.

199X

RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT

ASSUMPTION: 5/ 5/1992

1. Annual Budget Increase projected 5.0%
2. District pays full cost of T.P.A.F. Pension and Social Security costs.

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
CURRENT EXPENSE							
Property Tax	18,749,087.00	19,792,861.00	23,027,427.25	24,717,921.61	26,369,056.69	27,756,184.53	29,160,168.75
State Aid							
Pension,FICA,etc.	2,555,130.00	1,979,951.00	.00	.00	.00	.00	.00
Transition Aid *	710,720.00	533,040.00	355,360.00	177,680.00	.00	.00	.00
Transportation	622,863.00	661,577.00	629,425.10	660,896.36	693,941.17	728,638.23	765,070.14
Categorical Aid	471,538.00	491,232.00	565,791.00	594,080.55	623,784.58	654,973.81	687,722.50
Federal Aid	130,866.00	130,866.00	123,500.00	123,500.00	123,500.00	123,500.00	123,500.00
Tuition	130,000.00	130,000.00	136,500.00	143,325.00	150,491.25	158,015.81	165,916.60
Misc. Revenue	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00
Approp.from Surp.	700,000.00	500,000.00	600,000.00	300,000.00	100,000.00	50,000.00	50,000.00
TOTAL CURRENT EXPENS	24,220,204.00	24,369,527.00	25,588,003.35	26,867,403.52	28,210,773.69	29,621,312.38	31,102,378.00
CAP. OULTLAY (Prop.Tax)	175,000.00	.00	.00	.00	.00	.00	.00
DEBT SERVICE (Prop.Tax)	241,008.00	226,304.00	.00	.00	.00	.00	.00
TOTAL BUDGET	24,636,212.00	24,595,831.00	25,588,003.35	26,867,403.52	28,210,773.69	29,621,312.38	31,102,378.00
TOTAL PROPERTY TAXES	19,165,095.00	20,019,165.00	23,027,427.25	24,717,921.61	26,369,056.69	27,756,184.53	29,160,168.75
Note:Projected cost of pension and social security for TPAF members in budget		1,979,951.00	2,197,745.61	2,439,497.63	2,707,842.37	3,005,705.03	3,336,332.58

2002

BUDGET/TAX IMPACT SUMMARY

	1993-94	1994-95	1995-96	1996-97	1997-98
BUDGET INCREASES					
Dollar	992,172.35	1,279,400.17	1,343,370.18	1,410,538.68	1,481,065.62
Percentage	4.0%	5.0%	5.0%	5.0%	5.0%
TAX INCREASES					
Dollar	3,008,262.25	1,690,494.36	1,651,135.08	1,387,127.83	1,403,984.23
Percentage	15.0%	7.3%	6.7%	5.3%	5.1%
Tax increase under existing plan	810,516.64	1,448,742.35	1,382,790.34	1,089,265.17	1,073,356.67
	4.0%	7.0%	6.2%	4.6%	4.3%

EXHIBIT I

RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT

5/5/1992

IMPACT ON HOME ASSESSED AT $200,000 - SCHOOL TAXES ONLY

"FLORIO PLAN"

	1992	1993	1994	1995	1996	1997	TOTAL TAX 92-97
Franklin Lakes							
Tax Rate	.4589	.506	.562	.601	.637	.670	
Annual Tax	917.80	1,012.90	1,123.46	1,202.09	1,273.58	1,339.25	5,951.27
Increase	10.8%	10.4%	10.9%	7.0%	5.9%	5.2%	45.9%
Oakland							
Tax Rate	.3964	.437	.485	.519	.550	.578	
Annual Tax	792.80	874.94	970.45	1,038.37	1,100.12	1,156.85	5,140.74
Increase	3.4%	10.4%	10.9%	7.0%	5.9%	5.2%	45.9%
Wyckoff							
Tax Rate	.5094	.562	.624	.667	.707	.743	
Annual Tax	1,018.80	1,124.36	1,247.09	1,334.37	1,413.73	1,486.63	6,606.19
Increase	6.2%	10.4%	10.9%	7.0%	5.9%	5.2%	45.9%

X/02

IMPACT ON HOME ASSESSED AT $200,000 - SCHOOL TAXES ONLY

Current Funding Pattern

	1992	1993	1994	1995	1996	1997	TOTALS
Franklin Lakes							
Tax Rate	.4589	.481	.507	.540	.570	.595	
Annual Tax	917.80	961.18	1,014.34	1,080.97	1,139.14	1,190.02	5,385.66
Increase	10.8%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%
Oakland							
Tax Rate	.3964	.415	.438	.467	.492	.514	
Annual Tax	792.80	830.27	876.19	933.75	983.99	1,027.95	4,652.16
Increase	3.4%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%
Wyckoff							
Tax Rate	.5094	.533	.563	.600	.632	.660	
Annual Tax	1,018.80	1,066.96	1,125.97	1,199.93	1,264.49	1,320.98	5,978.33
Increase	6.2%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%

EXHIBIT II

RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT

PROJECTION OF TOTAL MUNICIPAL TAXES

IMPACT ON HOME ASSESSED AT $200,000

"Florio Plan"

5/5/1992

	1992 (Estimated)	1993	1994	1995	1996	1997	$ INCREASE	% INCREAS
Franklin Lakes								
County	.305	.320	.336	.353	.371	.389		
Local Sch. Dis.	.419	.462	.513	.549	.581	.611		
Reg. Sch. Dis.	.459	.506	.562	.601	.637	.670		
Municipal	.238	.250	.262	.276	.289	.304		
TOTAL RATE	1.421	1.539	1.673	1.778	1.878	1.974		
TOTAL TAXES	2,841.80	3,078.02	3,346.55	3,556.84	3,756.46	3,948.11	1,106.31	38.9%
Oakland								
County	.270	.284	.298	.313	.328	.345		
Local Sch. Dis.	.970	1.071	1.187	1.270	1.346	1.415		
Reg. Sch. Dis.	.396	.437	.485	.519	.550	.578		
Municipal	.653	.686	.720	.756	.794	.833		
TOTAL RATE	2.289	2.477	2.690	2.858	3.018	3.172		
TOTAL TAXES	4,578.80	4,954.25	5,380.37	5,716.26	6,035.98	6,343.72	1,764.92	38.5%
Wyckoff								
County	.406	.426	.448	.470	.493	.518		
Local Sch. Dis.	1.077	1.189	1.318	1.411	1.494	1.572		
Reg. Sch. Dis.	.509	.562	.624	.667	.707	.743		
Municipal	.504	.529	.556	.583	.613	.643		
TOTAL RATE	2.496	2.706	2.945	3.131	3.307	3.476		
TOTAL TAXES	4,992.80	5,412.54	5,890.30	6,262.45	6,614.93	6,952.58	1,959.78	39.3%

1. Assumed annual rate of increase for Municipal and County taxes 5.0%

2. Annual rate of increase calculated for RIH also used for K-8 districts
Varying rates used as calculated on previous page under "Florio Plan".

EXHIBIT III

202X

RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT

ASSUMPTION: 5/ 5/1992

1. Annual Budget Increase projected 5.0%
2. State retains cost of T.P.A.F. Pension and Social Security

CURRENT EXPENSE	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Property Tax	18,749,087.00	19,792,861.00	20,829,681.64	22,278,423.99	23,661,214.33	24,750,479.50	25,823,836.17
State Aid							
Pension,FICA,etc.	2,555,130.00	1,979,951.00	2,197,745.61	2,439,497.63	2,707,842.37	3,005,705.03	3,336,332.58
Transition Aid *	710,720.00	533,040.00	355,360.00	177,680.00	.00	.00	.00
Transportation	622,863.00	661,577.00	629,425.10	660,896.36	693,941.17	728,638.23	765,070.14
Categorical Aid	471,538.00	491,232.00	565,791.00	594,080.55	623,784.58	654,973.81	687,722.50
Federal Aid	130,866.00	130,866.00	123,500.00	123,500.00	123,500.00	123,500.00	123,500.00
Tuition	130,000.00	130,000.00	136,500.00	143,325.00	150,491.25	158,015.81	165,916.60
Misc. Revenue	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00
Approp.from Surp.	700,000.00	500,000.00	600,000.00	300,000.00	100,000.00	50,000.00	50,000.00
TOTAL CURRENT EXPENS	24,220,204.00	24,369,527.00	25,588,003.35	26,867,403.52	28,210,773.69	29,621,312.38	31,102,378.00
CAP. OULTLAY (Prop.Tax)	175,000.00	.00	.00	.00	.00	.00	.00
DEBT SERVICE (Prop.Tax)	241,008.00	226,304.00	.00	.00	.00	.00	.00
TOTAL BUDGET	24,636,212.00	24,595,831.00	25,588,003.35	26,867,403.52	28,210,773.69	29,621,312.38	31,102,378.00
TOTAL PROPERTY TAXES	19,165,095.00	20,019,165.00	20,829,681.64	22,278,423.99	23,661,214.33	24,750,479.50	25,823,836.17
Note:Projected cost of pension and social security for TPAF members in budget		1,979,951.00	2,197,745.61	2,439,497.63	2,707,842.37	3,005,705.03	3,336,332.58

BUDGET/TAX IMPACT SUMMARY

	1993-94	1994-95	1995-96	1996-97	1997-98
BUDGET INCREASES					
Dollar	992,172.35	1,279,400.17	1,343,370.18	1,410,538.68	1,481,065.62
Percentage	4.0%	5.0%	5.0%	5.0%	5.0%
TAX INCREASES					
Dollar	810,516.64	1,448,742.35	1,382,790.34	1,089,265.17	1,073,356.67
Percentage	4.0%	7.0%	6.2%	4.6%	4.3%
Tax increase under existing plan	810,516.64	1,448,742.35	1,382,790.34	1,089,265.17	1,073,356.67
	4.0%	7.0%	6.2%	4.6%	4.3%

EXHIBIT IV

RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT

5/5/1992

IMPACT ON HOME ASSESSED AT $200,000 - SCHOOL TAXES ONLY

"FLORIO PLAN"

	1992	1993	1994	1995	1996	1997	TOTAL TAX 92-97
Franklin Lakes							
Tax Rate	.4589	.481	.507	.540	.570	.595	
Annual Tax	917.80	961.18	1,014.34	1,080.97	1,139.14	1,190.02	5,385.66
Increase	10.8%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%
Oakland							
Tax Rate	.3964	.415	.438	.467	.492	.514	
Annual Tax	792.80	830.27	876.19	933.75	983.99	1,027.95	4,652.16
Increase	3.4%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%
Wyckoff							
Tax Rate	.5094	.533	.563	.600	.632	.660	
Annual Tax	1,018.80	1,066.96	1,125.97	1,199.93	1,264.49	1,320.98	5,978.33
Increase	6.2%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%

IMPACT ON HOME ASSESSED AT $200,000 - SCHOOL TAXES ONLY

Current Funding Pattern

	1992	1993	1994	1995	1996	1997	TOTALS
Franklin Lakes							
Tax Rate	.4589	.481	.507	.540	.570	.595	
Annual Tax	917.80	961.18	1,014.34	1,080.97	1,139.14	1,190.02	5,385.66
Increase	10.8%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%
Oakland							
Tax Rate	.3964	.415	.438	.467	.492	.514	
Annual Tax	792.80	830.27	876.19	933.75	983.99	1,027.95	4,652.16
Increase	3.4%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%
Wyckoff							
Tax Rate	.5094	.533	.563	.600	.632	.660	
Annual Tax	1,018.80	1,066.96	1,125.97	1,199.93	1,264.49	1,320.98	5,978.33
Increase	6.2%	4.7%	5.5%	6.6%	5.4%	4.5%	29.7%

2044

EXHIBIT V

RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT

PROJECTION OF TOTAL MUNICIPAL TAXES

IMPACT ON HOME ASSESSED AT $200,000

"Florio Plan"

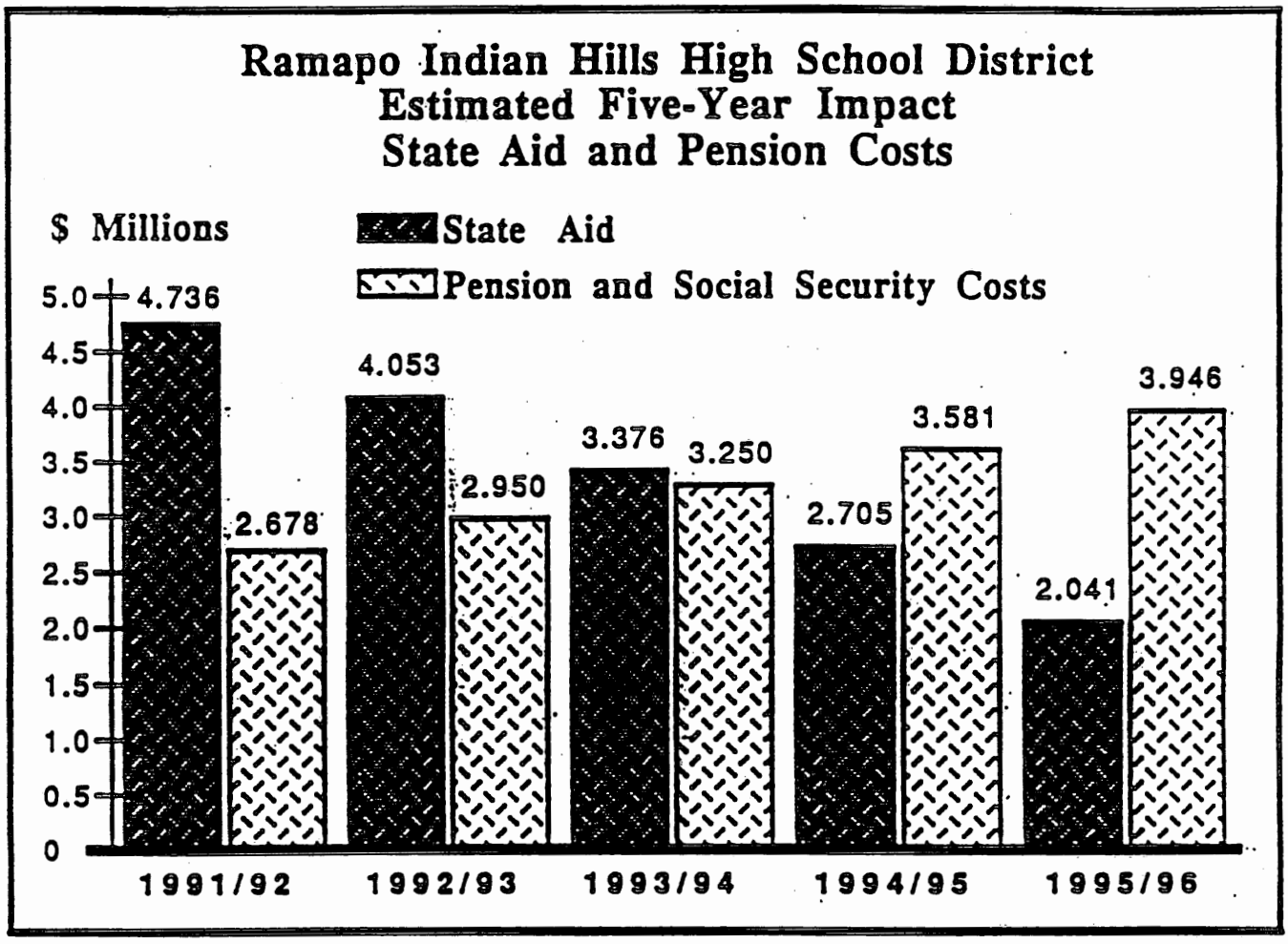
5/5/1992

	1992 (Estimated)	1993	1994	1995	1996	1997	$ INCREASE	% INCREAS
Franklin Lakes								
County	.305	.320	.336	.353	.371	.389		
Local Sch. Dis.	.419	.439	.463	.493	.520	.543		
Reg. Sch. Dis.	.459	.481	.507	.540	.570	.595		
Municipal	.238	.250	.262	.276	.289	.304		
TOTAL RATE	1.421	1.490	1.569	1.663	1.750	1.831		
TOTAL TAXES	2,841.80	2,979.09	3,137.81	3,325.13	3,499.27	3,662.62	820.82	28.9%
Oakland								
County	.270	.284	.298	.313	.328	.345		
Local Sch. Dis.	.970	1.016	1.072	1.142	1.204	1.258		
Reg. Sch. Dis.	.396	.415	.438	.467	.492	.514		
Municipal	.653	.686	.720	.756	.794	.833		
TOTAL RATE	2.289	2.400	2.528	2.678	2.818	2.950		
TOTAL TAXES	4,578.80	4,800.27	5,055.48	5,355.62	5,635.67	5,899.38	1,320.58	28.8%
Wyckoff								
County	.406	.426	.448	.470	.493	.518		
Local Sch. Dis.	1.077	1.128	1.190	1.268	1.337	1.396		
Reg. Sch. Dis.	.509	.533	.563	.600	.632	.660		
Municipal	.504	.529	.556	.583	.613	.643		
TOTAL RATE	2.496	2.617	2.757	2.922	3.075	3.218		
TOTAL TAXES	4,992.80	5,233.77	5,513.10	5,843.75	6,150.18	6,436.70	1,443.90	28.9%

1. Assumed annual rate of increase for Municipal and County taxes 5.0%

2. Annual rate of increase calculated for RIH also used for K-8 districts
Varying rates used as calculated on previous page under "Florio Plan".

EXHIBIT VI



Note: State aid figures were obtained from a report from the Commissioner of Education on July 11, 1990. 1991-92 Pension and Social Security costs were also obtained from the same report. Costs for 1992-93 through 1995-96 are increased at a conservative annual rate of 10%.

TESTIMONY OF THE TRENTON OFFICE OF POLICY STUDIES

BEFORE

THE SENATE AND ASSEMBLY EDUCATION COMMITTEES

MAY 6, 1992

PRESENTED BY
MICHAEL A. ASH
RESEARCH FELLOW
TRENTON OFFICE OF POLICY STUDIES

207X

TESTIMONY OF THE TRENTON OFFICE OF POLICY STUDIES

BEFORE

THE SENATE AND ASSEMBLY EDUCATION COMMITTEES

MAY 6, 1992

GOOD AFTERNOON. MY NAME IS MICHAEL ASH, AND I AM A RESEARCH FELLOW FOR THE TRENTON OFFICE OF POLICY STUDIES.

THANK YOU FOR PROVIDING THIS OPPORTUNITY TO APPEAR BEFORE YOU THIS AFTERNOON TO PRESENT THE VIEWS OF THE TRENTON OFFICE OF POLICY STUDIES REGARDING THE QUALITY EDUCATION ACT, AS AMENDED, (QEA) AND ITS IMPACT ON TRENTON SCHOOLS.

FIRST, LET ME SAY A FEW WORDS OF BACKGROUND ABOUT THE TRENTON OFFICE OF POLICY STUDIES (OR "TOPS," TO USE THE ACRONYM). TOPS WAS CREATED A YEAR AGO AS A PARTNERSHIP BETWEEN THOMAS EDISON STATE COLLEGE AND THE CITY OF TRENTON AS A VEHICLE TO PROVIDE INDEPENDENT POLICY ANALYSIS FOR THE CITY, AND TO DEVELOP NEW PROGRAMMATIC INITIATIVES IN SUPPORT OF CITY GOVERNMENT OPERATIONS. IN PRACTICE, THIS MEANS THAT TOPS IS CHARGED WITH BRINGING THE BEST INSIGHTS OF THE BROADER COMMUNITY TO BEAR ON THE MOST SIGNIFICANT PROBLEMS FACING THE CITY. TOPS IS PART OF THE THOMAS EDISON STATE COLLEGE'S CENTER FOR CORPORATE AND PUBLIC PARTNERSHIPS. IT IS FUNDED THROUGH FOUNDATION AND CORPORATE SUPPORT AND THE IN-KIND CONTRIBUTIONS OF THE COLLEGE.

THE EVENTS OF THIS PAST WEEK INDICATE THAT THE UNITED STATES IS A NATION INCREASINGLY DIVIDED BETWEEN POOR AND RICH AND BETWEEN URBAN

AND SUBURBAN. THESE EVENTS HAVE DEMONSTRATED TO US BOTH THE DANGER AND THE INHERENT TRAGEDY OF THIS DIVISION. IF WE DO NOT HEED THE WARNING FROM LOS ANGELES AND IF WE FAIL TO ADDRESS THE INJUSTICE IN OUR OWN STATE, WE CHOOSE TO LIVE IN A SOCIETY THAT IS DIVIDED, DANGEROUS, AND UNPRODUCTIVE. HOWEVER, AS A STATE, WE MAY ALSO CHOOSE TO CONFRONT INJUSTICE AND INEQUALITY. TODAY, THIS CHOICE BELONGS TO US.

IN OUR VIEW, QEA HAS BEGUN THE PROCESS OF IMPROVING AND EQUALIZING OUR STATE'S SYSTEM OF FUNDING PUBLIC EDUCATION. BECAUSE OF THIS PROGRESS, WE URGE YOU NOT TO TAKE ANY ACTION WHICH WOULD LOWER THE FUNDING LEVELS FOR TRENTON'S SCHOOLS AND THE OTHER POOR URBAN DISTRICTS IN OUR STATE.

HOWEVER, AS I WILL EXPLAIN, WE ARE ALSO CONVINCED THAT THERE ARE SERIOUS DEFICIENCIES IN THE LAW THAT LEAVE OUR SCHOOL CHILDREN FARTHER FROM ACHIEVING EDUCATIONAL AND FISCAL PARITY WITH THEIR PEERS IN NEIGHBORING AFFLUENT DISTRICTS. MOREOVER, THE QEA CANNOT ACHIEVE THIS EQUALITY IN THE FORESEEABLE FUTURE WITHOUT SIGNIFICANT CHANGES.

IN ABBOTT V. BURKE, 119 N.J. 287 (1990), THE SUPREME COURT SET FOUR CRITERIA THAT ANY FUNDING PLAN MUST SATISFY:

FIRST, THE FUNDING PER PUPIL IN POOR URBAN DISTRICTS MUST BE "SUBSTANTIALLY EQUIVALENT" TO THE AMOUNTS SPENT PER PUPIL BY AFFLUENT DISTRICTS. 119 N.J. AT 385-86. TO WHATEVER EXTENT AFFLUENT DISTRICTS INCREASE THEIR EXPENDITURES, THE COURT REQUIRED THAT FUNDING FOR POOR URBAN DISTRICTS KEEP PACE. 119 N.J. AT 387-88.

SECOND, THE STATE MUST ASSURE ADEQUATE ADDITIONAL FUNDING TO "PROVIDE FOR THE SPECIAL EDUCATIONAL NEEDS OF THESE POORER URBAN DISTRICTS AND ADDRESS THEIR EXTREME DISADVANTAGES." 119 N.J. AT 385-86.

THIRD, FUNDING FOR EDUCATION IN POOR URBAN SCHOOL DISTRICTS MUST BE "ASSURED." THE NEW FUNDING PLAN CANNOT DEPEND ON THE BUDGETING AND TAXING DECISIONS OF LOCAL SCHOOL BOARDS, 119 N.J. AT 385.

FOURTH, SO LONG AS FISCAL AND EDUCATIONAL DISPARITIES BETWEEN POOR URBAN DISTRICTS AND AFFLUENT DISTRICTS REMAIN, THE STATE CANNOT GIVE AID TO AFFLUENT DISTRICTS THAT IS "COUNTEREQUALIZING," INCREASES FUNDING DISPARITIES, AND HAS NO ARGUABLE EDUCATIONAL OR ADMINISTRATIVE JUSTIFICATION. 119 N.J. AT 383.

OUR ANALYSIS HAS SHOWN THAT THE QEA HAS FAILED TO ASSURE THAT THE EDUCATIONAL FUNDING OF POORER DISTRICTS WILL BE SUBSTANTIALLY EQUAL TO THAT OF THE PROPERTY RICH DISTRICTS. THE QEA, AS AMENDED, LEAVES CHILDREN IN POOR DISTRICTS LIKE TRENTON FARTHER FROM ACHIEVING PARITY WITH THEIR NEIGHBORS IN THE 1991-92 SCHOOL YEAR THAN THEY WERE IN 1989-90. MOREOVER, THE PRESENT PROVISIONS OF THE QEA ARE UNLIKELY TO ACHIEVE FISCAL EQUALITY IN THE FORESEEABLE FUTURE.

THE AMENDMENTS TO THE QEA HAVE ALSO HAD AN UNFORTUNATE FIRST-YEAR IMPACT ON THE EDUCATIONAL OFFERINGS PROVIDED BY THE 30 "SPECIAL NEEDS" DISTRICTS. PURSUANT TO THE QEA, THESE DISTRICTS WERE REQUIRED TO DRAW UP EDUCATIONAL IMPROVEMENT PLANS BASED UPON THE RECOMMENDATIONS OF EXTERNAL REVIEW TEAMS APPOINTED BY THE DEPARTMENT OF EDUCATION (DOE) AND TO SUBMIT THESE PLANS TO THE DOE FOR APPROVAL. THESE PLANS WERE BASED ON PROVEN METHODS AND APPROACHES TO IMPROVE THE

PERFORMANCE OF OUR SCHOOLS. HOWEVER, AS A RESULT OF THE FUNDING RESTRICTIONS IN THE AMENDMENTS TO THE QEA, THESE DISTRICTS HAVE EITHER BEEN UNABLE TO IMPLEMENT THEIR PLANS OR HAVE BEEN ABLE TO IMPLEMENT THEM ONLY IN CRIPPLED FORM.

FOR EXAMPLE, IN TRENTON, THE DISTRICT WAS FORCED TO ELIMINATE THE SLAVIN "SUCCESS FOR ALL" PROGRAM, ELIMINATE NEW ART TEACHERS AND NEW ART EQUIPMENT, ELIMINATE NEW SCIENCE EQUIPMENT, ELIMINATE NEW MUSIC TEACHERS AND MUSIC EQUIPMENT, ELIMINATE NEW COMPUTER TEACHERS, ELIMINATE LIBRARIANS AND LIBRARY EXPANSIONS IN GRADES K THROUGH 6, ELIMINATE NEW PHYSICAL EDUCATION TEACHERS, ELIMINATE $614,000 WORTH OF ELEMENTARY SCHOOL CLASSROOM TEACHERS WHO WOULD HAVE REDUCED CLASS SIZE IN OUR ELEMENTARY GRADES, REDUCE 86% OF OUR AFTER-SCHOOL ENRICHMENT PROGRAMS, ELIMINATE TWO NEW INITIATIVES DESIGNED TO REDUCE DROP-OUTS, ELIMINATE A BI-LINGUAL PARENTAL INVOLVEMENT PROGRAM, AND ELIMINATE 19 MIDDLE SCHOOL AND 20 HIGH SCHOOL TEACHERS. AND THIS IS JUST A PARTIAL LIST.

THESE TRAGIC IMPACTS WERE CAUSED BY THE CRITICAL FLAWS IN THE QEA. IN OUR VIEW, THERE ARE FOUR PRINCIPAL FLAWS IN THE QEA. THE FIRST IS THE INADEQUACY OF FOUNDATION AID. THE FOUNDATION AID PROVIDED BY THE QEA WILL SIMPLY NOT ACHIEVE SPENDING PARITY IN THE FORESEEABLE FUTURE. THE STATUTE MUST BE AMENDED TO ENSURE THAT THE SPECIAL NEEDS DISTRICTS ACHIEVE 100% PARITY WITH THEIR MORE AFFLUENT NEIGHBORS BY 1995-96.

THE NEXT INADEQUACY IN THE QEA IS THAT IT DOES NOT PROVIDE ASSURED FUNDING TO ENABLE POOR DISTRICTS TO MAINTAIN SPENDING PARITY WITH AFFLUENT SUBURBAN DISTRICTS, ONCE THEY HAVE ACHIEVED IT. THE STATUTE

RELIES ON SPENDING CAPS IN ITS EFFORT TO ASSURE THIS SPENDING EQUALITY WITH RICHER DISTRICTS. THE STATUTE'S CAP PROVISION IS, HOWEVER, TOO PERMEABLE TO ACCOMPLISH THIS OBJECTIVE. AN AFFLUENT DISTRICT CAN EXCEED ITS CAP IF THE CITIZENS OF THE DISTRICT VOTE TO PERMIT IT TO DO SO. MOREOVER, THERE ARE NO LIMITS TO THE SIZE OF THE CAP EXCEPTION THAT THE VOTERS CAN APPROVE. WHILE THE RESIDENTS OF POOR URBAN DISTRICTS COULD ATTEMPT TO KEEP PACE WITH THEIR AFFLUENT SUBURBAN NEIGHBORS, THE REALITY IS THAT THIS WILL RARELY -- IF EVER -- OCCUR.

A THIRD PROBLEM IN THE QEA CONCERNS ITS PROVISIONS FOR THE SPECIAL EDUCATIONAL NEEDS OF POORER DISTRICTS. THE ORIGINAL VERSION OF THE QEA ARBITRARILY FIXED THE TOTAL AMOUNT OF "AT RISK" AID PROVIDED FOR THIS PURPOSE TO BE EQUAL TO THE AMOUNT OF MONEY PREVIOUSLY DISTRIBUTED AS AID FOR COMPENSATORY EDUCATION UNDER THE PREDECESSOR TO THE QEA. THE AMENDMENTS TO THE QEA CUT THIS TOTAL AND SPREAD THE AID OUT AMONG MORE CHILDREN. AS A RESULT, THE AMOUNT OF AID WAS EFFECTIVELY REDUCED BY 16% FOR URBAN DISTRICTS. NEITHER THE ORIGINAL LEVEL OF AID NOR THE REDUCED LEVEL BEAR ANY ASCERTAINABLE RELATIONSHIP TO THE ACTUAL COSTS TO POOR DISTRICTS OF MEETING THEIR PARTICULAR EDUCATIONAL NEEDS. THE STATUTE SHOULD BE REVISED TO PROVIDE REALISTIC FUNDING LEVELS TO MEET THESE EXCEPTIONAL NEEDS.

FINALLY, THE COUNTER-EQUALIZING EFFECTS OF FULL STATE FUNDING OF TEACHER PENSION AND SOCIAL SECURITY COSTS NEED TO BE ADDRESSED. IN PARTICULAR, WE RECOMMEND THAT THE STATE DISCONTINUE PAYING ALL OF THE LOCAL DISTRICT'S SHARE OF THE EMPLOYER CONTRIBUTION TO THE TEACHERS' PENSION AND ANNUITY FUND AND SOCIAL SECURITY. THIS FORM OF AID IS HIGHLY COUNTER-EQUALIZING, WHICH MEANS THAT AFFLUENT SCHOOL DISTRICTS RECEIVE

MORE OF THESE DOLLARS PER PUPIL THAN POOR DISTRICTS DO. FOR EXAMPLE, ANNUAL STATE PENSION PAYMENTS PER PUPIL REPORTEDLY AMOUNT TO $1037 IN RIDGEWOOD AND $1066 IN MILLBURN, BUT ONLY $552 IN CAMDEN AND $617 IN IRVINGTON. INDEED, THE AVERAGE DISCREPANCY BETWEEN AFFLUENT AND POOR DISTRICTS IN STATE PAYMENTS FOR PENSION AND SOCIAL SECURITY COSTS IS APPROXIMATELY $300 PER PUPIL PER YEAR STATEWIDE.

THE RESUMPTION OF STATE RESPONSIBILITY FOR THESE COSTS UNDER THE AMENDMENTS TO THE QEA HAS DRAMATICALLY REDUCED THE EQUALIZING IMPACT OF STATE AID TO EDUCATION. ACCORDING TO DR. MARGARET GOERTZ, UNDER THE ORIGINAL VERSION OF THE QEA, APPROXIMATELY 70% OF ALL STATE AID WAS DISTRIBUTED THROUGH WEALTH-EQUALIZED FORMULAS. BECAUSE OF THE ADDITION OF PENSION AND SOCIAL SECURITY COSTS, THIS PERCENTAGE HAS DROPPED DOWN TO 50%.

STATE FUNDING OF PENSIONS AND SOCIAL SECURITY ACTUALLY REWARDS DISTRICTS THAT ARE MORE AFFLUENT SINCE THESE DISTRICTS GENERATE THE HIGHEST PER PUPIL COST IN PENSION AND SOCIAL SECURITY CONTRIBUTIONS. WE BELIEVE THAT IT IS NOT FISCALLY RESPONSIBLE TO SPEND SCARCE STATE RESOURCES TO PROVIDE MORE PENSION AND SOCIAL SECURITY DOLLARS PER PUPIL TO WEALTHY DISTRICTS THAN TO POOR AND MIDDLE INCOME DISTRICTS. IMPROVED EDUCATIONAL PROGRAMS, TEACHER DEVELOPMENT, SOCIAL SERVICES, AND FACILITIES ALL DESERVE HIGHER PRIORITY THAN COUNTER-EQUALIZING STATE AID TO AFFLUENT DISTRICTS.

THE SUPREME COURT HAS STATED IN ABBOTT THAT SO LONG AS FISCAL AND EDUCATIONAL DISPARITIES BETWEEN POOR URBAN DISTRICTS AND AFFLUENT SUBURBAN DISTRICTS REMAIN, THE STATE CANNOT GIVE AID TO AFFLUENT

DISTRICTS THAT IS "COUNTER-EQUALIZING, THAT INCREASES FUNDING DISPARITIES, AND THAT HAS NO ARGUABLE EDUCATIONAL OR ADMINISTRATIVE JUSTIFICATION." WE BELIEVE THAT STATE PENSION AND SOCIAL SECURITY AID FAILS TO SATISFY THIS STANDARD.

FOR THESE REASONS, THE TRENTON OFFICE OF POLICY STUDIES URGES YOU NOT TO MAKE ANY CHANGES IN THE QEA WHICH WOULD LOWER THE FUNDING LEVELS FOR TRENTON AND THE OTHER SPECIAL NEEDS DISTRICTS. WE ALSO URGE YOU TO AMEND THE STATUTE TO ADDRESS THE FOUR CRITICAL AREAS WHERE IT CURRENTLY FAILS TO MEET THE STANDARDS SET BY OUR SUPREME COURT IN THE ABBOTT DECISION.

THANK YOU FOR YOUR CONSIDERATION OF THESE VIEWS.

Sunday Star-Ledger

OPINION/BUSINESS

SECTION 3

FEBRUARY 23, 1992

FORUM

Deprived pupils, a fulfilled teacher

DEAR EDITOR:

My second-grade pupils at the Carroll Robbins School in Trenton recently had their last art class of the year.

Their dedicated and highly creative art teacher will be spending the second half of the school year teaching at another school in our district, where pupils have waited until now for their first art class. In both schools the elementary-age pupils are offered art class just once a week and for just half a year. The Trenton school district cannot afford any more than that.

Earlier this month, my pupils and I walked a mile down the road to our local public library branch. My pupils were so excited by their visit that they have asked every day when we can go back. This was the first time this year that any of them had a real library experience. Our school has its own library, but we have no funds to pay a librarian.

We face the same problems in other areas too. My pupils have class with a gym teacher just once every other week. They get a computer class once a week. The same is true for other programs and special classes that we know could benefit our pupils. We can't offer them because of a lack of funding.

For some, the inequality in our school funding system is a theoretical problem. For my pupils, this inequality is starving them of the educational experiences that could make a real difference in their lives.

As we debate reforms in school finance, let's remember that our public schools – and our school funding system – should not favor any child simply by reason of geography.

Connie Cloonan,
Trenton

The writer was named Teacher of the Year for 1990-91.

CAMDEN COUNTY ASSOCIATION OF SCHOOL ADMINISTRATORS
CAMDEN COUNTY, NEW JERSEY

May 6, 1992

Senator John H. Ewing
75 Claremont Road
Bernardsville, NJ 07924

Dear Senator Ewing:

The Camden County Association of School Administrators appreciates the opportunity to exchange ideas and communicate areas of concern in New Jersey education. We also are prepared to research, support and assist your committee as it deliberates the following issues:

1. 1992-93 Funding

   A. The current state aid printouts (1/24/92) have provided some districts with state aid levels above 1991-92 amounts, while other districts are below 1991-92 levels. We recommend maintaining those that are above the 1991-92 amounts, and providing sufficient funding to assure all districts of a minimum state aid level equal to 1991-92.

   B. All debt service issues, regardless of the date of sale, be funded by the state in the years that principal and interest payments are due.

   C. Extend penalty-free use of surplus over a two or three year period to permit phasing in of new surplus limitations. Additionally, allow appropriated surplus, miscellaneous revenues and tuition to become part of the CAP calculation in an effort not to penalize districts for good business management.

   D. Approve a state facilities bond bill in the amount of one billion dollars. The bill should enable all school districts to participate.

2. Funding of Mandated Programs

In light of the current economic difficulties, districts should be assured that funding is provided by the state for the implementation and continuation of all mandated programs. For example, implementation of the new teacher mentor program should be delayed until funding is available.

3. Testing

A review of the state's requirements for testing (K-12) should be conducted. All mandated tests should be field tested before implementation. The focus of the testing program should be on student achievement and the improvement of teaching. It also should be streamlined and coordinated throughout our K-12 structure.

4. Special Education - Inclusion

A. The code calls for "inclusive education with support" (N.J.A.C. 6:28-4.2(a)1). It also references "service", "environmental modification" and "program modification" but the current funding structure does not provide for funding the the areas of physical, occupational, recreational therapy or specialized aides.

B. If the State Board of Education code requirement calls for pupils with educational disabilities to be placed in the regular education classroom, then clearly support in the form of direct funding for all related services is necessary.

C. Although there are aspects of the code that will be helpful to districts, a transition period is needed to prepare teachers, parents and community.

5. Regionalization

Voluntary regionalization should be encouraged through financial incentives during a five to ten year grace period before state mandated regionalization is considered. A thorough study of the research should be conducted before the law is written to establish the most appropriate guidelines for achieving an effective size school district. Established guidelines should be developed to encourage voluntary regionalization

that could improve delivery of programs and services to students and have the potential for improved efficiency.

6. State Level Educational Support

   A. Certification process needs to be improved. Currently, the timelines for securing a certificate for prospective candidates inhibits districts' ability to employ staff in a timely manner.

   B. State revenue support of public schools needs to be delivered to local districts on a reasonable time schedule so that proper budgeting and program considerations are made without the usual cirsis management.

   C. The Association is conducting a survey of districts to develop a list of unnecessary paperwork and associated expenses. For example, each district advertises the annual budget at a state wide expenditure of approximately $600,000. The format and presentation make it almost impossible for a citizen to understand and comprehend without an explanation.

The issues presented are considered as priority items for the Legislature to deliberate and resolve. Once again, thank you for the consideration of these matters.

Sincerely,

Barry J. Galasso, Ed.D.
Camden County Association of School
Administrators Legislative Chairman

cc: Membership of Camden County Association
of School Administrators
James Murphy, Legislative Chairman N.J.A.S.A.

218 X

ELSINBORO TOWNSHIP SCHOOL
631 SALEM-FT. ELFSBORG ROAD
SALEM, NEW JERSEY 08079

Mark M. Durand 609-935-3817
Chief School Administrator

May 6, 1992

Honorable John H. Ewing
Honorable John A. Rocco
Chairmen, Senate and Assembly Education Committee

Dear Sirs:

I would like to thank you both for the opportunity to present information concerning the Quality Education Act and its effect on one school district in New Jersey.

Elsinboro Township School District in Salem County is one of the small, rural, and yet highly successful school districts found in the state. It currently serves one hundred eleven (111) elementary students in grades kindergarten through eighth and forty four (44) high school students which the district sends to Salem City High School.

The teaching staff consists of ten full time teachers, one in each grade k to 8, and one special education-resource room teacher. In addition there are four part time teachers: music, one day per week; physical education, one day per week; speech therapist, one half day per week; basic skills teacher, one day per week.

To fully understand the QEA's impact it is necessary to go back to the 1989-90 funding year when under the then existing formula, funding for education across the state was provided at a rate of 82% of full funding, a full 18% below full funding during this year. At our local level this resulted in a .16 cents per hundred tax increase, which was approved by the voters.

During the first year of the QEA, 1990-91, the district's state aid, while appearing to increase (contained $81,506 in pension and social security aid) was actually $13,298 less than in 89-90, keeping in mind that was 18% below where it should have been. These decreases resulted in a 21 cent tax increase, in addition to which the board appropriated $83,200 from its surplus to help offset what would have been an even larger tax increase. This increase was again passed by the voters.

For the second budget year under the QEA, (92-93) the reductions in state aid continued. The original figures would have resulted in an overall decrease of $152,880 in state aid. The second set of figures, issued by the Department of Education in January, while better than the original ones, still contained a reduction of approximately $76,309.

At this time the Board could only appropriate $60,200, into the 92-93 budget, approximately $20,000 less than it had the previous year. The result was a budget that contained a 43 cent tax increase, depleted the district surplus, reduced the physical education teacher from two days to one, eliminated the one day per week shop and home economics program for 7th and 8th grades, reduced the funds available for field trips and eliminated a $1,000 student activity fund. After this budget's defeat on April 7, the board and township committee agreed to an additional budget reduction totaling $42,052. These new cuts resulted in the reduction of the basic skills teacher from two and one half days per week to one day. The one and only full time custodian was reduced to a part time position, and the purchasing of a new science series for the district (current copy write date is 1984) was delayed. These reductions will still result in a 27 cent tax increase for the next school year.

The people of Elsinboro are not adverse to paying taxes to support their school. In the past three years the tax increases have amounted to 64 cents per hundred. The Home/School Association, through its fund raising, has given the Board over $6,000 to help in restoring the physical education teacher's position to two days.

As Chief School Administrator, it is very difficult for me to understand why some districts like Elsinboro have to see programs eliminated, staff reduced, the purchase of needed books and materials deferred and educational opportunities reduced whle others are receiving millions more that they did in the previous year.

If the legislature truly wants to live up to its constitutional mandate to provide a thorough and efficient education to all of the students in the state, then the QEA must be amended.

Sincerely,

Mark M. Durand

Mark M. Durand
Chief School Administrator

MD:pn

220X