Minutes of the Public Board of Education meeting held on August 29, 2007 at the Monroe Township High School.

The meeting was called to order by Board President Kathy Kolupanowich at 5:00 p.m.

ATTENDANCE

BOARD MEMBERS PRESENT

Ms. Kathy Kolupanowich, Board President
Mr. Lew Kaufman, Board Vice President
Ms. Amy Antelis
Mr. Marvin I. Braverman
Mr. Joseph Homoki
Mr. John Leary
Ms. Kathy Leonard
Ms. Rita Ostrager
Mr. Ira Tessler

BOARD MEMBERS ABSENT

NONE

JAMESBURG BOARD MEMBER REPRESENTATIVE PRESENT

Ms. Patrice Faraone

STUDENT BOARD MEMBERS PRESENT

Ms. Melissa Bonamici
Ms. Upasana Natarajan

STAFF

Dr. Ralph Ferrie, Superintendent of Schools
Mr. Wayne Holliday, Business Administrator/Board Secretary
Dr. Christopher Tienken, Assistant Superintendent of Curriculum & Instruction

ATTORNEY

Mr. Bertram E. Busch, Esq.

MEMBERS OF THE PUBLIC - 29

After the Pledge of Allegiance and roll call, the Board President read the following statement:

In accordance with the provisions of the New Jersey Open Public Meetings Law, the Monroe Township Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted August 24, 2007:

1. At all Schools,
2. Home News Tribune,
3. Cranbury Press, and
4. Filed with the Clerk of the Municipality.

CLOSED SESSION – RESOLUTION

Mr. Homoki moved, seconded by Ms. Leonard the adoption of the following resolution:

Be It Resolved, that the Board of Education of the Township of Monroe hereby moves to go into Closed Session, in accordance with Sunshine Law, Chapter 231 of the Public Laws of 1975 (N.J.S.A. 10:4-6 through 10:4-21), to discuss the following subjects:

1. Interviews for position of Assistant Superintendent of Personnel,
2. Employment status of employee no. 000023, and
3. Status of student no. 78307.

The discussion conducted in closed session can be disclosed to the public at such time as the matters have been resolved.

Motion Carried Unanimously.

Members of the Board of Education convened to closed session at 5:03 p.m.

Public Meeting Reconvened at 8:25 p.m.

PRESENTATION – SUMMER FACILITIES PROJECTS, DEMOGRAPHER'S REPORT, NEW HIGH SCHOOL UPDATE - Please refer to attached Transcript 1.

PUBLIC FORUM AS RELATED TO PREVIOUS PRESENTATION – Please refer to attached Transcript 1.

Ms. Kolupanowich excused herself from the meeting due to a family obligation and turned the balance of the meeting over to Board Vice President Lew Kaufman.

PUBLIC FORUM - NONE

APPROVAL OF MINUTES

A motion was made by Ms. Antelis and seconded by Ms. Leonard to approve the minutes for the Public Board of Education Meeting held on July 18, 2007. Motion carried.

SUPERINTENDENT'S REPORT

PERSONNEL

A motion was made by Ms. Antelis and seconded by Ms. Leonard that personnel items (A – EE) of the Superintendent's Report be approved by consent. Roll Call – Motion Carried 9 – 0. The vote included the Jamesburg Board Member Representative where appropriate. A copy of the Personnel Section of the Superintendent's Report is attached to the official set of minutes.

Dr. Ferrie read Addendum items FF through JJ. Ms. Leonard made a motion seconded by Ms. Antelis to approve Personnel Addendum items FF through JJ as read by Dr. Ferrie. Roll Call – Motion Carried – with Ms. Ostrager and Mr. Braverman voting no on item HH. The vote included the Jamesburg Board Member Representative where appropriate. A copy of the Addendum is attached to the official set of minutes.

BOARD ACTION

A motion was made by Ms. Leonard and seconded by Ms. Antelis that Board Action items (A – H) be approved by consent. Roll Call – Motion Carried 9 – 0. The vote included the Jamesburg Board Member Representative where appropriate. A copy of the Board Action Section of the Superintendent's Report is attached to the official set of minutes.

A motion was made by Ms. Leonard and seconded by Mr. Tessler to approve Board Action Addendum item (I) to extend the suspension of student no. 78307 through September 10, 2007. The vote included the Jamesburg Board Member Representative. A copy of the Addendum is attached to the official set of minutes.

A motion was made by Ms. Antelis and seconded by Ms. Leonard to accept the report as submitted by the Superintendent of Schools. Motion Carried.

BUSINESS ADMINISTRATOR'S REPORT

BOARD ACTION

A motion was made by Ms. Leonard and seconded by Mr. Tessler that Board Action items (A – N) of the Business Administrator's Report be approved by consent. Ms. Ostrager stated: "why on Item K there were only two bids when normally we get like half a dozen or so bids or we get two or three and are told there are people that didn't apply". Mr. Holliday responded that there were three companies that picked up bid specifications; however, only two companies submitted bids. Mr. Holliday stated: I speculate that with the volatile situation with petroleum and asphalt being a petroleum based product that we had a limited number of bidders submit bids as the others probably did not want to speculate that the bid amounts could hold for an entire year. Mr. Homoki asked why the bids for the award of the surveillance systems had such a large variance of almost $125,000 between the lowest and highest bids. Mr. Holliday stated that all bidders had the same specifications and in the past there have been large variances. Additionally, Mr. Holliday stated that bidders were permitted to submit bids for "equal to or better" and that the bids were reviewed by counsel and members of the staff and found to be in conformity with the specifications. Then, Ms. Antelis asked a question regarding the van and bus cameras as to how many cameras are being procured and if every van and bus is being equipped. Mr. Holliday responded that there are thirty-seven cameras currently installed in district buses out of fifty-two buses. Mr. Holliday emphasized that cameras will be installed only in district buses and not contractor buses. Mr. Braverman stated: … "in the future when we have contract buses can we put in our specifications that we would like them to have cameras as well". Mr. Holliday responded that the bid that was approved for five new buses specified cameras in the bid specifications and the buses were delivered with cameras. Roll Call - Motion Carried 9 – 0. The vote included the Jamesburg Board Member Representative where appropriate. A copy of the Business Administrator's Report is attached to the official set of minutes.

A motion was made by Ms. Leonard and seconded by Ms. Ostrager to accept the report as submitted by the Business Administrator/Board Secretary. Motion Carried.

COMMITTEE REPORTS – Please refer to attached Transcript 2.

OTHER BOARD OF EDUCATION BUSINESS – Please refer to attached Transcript 2.

PUBLIC FORUM– Please refer to attached Transcript 2.

A motion was made by Ms. Antelis and seconded by Ms. Leonard that the September 10, 2007 Public Board of Education Meeting convene at 6:00 p.m. Motion carried unanimously.

ADJOURNMENT

A motion was made by Ms. Antelis and seconded by Mr. Tessler that the meeting be adjourned. The public meeting adjourned at 10:55 p.m. Motion Carried.

Respectfully submitted,

WAYNE HOLLIDAY
BOARD SECRETARY/
BUSINESS ADMINISTRATOR

TRANSCRIPT 1

PUBLIC BOARD OF EDUCATION MEETING

AUGUST 29, 2007

DR. FERRIE: As discussed at the last meeting, the Board asked us to provide an update regarding facilities and also to talk about where we are with the proposed new high school and also to report out on a new demographic study that the Board authorized us to do because of the -- some of the changes in the economy in terms of the housing market and to see where we are in Monroe because that snapshot in time is getting more challenging to monitor because of the number of -- as you can see, we always see it in the newspapers and all over the news in terms of how many houses are now available and mortgage rates and foreclosures and all of those kind of things. So we really needed to go back to Whitehall Associates and say, look, take a look at this again so that we can give and provide an update regarding these numbers so the Board can proceed with looking at some options.

So what we're going to do this evening is I'm going to ask Jerry Tague, who is our director of facilities, to go through the summer projects that the district worked on all summer, and it's been a very, very busy summer, and then Wayne Holliday is going to review the demographics with you, and then I'm going to review a piece in terms

of where we are now regarding the proposed new high school and lay out some of the options that you've heard discussed here, and then certainly at the end of the presentation, we'll go back up to the front here and take any questions that anyone has, and I want to emphasize that I am only presenting options now. I am only presenting where I believe we are at this point in time on August 29, 2007, and that there are some very important milestone dates coming up, which are September 10, which is our next Board meeting. September 10 is a Monday so you might want to make note of that, and the reason why our next Board meeting is on a Monday is because September 12 is the celebration of Rosh Hashana, okay, so it's important that you make a note on that, and then the following Board meeting, September 26, and the reason why that's important milestone I'll talk about later on in terms of these are milestones and important dates as related to the dates that the date that the state has set in terms of referendum dates, et cetera, et cetera.

So with that, I'm going to turn it over to Jerry, and we'll go through -- as I mentioned, these are the pieces we're going to look at, the summer projects. We have some -- we have updates on

the Applegarth Road Elementary School project. We have some pictures of what that project is looking like right now. Again, we just completed a demographic study that Wayne will review, and I'll go over some options there, and then we'll go back up here and continue the dialogue.

What I really see, you know, talk about this in the end is that this will be a lot of food for thought for a lot of people and that some decisions are going to have to be made within the next month or so.

So, Jerry.

MR. TAGUE: Thank you, Dr. Ferrie. Good evening, everyone. Okay. The first project we're going to talk about tonight are municipal utilities service to Applegarth Middle School. That is the water and sewer. Brief history on this. This project came to us in June of 2005, when we were contacted by U.S. Home. U.S. Home indicated that they were going to be developing the property surrounding Applegarth School and that they needed frontage along Applegarth Road to perform their project. At that time, we saw it as an opportunity to move towards utilities for the school, and from 2005 up to about the end of 2006, Mr. Busch

represented the Board in a land exchange agreement that was executed, and the land exchange was that we exchanged a portion of the frontage for the road widening along Applegarth School in exchange for a value of work that would be provided by U.S. Home and their contractor.

Now, during this 2-year period, U.S. Home was acquired by Lori Gardens and then reacquired as U.S. Homes and then as Lennar so Lennar is the final group that we're working with, and the deal that we ended up with was that Lennar and their contractor as they built the infrastructure for their housing development would bring water and sewer onto an area of the site, and from our end we had to do the design from what was going to be on our property and go through several regulatory applications and approvals, such as the Freehold Soil Conservation District, the Delaware Raritan Valley Bay Commission, the NJDEP for both a treatment works approval application for the sewer as well as water main extension for the water service, and then final approvals through the MTMUA.

We just received about a week ago the final approval for the water. The sewer approval was received in late June. So what that allows us

to do -- the MUA was good enough to allow the process to start before their board meeting. The normal process is the MUA operates similar to the Board of Education, and they would have to take action and approve the projects. Well, they allowed Lennar U.S. Homes and their contractor to get started on their portion, and what they're doing is they're bringing sewer and water mains from the rear of the property up to both sides of Applegarth School. These are the Applegarth development homes behind the school, directly behind the school, and these are some of the sewer line stub-ups coming onto our property. So their contractor has been out there for the past week installing their mains, and then we are out to bid now with our portion of the work, which will pick up from where they left off.

The value of the project was identified about a year ago when we did the exchange, and it's really been quite beneficial to us because they have handled really the deep part of the work. The excavations down along the property line are somewhere in the 15- to 18-foot range. So they have a site work contractor who is bringing that up to a point on our property. As you face Applegarth School on the left-hand side, they brought it up to

about the tennis courts, and on the on the right-hand side they brought it up to just short of the trailers, and our project that we are bidding now picks up from those points and will bring it into the school. We have a targeted completion for this around the beginning of December. The majority of work that our contractor will be performing will be the tie-ins. On the right side of the property they will run the water main out and do a connection, and then on the left side of the property they will merely be tying into the sanitary sewer. So, again, December is when we're looking to complete this project.

The next project we have is closed circuit TVs, and the Board will be acting on that this evening, and bids were open July 31 for this. We received a very good bid on this. We had six bidders. The low bidder, Triad Security, came in at $199,000, lower than the other contractors, and they submitted an alternate or equal. We have done a review with our in-house technology people, as well as a member of the community who is the security consultant provided pro bono services, and he also did a review, so we'll be making the award. What the project entails primarily are closed circuit

cameras on the exterior all schools. We're looking I believe about a total of 113 cameras at all schools, and that will be hooked up to a software system where, for example, the principal will be able to pull up cameras at any given time, view up to 16 cameras at a time or hone in on different cameras. The cameras will be recording to a digital video recorder. Should there be an incident that needs to be looked into later, we'll be able to go back to the records and look into it.

The next project we have is the installation of sports lighting at the high school athletic complex. We've talked about this in the past, and the primary focus is the football stadium. That is what we are targeting first. Our bid opening date for this is September 6. We will be lighting the main football stadium, as indicated, and also replacing the score board at that location. In addition to that, we will be putting lighting at the synthetic field, the practice field behind that, and the tennis courts, and the installation will go in that sequence.

The next project is the installation of the synthetic field. We are currently in design on that project. Edwards Engineering Group is the

engineer who's designing this for the Board. We have, again, several regulatory applications that have been filed, and we are waiting for approvals, pretty much the same regulatory applications that we did for the Applegarth project, Freehold Soil, Delaware Raritan, and the Middlesex County Planning Board. When those approvals come back and the design is finalized, we will go out to bid for that project. We'll be starting that at the end of the football season, and the project will obviously be somewhat weather dependent depending if we get an early winter or not, and we're targeting completion prior to the end of the June 2008 school year.

The next project we have undertaken is upgrades at the varsity softball field. The softball field, as you may know, currently does not have dugouts, as does the varsity baseball field. We have been doing this project primarily in-house. We're fortunate to have some talented craftsmen on board so we have to date constructed the slab foundations and the perimeter wall fencing around that. Our staff will be working on that probably over the course of about the next 2 to 3 weeks, and those will be ready for the start of the 2008 girls softball season.

The next project that we are finishing up is site work behind Brookside School. Many of you may recall the trailer installation that we recently completed there. We have an upper parking lot now, and what we have finished this summer is finishing up the top coating on the parking lot, line striping, finished seeding and grading behind the school. That work is now complete, essentially complete. We're going through some punch list work now. We'll allow the fall season for the grass to continue to germinate, and then we'll be able to get back on there with school activities in the spring.

Another project that we undertook this summer was refinishing of the high school gymnasium floor. That floor was installed in 1993 I believe, and the Maple Floor Manufacturers Association recommends about every 10 years we do a complete refurbishing, and what that means is you sand it down to bare wood. You actually take a little bit of the wood off, all the game lines off, repaint your game lines. We used it as an opportunity to introduce the new school mascot, the falcon, as you can see in the picture, some new game lines, and that has been completed and ready for the school year.

Another project we undertook was the installation of phone systems at Applegarth and here at the high school. What we have is a digital voice over internet protocol phone system. We are using it in the digital capacity only at this time because our technology infrastructure right now will not support the voice over IP. The phone system installations have been completed at both locations. We had training over the summer for 12-month staff, and then some of the 10-month staff, we had an opportunity for them to come in as well and be trained. So we have trained the good majority of the administrative staff at both locations, and then next week when the teachers are in, we will have representatives here for training for the teachers. It is a much better system than what you've been used to. I know many people have complained over the years about not being able to get through to the main office. We have more lines, more availability. You have direct access to teachers. Teachers all have individual mailbox. Every employee at the school has a voice mailbox. There are heightened security features now where you can get 911 from any location in the building. If someone was to pick up the phone and dial 911, there's an emergency

responder that goes to the administrators in the building so Mr. Goodall and his staff would immediately be notified that 911 was made and what location it was made from so that when responders come they would know where to go to. So we're looking forward to the benefits that the system will provide.

Another project that was undertaken was the conversion of Mill Lake Elementary School technology to a PC platform. The Mill Lake Elementary School has been converted from the Mac platform to the PC platform, and approximately 30 usable Mac computers have been relocated to Barclay Brook School for use at that location.

And another project that we have currently ongoing, if any of you have driven by the central office, you have seen what looks like the dog houses at either end of the building, and that is renovations to the central office basement. We've been working on that this summer with our staff and with an outside contractor, and we are creating some work stations down below for the mail carrier and for some maintenance personnel, as well as addressing some code related storage issues.

And finally, we're going to give an

update on the new elementary school on Applegarth Road. That construction, as you may know if you've driven by, is well underway. We have completed about 90 percent of the site grading. Installation of all the slabs around the building have been completed. Structural steel has been completed around the gymnasium so you see the steel structure coming up at the back of the building, and now you'll start to see the masonry walls that are being built around the gymnasium. The project's a little bit behind schedule right now. The steel contractor has fallen behind a bit. We're putting a plan in place where we look to make up that time through the masonry contractor. The timing of this project is actually pretty good in that because we went out for a December referendum, we were able to break ground in April, a little bit sooner than we've seen in the past. We're targeting a May of 2008 completion. We should be on target with that and open on time for school next year.

Turn it over to Mr. Holliday.

MR. HOLLIDAY: Good evening, everyone. As on the opening screen, you can see that the demographic study was completed by an organization called Whitehall Associates by Dr. Joseph Richardson

and that this projection and really most projections are only good for 5 years. Most demographer's will not go out beyond that for any reason. So this would bring us up to the year 2011/2012, as indicated in the second building, and some of the slides that I'm going to be featuring or showing you would be enrollment by school and grade level. Then we'll be moving into a comparison of what was done between January of '06 by the same organization, Whitehall Associates and Dr. Joseph Richardson, and the demographer's report that was just completed this August by, again, Whitehall Associates, Dr. Joseph Richardson, and then Dr. Ferrie will be going into the implications as it relates to the new high school.

Okay. The fun part, the numbers. If you look across the very top horizontal, you will see by grade level starting with kindergarten through 12th grade, self-contained special education, and then the final, which is district totals. If you look down the vertical, far left vertical, you will see by year, starting off with 07/08, through 2011/2012. You can see there are 5 years. Just like I mentioned before, the demographer will only go out for 5 years. This is

based on a method called the Cohort Survival Method that is authorized and approved by the New Jersey Department of Education. When we have to submit anything that may relate to facilities, they will only approve the Cohort Survival Method, the method used by Dr. Richardson. With rare exception will they ever deviate from the cohort survival. When I taught at Rider University Graduate School, this was the only method that I likewise taught. That's why I'm familiar with it and I'm able to speak to it.

So it's quite easy to read. In terms of the district as a total in the year 2011/2012, in aggregate, it is projected that this district will have 7,061 students in it.

Now, as Dr. Ferrie had mentioned before, this will be made available to people, and it's very important to look at the footnote, obviously, because it says all calculations are carried out to 8 or more decimal places. Since there cannot be fractions of students, the district total may vary by one or two students if added manually. Just keep that in mind because we do or Dr. Richardson does know how to add two numbers. It's just that when you're in an Excel worksheet, it spreads it out and it may round up or it may round down accordingly.

So there's your 5 years for the district.

The next slide, the top one, there are two starting points for the Cohort Survival Method. One is to get birth data through geocoding. Geocoding comes from the zip code, where is the baby born, into what community. The second thing that's provided is historical information, who is in the school system now today. The most reliable report that we could give Dr. Richardson always is in October, and I think I mentioned this a couple Board meetings ago. Summer is a very active period of time, even the early fall, but by October 15 -- and the state recognizes that -- we have a report called the ASSA, Application For State School Aid. The state as well as I do agrees that this is probably the best time to capture the data in order to get a good snapshot of what your district's going to look like. They even base our state aid off of this. They don't care how many students come or go. This is what your state aid is based up on, that top chart.

So with the birth data from the New Jersey Department of Health Bureau of Vital Statistics, with data with data from the ASSA, Dr. Richardson from Whitehall Associates takes that

information, puts it into the various formulas of cohort survival, and is able to do a projection. The projection I had showed you first was by district for the district by grade level, K through 12 and self-contained special education.

We take it one step further for you. The bottom graph breaks it down. If you look at the horizontal, at top horizontal access, you will see K through 12, subtotal, special ed, then a grand total, and then you see it by school. By -- on the far left you see Monroe Township High School. So it's what it's telling you is that in the year 2011/2012 at the high school we will have 2,125 students based upon the Cohort Survival Method, and that was done for each of the six existing schools. It then goes ahead and matches the grand total, which is 7,061, which was on the previous PowerPoint slide that you were showed, just to show you how the work ties out. So it breaks down by grade level. It breaks it -- gives you the district total, and then it breaks it down by school.

The next slide, which you may not be able to see too well, what I did is I took the January 25, 2006 -- yeah, I'm going to get through it. In fact, I have it right here. I took the

January 25, 2006, report prepared by Dr. Richardson of Whitehall Associates, and then I took the August 15, 2007, demographer's report, again, prepared by Dr. Richardson of Whitehall Associates, and I wanted to compare the two for those years. Now, don't forget you only go out for 5 years. So on that first column where it says enrollment analysis up at the top, I did it for the district, and I'm going to read those numbers to you.

On January 25, 2006, the furthest that Dr. Richardson could go out would be to the year 2009/2010. Now, obviously, when we did the report or when Dr. Richardson did the report on the 15th of August, the year 2009/2010 overlaps so I compare 2009/2010 on both reports, the report done in January, the report done in August. The report that was done in January if you want to write this -- I'm just going to give you the pertinent figures -- the report that was done in January 2006 said district wide we would have 6,958 students. I see pens writing so I'll pause for a minute. On August 15, 2007, the demographer's report that was just done, projected 6,113 students, a difference of 845 students less. So you can see the dynamics that occurs in a community when the data's inputted here,

and that's why it's important to do in a dynamic community such as Monroe with housing to do a demographer's report anywhere between 12 and 18 months.

So for one report, January 2006, to the report that was just done 2 weeks ago, it shows that 845 less students. So what I wanted to do was go beyond just the district level to see what the high school looked like. In Dr. Richardson's report dated January 2006, Dr. Richardson indicated that in the year 2009/2010, that there would be 1,950 students.

I'll ask -- I know a question will come up when the Board resumes back up to the table and questions are asked. There was no projection for 10/11 or 11/12. The reason was because the demographer will only go out for 5 years so those 2 years would not have any projections calculated because then they would have been going out for 7 years, and the demographer wouldn't do that; however, because the Board authorized Dr. Richardson to do the Cohort Survival Method in August, I then compared the high school projections, and, of course, there was an overlap within 5 years. So I wanted to compare 2009/2010 projected on August 15,

and the new projection was 1,785, in other words, 165 students less from the January report. Now, as Dr. Ferrie mentioned before, that could be due to a lot of circumstances, a tightening credit market, a slow down in the number of permits issued for homes, elevated mortgage rates, a whole host of reasons, because as everyone knows, the housing market goes through cycles, as well as the credit market can be very volatile; however, this does take out at the high school to the year 2011/2012 the enrollment, 9 through 12.

As of October -- excuse me -- as of August 15, 2007, this August, Dr. Richardson is projecting for the year 2011/2012, 2,125 students to be in the high school, and that number, all these numbers that I gave you, corresponds with the prior two slides so they all tie in together, but the point of this last slide and my dialogue is just to show you that during the period of January 2006, and August 2007, there are many external factors that can affect the Cohort Survival Method, and I mentioned some of them.

So as directed or as suggested by administration -- and the Board approved Dr. Richardson to do this work -- the projections have

been done for 5 years at a district wide level and also by grade level as well as by the current -- and I emphasize current -- school configuration. This does not take into consideration any relocation of any students when the new elementary school opens on Applegarth Road.

As I mentioned before, when the presentation is done and the Board resumes at the table and we enter into a dialogue, I will certainly be glad to answer any questions that anyone may have. Now Dr. Ferrie.

DR. FERRIE: As you know, we do have central registration so we'll monitor registration regularly, and as of today in August, we had -- as of today in August, we had 87 I believe registrations. Last year in August I believe for the entire month we had 134 so that's slightly down. The high school as of June 30 had 1,457 students, and the high school will open up in September as of today -- I'm only giving you current data -- at 1,552 so we're 95 additional students at the high school. So we continue to monitor this regularly.

Everybody okay for the last part? All right. Last but certainly not least part. So people are talking about -- as you know, the Board

talked -- asked to look at where do we go from here in terms of this proposed high school, and I'm not -- I'm presenting this information, not debating the land at this point in time. Okay, Mr. Walling, thank you. Just presenting the information so just hang on until I go through this, and then certainly it's food for thought.

If we were to have a December 2007 bond referendum, the land must be deeded to us by the 26th of September because the question has to be set that evening in order to be able to post it in the newspapers and get the advertisements out for the absentee ballots and backing off the date 60 days from December 11, you know, we got to work these time lines in. The state says you can have referendum December 11; therefore, if an option was chosen -- and these are just two options that you've heard, but there's also another alternate I'm going to just put out for -- for consideration. The referendum could be on December 11, and, of course, we're going to move forward with anything unless that ref -- depending upon what happened on December 11.

Now, the two options that people -- that we've looked at and people have tossed around and

it's been discussed are we know that on December 3 -- in December 2003, the approved referendum for $82.9 million, option 1, additional funds required to build the school. Now, I know we've kicked -- we've heard that number, that infamous $36 million number, but I got -- there's a question mark after that because we don't know what that number is. It could go down, it could go up. You see what's happened with gas now. Gasoline is going down. So, who knows, you know, the markets are -- and believe me, I'm not an expert in the -- I got enough on my mind to worry about the stock market, but I certainly know that it goes like this, and it's very volatile these days so -- and, of course, that relates to all the kind of things that go into construction and -- construction and products, et cetera, but that certainly is one option.

Option 2, which could be done in one or two questions, would be the additional cost required plus a two- or three-floor addition, and what I mean by could be two questions, you could say it could be one or two questions. You could say, well, we have this one question, we want it all, or you can say here's a menu of two options, pick -- pick -- vote for one, but when you have additional costs involved

in a project, you can't -- it has to be written in a way that people can't vote for the addition without the costs because then that doesn't work, but that's -- and some districts do this, as well. I am just painting the options for you.

And again, here's option 1, a referendum, additional funds only. Obviously, we'd have to have a final cost estimate done so we can project what those numbers would be of the land -- and I mentioned this before -- again, the acceptance and the referendum question and the bond referendum, and that would still keep us in line for a 2011 opening.

Option number 2 in the referendum -- not telling you anything I just didn't say -- Design Ideas Group is MRM. Those of you who followed us along, you know that MRM became Design Ideas Group, and land -- again, none of that changes except for the fact that the addition probably wouldn't open when the building opens. It could, but it probably wouldn't because you would have to go into design, get all those approvals, go out to bid later on. You could have two contractors. One contractor can get one of them and one could get the other. You can have them clash into each other. But that's all

stuff that's workable. You can get through those hurdles, but that's the way it -- and, again, that would put us in position for a projected fall 2011.

An alternative option is monitor the student enrollment for the next 12 or 18 months, do the additional cost question only, and then once you have a better understanding of what those enrollments look like, have another bond referendum for the addition. That's not very much different than option 2, and with the volatility of the environment and you see what's happening with the demographics, they're going down now, what those projections were, this could be a very viable option, as well.

You know, there's a process that the administration is trained in called decision analysis, and when we have a variety of -- when we have to make a decision, we look at different options, and then we set the critical up, and then we have this whole process where we weigh out -- it's a formula kind of driven process that's -- we've worked with, the Tregoe Forum, for years now, and it's something that -- it's a process that was developed for industry, but it works very well with school -- in school setting, as well, and,

certainly, if we were doing a decision analysis, which is essentially what the Board of Education is going to have to do in September, they're going to have to look at these. They're going to have to do a decision analysis, which one is the one we're going to choose. Well, one of the things you look at in the criteria is -- one of the criteria would be which is the best opportunity for a bond referendum to pass, you know, so that -- I'm just throwing that out for food for thought.

See, I'm a realist. If the land isn't acquired, there is no bond referendum in December. Now, there will be no bond referendum in January, and the reason why is this. The New Jersey legislation in changing the date for primary -- their presidential primaries, moving it up, has written legislation into the education bond referendum formula that says during a year where there's a presidential primary, school districts cannot have a bond referendum in January. Okay. That's important to know. So the next possible date for a bond referendum would be March, just so happens to be March 11, 2008, and then that would push the school off for a year most likely, until 2012.

The Board of Education may at that time consider reconvening the ad hoc committee on growth of facilities and/or the new high school action committee to evaluate future options alternatives.

So we've done the very best to outline this and lay it out. I'm acutely aware of the debate that still remains out there, and, certainly, I'm eagerly looking forward to some form of resolution on this because, you know, we have to get this resolved.

The -- we'll report to you, though, we're very pleased. We're ready to open. Our custodians have done an awesome job this summer. You know, we have -- our schools are used all the way up until like the end of July, first week in August so we only end up getting around 4 weeks to clean, and our folks have done a phenomenal job. We had a fantastic new teacher orientation this week. We had a fantastic alternate route academy last week for alternate route candidates. We will greet all of our teachers on Tuesday. Every position in this district is staffed. So we're not opening, you know, for the -- I think it's the fifth year in a row that the high school is staffed in its entirety, and that's a credit to our folks who are doing all

this work. So, you know, we're looking forward to the implementation of the AB block and the senior option and lots of neat stuff.

So with that, that concludes our presentation. I hope it was informative for you. We will certainly sit up here, and I will -- obviously, we will put this on the internet, I mean on the web set as a link, okay, so that, you know, see some of the numbers that Wayne did, and so that concludes our presentation. So we're going to -- can we go back up here first, Mr. Gilbert? Thank you. Because the Board will want to -- because we have to do this because in order for Mr. Holliday to be able to maintain minutes.

(End of tape 1)

MS. KOLUPANOWICH: -- questions, and after that we will open it up to the public.

So at this time, Mr. Braverman.

MR. BRAVERMAN: Bear with me. I didn't realize we were having this presentation tonight, but I sort of prepared a few notes to talk about the same subject. Five years ago this coming November, the high school on Halsey Reed Road was defeated, that referendum. At that time, at the following Board meeting, I recommended that we go back to the

public immediately. Where would we be if we went back to the public at that time? The Board decided that we would have an ad hoc committee. From the committee came the desire to have a campus school in the park, and I heard that was a slam dunk. The park savers didn't agree. They don't know what slam dunk means.

Twenty-three months ago I made a motion to abandon the park site. It was soundly defeated. Where would we have been now, where would we be now if that was not defeated and we moved? In the past 23 months, the building costs have risen dramatically, and contrary to what you said, Dr. Ferrie, yes, the gas prices are going down, but today the barrel of crude oil went up to 72, almost $72.

But the one bright spot is the public approval for $67 million for the high school on the free land; however, that would cost us about 130 million today, but we don't know what those figures are anyway at this time.

The area's made up of senior citizens living on fixed incomes and many digging into their principals. People thought they never would be digging into their principals, but they're into them

now, and I hear comments about that in my community. The stock market is up and down depending on the day. People cannot afford their mortgagees, and people -- we aren't to get a referendum passed. This time is wrong. You're not going to pass a referendum now, and the school that we're planning on the free land, if we get the free land, is too small for the population we anticipate, but we do have the $67 million if we can get the public to say, hey, we can do something else with it.

So it's my suggestion that we have a brain storming session, see what else we can possibly do with the $67 million. For example, part of the brain storming -- I don't know if many of you are familiar with what a brain storming session is, but you sit down and you just throw out ideas and you list the ideas. Then you go over them and you say, hey, this one might be possible, this one stinks, let's talk about this one, and that's a brain storming session.

My first brain storming idea might be, hey, let's pull the 9th grade out of the high school. Let's enlarge the middle school. I think it's less expensive to build a middle school or an addition to a middle school than it is a high

school. So reconfigure the district. We'll say 7, 8, 9 in the middle school, 10, 11, 12 in the high school. Then we've got 4 -- about 400 less students in this building.

That's just one idea, and I just thought I'd throw that out because -- and remind this Board that it's our responsibility to accommodate the kids, not the Town Council's, not the Mayor, not the ad hoc committee. It's our responsibility so we should get off our duffs and start thinking about it. Thank you.

MS. KOLUPANOWICH: Miss Ostrager.

MS. OSTRAGER: Thank you, Mr. Braverman, I think it's something that we've needed to hear for a very long time. I see Jim Morton in the audience, and I wanted to know if it would be appropriate as I did last time to ask him some questions. Would you be comfortable with that?

DR. FERRIE: Are you all right with that?

MS. OSTRAGER: In line with Mr. Braverman's idea of having a brain storming session, I think that there's no time like the present, and since you're here anyway, maybe you can help us out a bit. In October I talked to you -- we talked

about some of these same issues, some, you know, concerns that -- about this, and I asked you about some of the things that we could do with the amount of money that we had left. At that point in time, you told me that as we knew that we didn't have enough money to build the high school, but we probably would have enough money to build an element -- a middle school or probably have enough money to do some additions to existing buildings. Could you give us some idea of what we can do with the amount of money that we have that could alleviate some of the facilities needs, some options that we may be able to afford?

DR. FERRIE: That's so open-ended.

MR. MORTON: I'm not prepared to discuss that. You need to give me some -- is this on? We'd have to come down, sit down and talk about some of the goals that you'd like to achieve, and then we could look at what options we might have, but keep in mind, you're going to be starting at square 1 again, and that's time. We have a plan now that's ready to go to bid, and we -- you can't afford to build it right now, but the fact is you -- I would think you'd want to go through the referendum at least to have a shot at it. If you want to take

another option of concurrently looking at some options just in case, maybe you could do that, but you don't have enough money right now I don't believe -- this is my opinion. I don't have facts here. I don't believe you have enough money to do what needs to be done to house the students you have. Whatever -- however, you call what grades you have, you have a number of students that you have to house, whether it's in a 9-12 or a 7, 8, 9, 10/12 building, it's square footage. They're students, and just because you reallocate them somehow, you have to house them, and that costs money, and whether it's a middle school or whether it's a high school, you don't have enough money to build what you need in my opinion right now. The dollar amount that you're talking about has grown so great over the last year and a half or 2 years that, you know, we're -- we just can't house the students that we need to house. Whatever house you want to look at, it doesn't -- it isn't going to fit, and somebody is going to be left out without a seat.

So -- and if you want to look -- I'm you, know I'm, here to help you, and if you want to sit down and talk about some things and options, certainly, I'm here to do that, but I don't want to

lead you tonight to say, oh, yeah, we've got a great idea, we can just reallocate the number of students we have and build two different buildings. We can't do that. I know you don't have enough money to do that. You still have to have a referendum to come up with extra money.

MS. OSTRAGER: Thank you, but you know --

MS. KOLUPANOWICH: Miss Ostrager.

MS. OSTRAGER: Thank you. The problem is is if we sit and we wait until we get either this land or we find another piece of land to build on and we sit and wait until we get a bond referendum passed, we'll sit and we'll have money in the bank, and we'll have no facilities, and I -- I think we all realize that the amount of money that we have in the bank is nowhere near enough to provide for the facilities needs of this district, but I think that anything that we build is better than sitting on that money, and I for one would be open to any suggestions that this Board could agree on that would add some brick and mortar space as opposed to sitting on this money for indefinitely until we can get a bond referendum passed.

MS. KOLUPANOWICH: Anyone else on the

Board? Mr. Tessler.

MR. TESSLER: Just a couple questions. On the demographic study, how accurate have they been in the past to the actual enrollments? They've been pretty right on?

MR. HOLLIDAY: Up until the recent past, when there has been a very severe fluctuation in the credit markets, interest rates, and the housing slump, they have been rather accurate, and that's why I wanted to do the analysis from January 2006 to -- or compare it to August 2007, to show that, indeed, external economic factors did come into play in Monroe, as well, and, therefore, the projections of students did come down, and, therefore, the variance -- to answer your question, the variance from one analysis to another is greater than I've seen it in the past, and it's my speculation it's due to these external factors.

MS. KOLUPANOWICH: Mr. Tessler.

MR. TESSLER: I'm sorry. One more question. We're talking about the money that the voters voted on back in 2003. Since the voters voted on -- and excuse me if this is a dumb question or whatever, but since the voters voted on to build a high school, do we have to get some special

improvement approval? Do you have to --

DR. FERRIE: Mr. Braverman -- I'm sorry, Mr. Braverman. Mr. Braverman was absolutely correct. You have to go back to the voters and ask for them to change how that money is used.

MS. KOLUPANOWICH: Mr. Kaufman.

MR. KAUFMAN: Now that we have an updated demographic study, my question is actually for the administrators in the room. I know we have Rob Goodall. We have Jerry. We have just about everybody that we need to hopefully, if not get a good answer, somewhat of a ballpark.

Based on the study that we have before us in 2011/212, the population of the high school should be around 2,125 students. My question is, based on the things that we're doing new now, which we didn't have before, things like block scheduling, the size of the building with what we have, and the economies of scale, how long do you collectively believe, think if we just built the building as it currently is proposed without the addition, could we sustain the population, because I know we took great care to make sure some of the core facilities were probably larger than we would need initially, and that's -- for those of you that don't know why we

can't play in that sand box in this building, it's the core facilities. It's the things like the auditorium, the cafeteria, and things of that nature not built to sustain that size population.

So given that and we're talking about the size of the school that we are already proposing with 2,125 students, how long do you think we would be able to be in that building based on these figures without potentially needing the additional space of the annex or of the other, you know, part of the building, or would we as soon as we open would we be at capacity?

DR. FERRIE: I think the best way to look at that is look at the history of a neighbor. How long was South Brunswick, Jim, in their building before they put the addition on? Right, so a year or 2, 3 years on the outside, but it would be crowded.

MR. KAUFMAN: The reason why I asked that question is because if any of you know that have been coming to these meetings all the time, I've been constantly saying, you know, we see these things, we don't want to go down the same path that other districts have done. We need to learn from their mistakes or -- and it's not even improper

planning because you can see that we're faced with the same kind of monumental decisions that I'm sure that board had to make at that time, how much can we build for the money that we have versus what are our needs. So I'm sure that they also knew at the time that their building would open at capacity, but they were backed up against the wall, and that's what they had. Those are the cards they were dealt. That's what they had to do.

Now, our questions today are if we go ahead and start thinking about proposing the addition now and having everything built at the same time, even if we got the land tomorrow, it still may potentially add time to the project, and I don't think there's anybody in this room, especially up here, that wants to do anything but add time to the project to get, you know, mortar and concrete and walls up.

So the question is we're faced the exact same problem that South Brunswick was faced with. Even though we all know we don't want to go down that road, there's a good chance we may be faced with building a building we know will open to capacity. So my question to my fellow Board members are if we're going to open up the debate and the

dialogue, are we going to talk about getting things started immediately, assuming that we were able to get the land by the September 26 date and everything can fall into place and we can move along nicely, or are we talking about, you know, retooling what we want to present to everybody and say, okay, it's -- it's the additional money to build the building as it stands plus the addition to handle the capacity when the building opens. So that's, you know --

MS. KOLUPANOWICH: Miss Antelis.

MS. ANTELIS: Mr. Holliday, maybe you can answer this question, and I believe when I started on the Board 15 years ago, I believe there were about 2,300 children in our school district, correct?

MR. HOLLIDAY: That is correct, Mrs. Antelis.

MS. ANTELIS: So when I see here that they're saying as of October 15 of 2006, we have a total student population of 4,925, correct?

MR. HOLLIDAY: That is correct.

MS. ANTELIS: Which means in 15 years we've had a 2,625 more students. That's 15 years. That's through the housing boom; is that correct?

MR. HOLLIDAY: That's correct.

MS. ANTELIS: I kind of have a hard time believing that in 5 years we're going to have an additional 2,136. Considering what the housing market is, I don't see it getting any better. I really -- I don't question the person who's done this. I just really question the fact that we're going to have 2,136 more students in 5 years at the rate that we were going.

MR. HOMOKI: Madam Chairman.

MS. KOLUPANOWICH: Mr. Homoki.

MR. HOMOKI: South Brunswick's demographics are totally different from Monroe Township. Monroe Township has half of its population in retirement communities, but I don't want to get into that. I think we all appreciate the report that Dr. Ferrie gave. He really laid it out for us, and September 26 is a key date. It's a key date. At that time, we can start talking because if it doesn't happen, if we don't have the land by the 26th, there will be no referendum in December. We must have the land by the 26th. At that time, if we do get it, we have to decide what direction we will take, are we just going with the original plan, are we going with the expanded plan or whatever, whatever combinations, including

considering what Marvin has said possibly, reallocating students to certain schools and so on, but the bottom line is that we need a building. For us to do anything, we need a building, regardless of what configuration we're talking about, and I think many of us will really look at the September 26. If we don't have the land, then we really need to talk because we're talking about a major delay. We can't have it in January. You're talking about March. It's going to be very difficult to pass referendum. If it doesn't make it, then it sets us back almost another year. So let's see what the 26th will do, which is only a short 4 weeks away.

MS. KOLUPANOWICH: Anyone else on the Board. Miss Ostrager.

MS. OSTRAGER: I think that December 26 we all agree is a very critical time, and I think Dr. Ferrie did a wonderful job of explaining why that is such a critical date; however, I think that December 26 -- or sorry, September, thank you -- September 26 is going to be too late for us to make a decision because I think if we wait until that day, we will foreclose some options. So it seems to me that the logical thing to do is to come up with options that we would debate today of if we have the

land by September 26, then we want to do A or B. If we don't have the land by September 26, this is what the Board is going to do. I don't believe that there's any other information we will have between now and September 26 that will help us to make that decision. I think the administration has done a wonderful job of making the presentation today, of providing us with really all the information that we need to make that decision, and I think that the decision tree that Dr. Ferrie was talking about is something that there's no reason that we couldn't map out today, and I would encourage this Board to continue this discussion and try and come up with our two plans of actions whether or not we get that land.

MS. KOLUPANOWICH: Anyone else from the Board? Mrs. Leonard.

MS. LEONARD: I agree with Rita that we really should come up with some sort of options today. I read over the demographics, and even with the change in economic climate, the building we're proposing is going to open up too small. We have the option right now to correct that, to not go in South Brunswick's path. We know up front that we're going to open up too small. I sat here before and

opened up a school too small. I will not support a referendum unless it has an option to make the building the size it needs to be.

Mr. Kaufman, you mentioned that the addition may delay the opening. That was not what was on the screen that Dr. Ferrie showed. He showed the main building opening on schedule with the addition opening at a later date.

Am I correct, Dr. Ferrie?

DR. FERRIE: Yes.

MS. LEONARD: Thank you.

MS. KOLUPANOWICH: Anyone else? Miss Ostrager.

MS. OSTRAGER: Miss Kolupanowich, maybe since the land is such an emotional hot button, maybe it would be beneficial if this discussion were separated and we could have a discussion on what we will do if we have the land from September 26, and once the Board has come up with a decision on that, we can have a discussion on if we do not have the land by September 26, and that may make it a little easier to come up with a decision.

MS. KOLUPANOWICH: Anyone? No one from the Board? Okay. If there's no other discussion from the Board, then I'm going to open this to the

public for questions on the presentation.

MR. GILBERT: This is not for short people. Frank Gilbert, 59A Winthrop. If my memory serves me correctly -- at my age sometimes it gets a little hazy -- I recall that with the addition on the new high school, it would cover roughly 1,900 students; is my memory correct?

DR. FERRIE: No, no. Sorry, Mr. Gilbert.

MR. GILBERT: No? I think --

DR. FERRIE: Said it could be 2,200 or 2,400.

MR. GILBERT: Twenty-two hundred, 2,400. I see I'm incorrect. Thank you very much.

MS. KOLUPANOWICH: Anyone else from the public? Please state your name and address for the record.

MR. BONAMICI: Kirk Bonamici, 16 Drummond Way. Question for Mr. Holliday on the demographics report. In the years 2009/2010, between the last overlap years, talk about the number of students in the district dropping from 6,900 in the original report from January '06 to 6,100 in August '07. Then in the 2 years that he builds on for -- to 11/12, it jumps up by more than

a thousand students in that time frame. Did he provide an explanation why he thought that?

MR. HOLLIDAY: The Cohort Survival Method, without getting too technical, takes what is referred to as a survival ratio, and it goes all the way back to kindergarten and sees the amount of students that migrate from kindergarten to 1st grade, 1st grade to 2nd, 2nd to 3rd, et cetera. So the report takes the existing population in our school system and migrates the students frozen, the population, and moves them from one grade level to the next, and it usually relates to if you don't have any growth, it would be the exact number moving up from one grade level to the next.

MR. BONAMICI: So the multiplier then is 1.

MR. HOLLIDAY: Right, the multiplier would be 1. If you have, say, from 1 year's 3rd grade graduating up to the 4th grade and it comes out to say 1.05 or 1.10, that shows that there's increases. The survival ratio has increased. A number of reasons, children being -- coming into the community, additional housing. Not the case in Monroe, but I'll certainly describe it. In some communities, if you have less than 1, say .95,

you're losing children, and you're talking about actually a reduction in facilities, perhaps closing a school building. That's not the case in James -- excuse me -- in Monroe. So we're only looking at the cohort survival ratios as either being 1 or greater than 1, and it's on the demographer's report, and in each case, it's greater than 1, and, therefore, when you move that entire population from kindergarten up through 11th grade and each year you keep graduating that same amount of students, based on past history, that is why you're gaining that large number.

MR. BONAMICI: So the ramification of the report is that in the near term we're losing students only to say 2 years down the road and then presumably forward on that we're going to have an explosion of students.

DR. FERRI: No, that's -- it's the -- the loss of students was based on a projection, so in other words, in January he was predicting X, but with a totally new study now in August, X didn't become X anymore, it became Y, so it was a less number of students based upon a totally new study.

MR. BONAMICI: What's the ultimate ramification of that, though, that we need the high

school at the highest level possible?

DR. FERRIE: That's what's hard to predict because the problem is the -- and, again, it's all these factors. The reason why it's significantly less in terms of that projection is because the housing market is -- has changed, the climate. Now, if all of a sudden in a year or 2 everything swung back up again, the next demographic study we would have would probably indicate that those numbers would then increase again. It's very difficult. You have to continue to monitor it.

MR. BONAMICI: So the point ultimately for us is that we need the biggest high school you can put up.

DR. FERRIE: Not necessarily because that's -- because sometimes what happens is you never know -- you could build and you could over build, and then there are school districts, and I don't want to name school districts so, please, we weren't picking on South Brunswick so leave South Brunswick alone, okay, Chandra? They're my friends. There are some school districts that have -- they were two-high-school school districts 10 years ago or 15 years ago, and what they said was, oh, look what's happened with our demographics, they're going

down. Then what they did was they closed one of the high schools. Then they became a one-high-school district, and now what's happening is they're regretting the fact that they did that because now that one high school is so big that they really could have two high schools again. So it's really difficult, you know. There's just a lot of different factors in this, and we try to monitor it daily.

MR. BONAMICI: One unrelated question then, Dr. Ferrie. If you had to, you know, try to give us an estimation on the likelihood that this September 26 date is going to be met, 50 percent, 60 percent, what are your thoughts?

DR. FERRIE: No can do.

MR. BONAMICI: Not even willing to go out on a limb?

DR. FERRIE: Sorry.

MR. BONAMICI: And then finally for Mr. Braverman, having come through the East Brunswick school district where that high school was 10/11/12, 7/8/9 didn't work very well, you know, and they've gone away from that as far as I know for their middle school.

MR. BRAVERMAN: Different districts have

different configurations, and they do it for a variety of reasons. Just as we're putting in a block schedule, we do it for a variety of reasons.

MR. BONAMICI: I would say the history of Monroe and the history of East Brunswick, albeit 20 years removed, aren't that different. East Brunswick had the same explosion of population that Monroe is experiencing today.

MR. BRAVERMAN: From the outside looking in, they quite often look the same, but when you get into the nitty gritty, they're not always the same.

MR. BONAMICI: Thank you.

MS. KOLUPANOWICH: Anyone else from the public?

MS. PROHASKA: Nancy Prohaska, 1634 Perrineville Road. My question is for Wayne regarding -- it was hard to read and I'm -- I think my eyes are still pretty good. For the year 2012, we have in the 12th grade for the high school 5 -- I'm sorry -- 11th grade is 548 students. In the same year for the 12th grade we have 441 students. What happened to those 107 students between 11th and 12th grade? Where did they go?

MR. HOLLIDAY: What you're looking at is what I would consider when I'm looking at Dr.

Richardson's work, I would say his work is fairly on target. If you look at grade 9, you have 590 students; grade 10, 546; grade 11, 548. I think that's very indicative of the movement of the students throughout the system, and then 441 is just merely moving up the students that we currently have in place 5 years hence so every year you're going back a different grade level, which is growing that population, because that's why 9th, 10th, and 11th is larger because those are the years when we experience the much greater growth in student enrollment at the lower grade levels. That will eventually migrate into the high school. That 12th grade figure represents the very tail end.

MS. PROHASKA: Okay. And my question, and I don't believe anybody here asked, when he did this report, how many children per household? Is he using that 1.5 again?

DR. FERRIE: He's not using a household. He's using a cohort survival.

MS. PROHASKA: He's using cohort survival. Okay. And what is the difference?

DR. FERRIE: Cohort survival does not take into consideration the number of --

MS. PROHASKA: They don't take it into

consideration?

DR. FERRIE: There's a lot of variety -- I'm sorry -- there's several techniques on how to develop demographic studies, and the one that Dr. Richardson used is the pure cohort survival, which does not take into consideration the number of pupils per household.

MS. PROHASKA: Okay. Well, the only problem that I have with this, and I'm not even sure if it is a problem, but back in 2003, I read the demography report from Richard Grip, I believe it was, and all I heard from everybody is the same exact thing I'm hearing tonight, he's right on target, you know, everything is wonderful, everything is great. Meanwhile, he had been asked to complete that report 3 weeks before Wayne Holliday needed the numbers. So I find that a little -- a little odd that we would wait until that short a period of time to find out what the numbers are, what the numbers are for our 5-year projection. I personally I feel that that's a very short period of time, and he makes it quite clear in his report that he cannot guarantee that these numbers are accurate because he was given such a short period of time to come up with these numbers, and I know at

the time he used 1.5, and he also used the cohort system. He used both in that report if you remember correctly.

Personally, I have children in the elementary school, and all I can tell this Board and anybody here in the room is I don't know of any play date friends who only have -- the average is 3 and 4 lately. Everybody that I'm hanging with, they have a lot of kids. You know, I'm sure maybe there's that one or few families that are living in a five-bedroom house with one child, maybe two, but honestly, everybody I see has quite a bit more children than the 1.5 that Grip used, and I'm sure if his numbers with right on target, we wouldn't have 75 trailers in the district today.

Aside from that, when Ralph talks -- Dr. Ferrie talks about whether there should be a referendum for the high school opening up to -- or let's just say you take plan A opposed to plan B, this Board, whether you realize it or not, has constantly been criticized for piecemealing, and you've constantly been criticized for just, you know -- things actually seem to be created too small. When the Mill Lake Manor school was built, it was brand new, and it opened up and it was known to have

been too small. We seem to have a history of not being able to build the schools according to the population. So we seem to have a problem on whether -- if history is repeating itself within its own district, that's something we need to take into consideration.

Let's see what else I have here. If we wait to put the addition on the school and you decide to build a school without the addition, is somebody going to sit here and be able to tell anybody in the audience that the cost is going to be less if the addition were to go on another 3 years from now? Is there any reason why an addition could not be put on while the additional -- while the original school is being built, because to sit here and say, well, contractors may not, you know, they're going to clash, that's like saying one guy can't put on the roof while the other guy puts on the deck. These are professional people. I'm sure they know how to build.

So my feeling to the Board is if you're going to do something, for once just do it right. Do what's needed. Get the job done. And having some type of dialogue or something go on amongst each other would probably be a very good thing for

this Board because in the 4 and 5 years I've been coming here, nobody wants to discuss anything, nobody wants to talk about anything, nobody wants to say anything, and I think it would just be a great asset to the parents to know that you're working, you're thinking about doing things, you have ideas instead of just sitting here. It just -- it's -- I hate to use -- it's really sad because if the decisions you make today are anything like the decisions you made in the past 5 years, this district is in serious trouble. Thank you.

MS. KOLUPANOWICH: Anyone else from the public?

MR. WALLING: Thank you, Madam President. Richard Walling, 207 Brooks Boulevard, Manville, New Jersey. I'm going to speak in regards to the presentation just previously, and my father was Dr. W. Donald Walling of Rutgers University Graduate School of Education, and Burt may recall that he was amongst the -- about the top three in school enrollment forecasting, and he didn't use the cohort. He used something called the Walling Fudge Factor. So he was tops in his field for many, many years. In fact, he headed up the program at the Grad School of Education in school enrollment

forecasting and facilities design and construction.

DR. FERRIE: Did he publish the Walling Fudge Factor?

MR. WALLING: Every report he did from --

DR. FERRIE: What I'm saying is did he publish it?

MR. WALLING: It was always factored in in those very boring statistical tables.

I applaud the Board for discussing various options because you're at that point. You know, since I've been coming to this Board or regularly since this past April, I've often seen the facts ignored or miscast or somehow just not even acknowledged, and it's as if the truth had been beaten from Monroe Township like a red headed stepchild, and tonight you're finally recognizing that Monroe faces an inconvenient truth, and that inconvenient truth is the situation that you now find yourselves with in regards to the Bethel Indian settlement, which is located within Thompson Park.

One of the things that I'd like to mention that this gentleman said previously is that to utilize the $67 million that is currently remaining of the original bond referendum, if you

built a school or an addition or an add-on using that number of $67 million, if you had to accommodate 400 students, that would cost $168,000 of construction cost per student. If you did it for 500 students, that's $134,000 per student. That's an awful lot of overhead for any community to have to bear, and I know usually when you talk about facilities development and planning and engineering fees, they often look at, oh, look, we have $67 million, we'll charge 5 percent, 8 percent. Whatever that is, we're going to take a percentage of that $67 million and not necessarily on what it actually costs for the value of the services to come up with a school plan, and there are thousands of schools in New Jersey, there are hundreds of thousands of schools in the country. I don't think every time you have to come up with a new facility they have to design from scratch. So I'm sure that there would be cost saving measures that would better be utilized in developing whatever, either a new school or addition, et cetera.

And my last comment vis-a-vis this topic is you're in a very lovely setting here with this school. I don't know, Dr. Ferrie, I don't know, has the district looked at expanding on the site here as

one of your alternatives? I believe it has, but I don't know what the outcome of that was.

So I would recommend keeping all your options on the table and being as cost efficient as Mr. Braverman said. People are really hurting now. We're on the verge of another recession. Hopefully, it won't happen, but it very well likely may happen. So please be extremely cost conscious. Thank you.

MS. KOLUPANOWICH: Anyone else from the public? I'm going to open this to the public forum if there's anything on the agenda, too.

MS. DRESSEL: Jennifer Dressel, Dey Grove Road. I just want to say that I liked Mr. Braverman's idea about having a brainstorm about what you could do with the money that you do have. I just suggest that this time around you get other people other than the people that were on the ad hoc committee that unanimously went for the idea of putting the school in the park, and I just want to say that with everything that's gone on here tonight, I cannot believe that we are talking about the same proposed high school, and if we get the land, it's 2003, 2004, 2005, 2006, 2007, and you still have nothing, and I can't believe that you've let this happen.

MS. KOLUPANOWICH: Anyone else from the public?

MR. NOTHSTEIN: Good evening, Tom Nothstein, 15 Nathaniel Street. I, too, have to applaud Mr. Braverman tonight because in my mayoral campaign, I've been going door to door. I probably knocked on about 1,500 doors so far, and the common denominator that I hear constantly is what are we doing with the high school; we can't afford anymore money for the high school. That's a big concern because as you all know better than me, we sure do need more money.

I think the question that I have is probably the most pressing one that I keep hearing about key dates. The key date now is the land acquisition. Why do we have to wait to go out for a referendum for -- in December when we didn't have the land in '03 and we're certainly closer now I would hope than we were in '03 to getting the land. Could someone answer me that question, why do we have to wait to get the land. I think it would be incumbent upon the Board to go out in December even if we don't have the land.

DR. FERRIE: That's a good question. Wayne.

MR. HOLLIDAY: It is my opinion -- and I've been in consultation with bond council, with council for McCarter & English -- it is highly unlikely that the Division of Facilities affiliated with the Department of Education would approve another bond referendum without having land clearly defined. That occurred in December of 2003. I don't think that -- that's the original bond referendum. I don't think they will permit it this time, and that's based upon my conversation with individuals at the DOE as well as bond council.

MR. NOTHSTEIN: But wouldn't it behoove us to try it with the premise that -- every time I come to these Board meetings, I hear we're so close. I hear no one's ever said no to us. Can't we push that issue with them, because I think it's important that we go out in December for a bond referendum because we need to also get a feel for the community as to what they're going to pass and what they're not going to pass. Obviously, if we go out in December, we're going to get a good read on the mood of the voters as far as what they're going to approve and what they're not going to approve, and then at least we have a little heads up for the March referendum as where we need to go with our

numbers.

MR. HOLLIDAY: The only thing that I can definitively say is that I will reach out again to officials at the Department of Education Division of Facilities to get a definitive answer as to whether or not they would approve a bond referendum question without the Board of Education having deed to any parcel of land.

MR. NOTHSTEIN: I think you need to remind them they did it in '03 and we weren't even close even though somebody said it was a slam dunk.

MR. HOLLIDAY: They're quite aware of what they did in 2003.

MR. NOTHSTEIN: So maybe that's why. Also, I see that there's some trepidation with some Board members, Miss Speizer in particular, about believing the demographer's report.

MS. ANTELIS: Antelis.

MR. NOTHSTEIN: Oh, sorry, excuse me. It still says Speizer on my sheet. Obviously, we're all not necessarily believing the demographer's report. I think based on that, I don't think we should necessarily go out and build the school to support the demographer's report. I think we need to be very mindful of especially the senior

community with regards to what they can afford. I think the seniors would be much happier possibly with trailers at a new high school and then maybe waiting until, as Mr. -- as Wayne said, Mr. Holliday said, October is a better time to put some numbers out. So I don't really think that we should be looking at an addition to the current high school until maybe we get some better numbers in October, even if that means going out for a second referendum. That's just my opinion.

Thank you very much and I know it's been a long night for you.

MS. KOLUPANOWICH: Anyone else from the public? Please give your name for the record.

(End of tape 2)

MR. MORTON: Jim Morton with Design Ideas Group. I deal in simple numbers, and the simple fact is that $67 million is a lot of money, but it's not enough. You can't build what you need to build for that dollar amount, and if you were to build -- take that $67 million and say how much can I build, you already have an EPIC projection of what dollar amounts are talking about to cost of construction. You could build about 260,000 square feet. That's not enough to house the students you

have, and the -- you know, we're not talking 400 students here. We're talking 1,800 students. You have to look at, you know, when the state came up with their programs of how -- of unhoused students, that's what you have, you have 1,800 unhoused students. You don't have to call them high school students, just 1,800 unhoused students in your district that you have to house. You're housing them in a high school, and when you do that, then you make room for all the other elementary school kids that you need to house. That high school has to house 1,800 students by program and by projections that we had. Now we're hearing that might be bigger. I'm not going to get into that, but the building you need to build right now for the 1,800 is going to cost you more than $67 million. We all heard that. That's what you have to deal with. You can't just say I got $67 million to build something. It isn't going to be enough. So, you know, it's a tough decision you have to reach, and -- but you have to grapple with it, and you have to deal with it, and we're all here to talk about options. I certainly will help you as much as I can, but I don't want misleading comments to be left here to think that $67 million can be used to answer

your problem. It is not enough to answer your problem.

MS. KOLUPANOWICH: Yes.

MR. LEARY: Miss Kolupanowich.

MS. KOLUPANOWICH: After the public, Mr. --

MR. LEARY: Jim, if I'm in error, correct me.

A BOARD MEMBER: He didn't hear you.

MR. LEARY: The current cost of school construction is roughly $300 per square foot, and the current requirement for high school students in a program like Monroe is about 200 square feet per student. That's $60,000 per student, and you go through the math, and we can't take 1,800 students with 67 million. We're way short.

MS. KOLUPANOWICH: Thank you, Mr. Leary.

MS. ARMINIO: Michelle Arminio, 9 Nathaniel Street, Monroe. I have a question. Does -- has the DCA approved all of the plans and everything? Is everything finished?

A BOARD MEMBER: Yes.

MS. ARMINIO: Okay. And we were talking of -- Mr. Homoki was, and I'm glad we're having this discussion, but Mr. Homoki was talking about

important dates, and I remember in December and -- that an important date in December of '06 or in '06 that Peg Schaffer said January 4 was going to be an important date, January 4 of 2007.

(Unknown speaker) it was.

MS. ARMINIO: It was, and we didn't get anywhere because of it. I mean, nothing happened on that date. That was what everybody was waiting for, and we were thrilled that it was coming because that was going to be the definitive date. That was going to be the deciding factor. We all waited. I'm sure this Board kept saying we've come this far, let's wait this long, but we have been hearing that for years now. In August of 2005, President Kolupanowich said that the application was finished. In 2006, January 4 was the date, and I know there've been plenty of dates in between. So I think while you're on the right track, Mr. Homoki, I think it's important for this Board to make a decision tonight, and then when the time comes, if you want to keep that as another magical date on September 26, have something ready to go, don't wait. I think it's important that there are members on this Board that are thinking in a way that says, look, let's have the discussion, let's make a decision now and put it

into practice if we need it, but I also like since it was brought up during this present -- in conjunction with this presentation about the real estate market. I'm a full-time real estate agent. I am, however, not a statistician, but I'm on the front lines of the marketplace in this community, and I think -- and I'm sorry, Miss Speizer, I don't know -- I didn't realize you changed your name. Can you tell me -- say that again.

MS. ANTELIS: Antelis.

MS. ARMINIO: Antelis, okay. Ms. Antelis, who I believe is going to live in Monroe Manor, they don't seem to be having this same problem that the rest of the community is having in terms of sales, Monroe Manor and Stratford, and they're going to be somewhere between 1,200 and 1,400 homes. There's some -- in that development there are affordable housing units that tends to bring children into the community. So to say that, you know, the market has saved us, I think that would be a real misjudgment on the Board's part, and I also was at the Monroe Township Utilities Authority when the gentleman -- I think it was Hallmark Homes from Monroe Manor -- was telling them that they're selling out just fine, and they just

got approvals for an additional -- I don't remember. I have my notes, but not with me -- that they just got additional approvals to go ahead, and I think it was at least a hundred houses. So builders, especially in that price range, the higher price range are not selling; however, the builders went from in those marketplaces, Stratford and Monroe Manor, went from 550 to 600. The builders have reduced it now like from 500 to 550, and they can come down, and that will really excite the market and bring more people in. So to not project that I think would be irresponsible in the town, and, again, Miss Antelis, if I say it correctly, since you're going to move into those communities, you can see the development going on firsthand, so to say that you don't think the population is going to change, I would think that that's sort of probably defies what you're actually experiencing, and they -- I think they got all their approvals now for water and sewer for that project so it's coming, and he attested at the meeting that they're not having any trouble selling those units. So we're -- the kids are coming.

So -- and to say that we don't have the money to build a different school, we don't have the

money to build this school. So let's not necessarily separate it and say that idea is inappropriate. I think it's great that we're finally thinking of something different. We don't have the money to build this school, and we've had people from this community. I remember in '06, there was a teacher that came up and said that the facilities aren't going to be enough. She's a Monroe resident but a teacher in South Brunswick, and said these shared fields are not going to make it. I mean, no one talks about that, and no one said anything about additional parking when we do add onto this school. Are we going to go into the park more? I mean, that's going to take another land diversion. So, please -- everybody is saying no, and yet things change, but in any case, please understand that the market being what it is, we may not be building the 4,500-square foot houses, but we're building cluster zone down in Stratford and Monroe Manor, and there's hundreds of houses there. Thank you.

MS. KOLUPANOWICH: Anyone else from the public?

MR. HOMOKI: Madam Chairman, if I may respond since she mentioned my name.

MS. KOLUPANOWICH: Mr. Homoki.

MR. HOMOKI: Is it okay? I think Dr. Ferrie for the first time very clearly outlined as to where we stand and what the options are, and my reference to the 26th of September is very simple. Either we have the land or we don't have the land. So I think it's a key date, and then based on what happens on the 26th, we'll be talking, I'm sure.

MS. KOLUPANOWICH: At this time we will go to the approval of the minutes for public Board of Education.

MS. OSTRAGER: Madam President, should we continue this discussion after we've had the input from the from the -- is it possible to continue this discussion?

MS. KOLUPANOWICH: If you'd like.

MS. OSTRAGER: Thank you. I know it's getting to be a long night, and many of us have been here since 4:15, but I think this is such a critical discussion, and I think that it is imperative that we make a decision tonight no matter how long we have to sit here because if we put off what we can accomplish today until September 26, we will be sitting here on September 26 saying, you know, if we -- we have until December in order to decide on a

March referendum, and we'll just wait and we'll wait, and this long wait that we have had for the land will end up being a long wait that we'll have for the money, and we'll be waiting and waiting, and in the meantime the money's going to build less and less, and the kids are going to get more and more crowded.

Right now, our current population -- forget about projections -- are about twice the facilities efficiency standards as were required to calculate by the state for the long-range facilities plan. The projections that we have are going to bring us to triple. We cannot continue to put off this decision.

DR. FERRIE: Miss Ostrager, if I can make a suggestion.

MS. OSTRAGER: Sure.

DR. FERRIE: I brought up the DA process, decision analysis, that we do as an administration, we've been trained in. Let's not forget we have a Board meeting on September 10. It's a week and a half from now. There's been excellent dialogue this evening. I think the Board needs time, Board, all of you, all 10 of you need time to digest this and brainstorm in your minds

between September 10 -- between now and September 10, and I would recommend I reach out to some people that I know to come in and facilitate the Board through a DA process, decision analysis, on September 10.

MS. OSTRAGER: I appreciate that input, but I think that you very clearly showed us that there were two scenarios that we had to decide what we would have to do, is number 1, if we have title for this land on September 26, what will we do, and number 2 was if we do not have title for this land on September 26.

I am concerned that if we look at -- you presented two very viable options, that we could do a bond referendum for the 36 million, or we could do a bond referendum for the 36 million and whatever is needed for addition, maybe with two questions.

DR. FERRIE: There was a third alternative that was up there, as well.

MS. OSTRAGER: I think that Mr. Braverman had the very good additional alternative of possibly looking at what we could build maybe at that location for the amount of money that we have, and I would be interested to hear other Board members -- then in that case I would like to make a

motion, and I want to check with Wayne Holliday first. The Board of Chosen Freeholders passed a resolution in July that allowed for the exchange of the land with Monroe Township upon the approval from the DEP, and they did that so that there would not be a further delay of the DEP approving it and then waiting for the next Freeholders meeting and then making that, and I believe that this month the Town Council has made a -- passed a similar resolution in order to expedite the process of doing the exchange if and when the DEP approves; is that correct?

MR. HOLLIDAY: That's correct. Your statement is likewise my understanding.

MS. OSTRAGER: Thank you. Now, is there any reason why this Board of Education could not likewise pass a resolution tonight that would allow the Board secretary, being you, to start the works -- and you may have to help me with the wording on this motion -- to prepare for a bond referendum in December upon receipt of title of the 35 acres if we do obtain that any time between now and the September 26, and the reason that I think that it might be helpful in order to be able to do this is if we want to have a second question for the addition, there is paperwork that needs or plans

that need to be made. There is paperwork that needs to be done in order to do the submissions with the DOE in order to be able to have that addition on the December bond referendum.

I believe that the last Board meeting, Jim Morton had told us that if we make that decision that tell him to go forward with doing the plans for the addition in September that even though it would normally take 6 months from us making that decision and being able to do a bond referendum, there was a way that he could expedite things with his office and that we might be able to try and push the DOE, and if we made that decision tonight that there is a possibility that we would have the necessary approvals for a December bond referendum; is that correct?

MR. HOLLIDAY: For the record, Wayne Holliday speaking. In terms of what you're making reference to is the Department of Education Division of Facilities realizes very clearly that no Board of Education should encounter the expense for construction drawings prior to having a bond referendum pass or fail; therefore, the facilities division of the Department of Education requires that the Board of Education authorize the

development of the educational schematics and the educational specifications, which would be done by the architect of record, which is Design Idea Group. They would be presented to the Division of Facilities Department of Education. If they were approved, and what you're making reference to is the addition, we would then be able to proceed with a December bond referendum because -- I'll defer to Jim, but I believe that we would be able to have the Ed specs and the schematics prepared in sufficient enough time.

Mr. Morton, if you could go to the mic to verify that.

MR. MORTON: Jim Morton. Each time I come to the meeting, I'm asked to extend my time. Tonight I'm hearing that we don't even know how many students we're designing for. For me to be able to put an Ed spec together, I can do that quickly, and I can put a schematic together quickly, but you have to tell me how big it is, and you haven't been able to tell me that, so tomorrow I'd have to start work if you told me tonight we're going to do this. I'd have to start tomorrow, and I need meetings right away with your staff and everybody else in order for us to meet any kind of deadline to get this back to

the state Department of Ed, because we're pushing them. We're well beyond what they want to have in time, but we right now, unless I'm wrong, we don't know how big this addition is going to be because we don't know how many students we're dealing with because we can't agree to -- we're talking about the demographic study whether that's, you know, the high side is right or the middle side. We don't know exactly where that target is. So you need to decide that before you tell me to design anything.

So time is running out, and it isn't going to happen tonight because you've got so many decisions to make, but certainly, you know, to consider the addition as a project, we would have to be told tonight to start tomorrow, and you have to tell us -- for us to build an Ed spec, you need to tell us exactly what's going to go in that building and for how many students. That's what I need from you, and I'm not sure you're going to be able to tell me that.

MS. KOLUPANOWICH: I'd just like to say something for a second because I haven't said anything, and it is getting late tonight already, and it's my opinion that we take Dr. Ferrie's suggestion up and have a facilitator come into our

next meeting on September 10, which is less than 2 weeks away and isn't going to hurt any decision we make tonight, and have a facilitator do a decision analysis so that at that time we can make the right decision for the right reasons. Mr. Homoki.

MR. HOMOKI: I would like to add onto that, if I may. I also would like to have Dr. Richardson come in, who made these projections, because we heard explanations from Dr. Ferrie and Wayne and so on, but I'm not too sure if everybody really understands what's happening over here, and like you said, unless we know the numbers, how can we tell you what to do? So I really would like to have him come in, too. Maybe we'll have a real long meeting, but I think it's going to be worth it. I would like to have Dr. Richardson come in and talk about projections so that we can ask him questions.

MR. HOLLIDAY: I'm Wayne Holliday speaking, Mr. Homoki. If the Board so desires to have Dr. Richardson from Whitehall Associates come in to explain in greater depth the Cohort Survival Method, I certainly could reach out to Dr. Richardson and make those arrangements if the Board so desires, sir.

MS. KOLUPANOWICH: Anyone else?

MR. HOMOKI: Do I need a motion, or can we just agree to have him in.

MR. LEARY: I make a motion that we have Dr. Richardson here.

MS. KOLUPANOWICH: Mr. Leary. Is there a second?

MR. BUSCH: Mrs. Kolupanowich.

MS. KOLUPANOWICH: Yes, Mr. Busch.

MR. BUSCH: Don't you want to combine whatever the decision is? You had first suggested that you adopt Dr. Ferrie's suggestion. Make it all in one motion and pick up Mr. Homoki's suggestion, as well, to both have Dr. Richardson come in and the facilitator?

MS. KOLUPANOWICH: Okay. Would somebody like to make that motion?

MS. OSTRAGER: The whole kit and caboodle here?

MR. HOMOKI: I have no problem combining it.

MS. KOLUPANOWICH: Okay.

MR. LEARY: I second.

MS. KOLUPANOWICH: Okay. Mr. Leary second that motion. Mr. Homoki made the motion. Mr. Leary second the motion. Is there any

discussion on the motion?

MR. BRAVERMAN: Yes.

MS. KOLUPANOWICH: Mr. Braverman.

MR. BRAVERMAN: I can't imagine what kind of questions you're going to ask about this demographic study that hasn't already been answered and that we haven't already seen in the charts. It's just another way of delaying what's inevitable, and I agree that we should have a facilitator. Perhaps they'll bring things together, but I just don't understand why we need this demographic explanation again.

MS. KOLUPANOWICH: Anyone else? Mrs. Leonard.

MS. LEONARD: I feel that what's been going on with this Board is a delaying tactic until we no longer have any reasonable time to give Mr. Morton the opportunity to do the drawings for the addition. That decision is by time delay taken out of our hands, and I object to that. This is a decision that we should be making out front publicly, not put off under the guise of, oh, we still have more time, because that's what I was told in June, that's what I was told in July, that's what I was told at the last meeting, and here we are

again, oh, we still have time, we can delay the decision again, let's keep delaying the decision. We need to make a decision.

MS. KOLUPANOWICH: Anyone else?

MR. HOMOKI: It was not meant to be a delayed action --

MS. KOLUPANOWICH: Mr. Homoki.

MR. HOMOKI: -- okay, or postpone anything. What I'm going to ask Miss Leonard is tell us what size high school we should build now if you have all the information.

MS. KOLUPANOWICH: Anyone else from the Board?

MR. HOMOKI: Let her answer.

MS. KOLUPANOWICH: Who asked?

MS. LEONARD: He asked me. This is Mrs. Leonard for the record. Joe, no, I don't have all the answers.

MR. HOMOKI: Okay.

MS. LEONARD: They were supposed to be supplied to us in July. I had made a motion, and that was what we had agreed upon unanimously. We did not get the information then. Now we have demographics telling us that when that building opens, it will be too small. So to my idea, my

viewpoint, we have an option of 2,200 students or 2,400 students. Those are the two options that I see. Do we build just a tiny bit above the projection, or do we build in a larger safety net? That is the decision I think that we should be making a choice on now tonight before the time line runs out. Mr. Morton said he's hard pressed to get this done now. Ten days from now, who knows.

MS. KOLUPANOWICH: Anyone else? Mr. Kaufman.

DR. FERRIE: Dr. Ferrie, superintendent of schools. You can't make -- I'm telling you about decision analysis. You cannot make decisions on emotion, and what I said before when I said to the public, when we make a decision in the administrative team, we set the criteria first. So going to what Mr. Braverman said, the first thing you would do in this facilitated session as a group would be to set the criteria, one of which is how big you want to build the school, one of which is how soon do you want the school to open up. I don't want to give you your criteria. I'm just telling you these kinds of things. One of which -- and many of you alluded to it in the public and the Board throughout your conversation tonight -- what's the

best chance of getting something passed. Okay.

Now, if you have somebody come in and facilitate this -- and I know it can't be done tonight -- if you want to set a special meeting, you could do it, right, Wayne? We have certain rules we can do that, but I got to reach out to somebody. It's better to have somebody come in and facilitate this than me. Okay. But you -- because you need to think through the criteria, then look at the options, and then the decision crystalizes, and before you then make that final decision, you do one last thing, do a risk analysis. If I make this decision, what are the risks. If it's worth it, you go with it, but I just think it's tough for you to do this tonight at 10:15. This is great dialogue, by the way. I think it's 10:15. It's tough for you to do this tonight at 10:15 when there's a motion when you haven't even set the criteria. You spend a week and a half on your own. You write down what your criteria are, and you come prepared to do this if it's the 10th. We start earlier. We don't have -- we publicize the meeting at 6 o'clock so you have time to do this. The public is going to be here watching you do it. Perhaps you can so choose to allow the public to participate in those criteria.

They might not agree. They may have additional criteria. Okay. That's the -- that's what I'm recommending to you.

I understand that tonight -- and I don't -- I'm not looking at delaying anything. As you notice, things are start to come to a head here now. Things are starting to crystallize here. But that's what a decision analysis process is, and that's how it works. Okay.

MS. KOLUPANOWICH: Mr. Tessler.

MR. TESSLER: Thank you. This is probably one of the most or the most important decision that this Board has ever faced, and we cannot make a rash decision on this. We need all the facts. I've been in my career through a lot of late night meetings, and at certain points of time your brain just turns to mush, and we cannot at 10:15 at night where most of us have been here since about 4 or 5 o'clock make a rash decision anymore. We need all the facts. We need the facilitator. We need to set the agenda for September 10 and make a decision on what we're going to do.

MS. LEONARD: Madam President.

MS. KOLUPANOWICH: Mrs. Leonard.

MS. LEONARD: Mr. Morton, I hate to do

this to you, but I'm going to. You've been pushed to the limit, and, again, we're evidently delaying. Can you possibly do that with another delay?

MR. MORTON: That's projecting to September 10 that you would be making a decision to tell me to proceed September 11; is that right?

MS. LEONARD: How long -- that's our next scheduled meeting unless we do a special meeting, which we have not discussed.

MR. MORTON: I mean, you --

MR. LEONARD: We're having trouble making decisions here so I don't know if we could make a decision on another meeting.

MR. MORTON: A lot of this depends on the state Department of Ed because we're already -- like I said, we're already beyond their time line.

MS. LEONARD: Yes, I understand that.

MR. MORTON: If we went to them and we plead and we say, please, you know, give us the time necessary to expedite this, I think we talked about trying to have at least a month or 6 weeks for us to do our work. That puts us from September 10, puts us into the end of October to go to them. They like to have 90 days, and Wayne -- I think Wayne needs 60 days from --

MR. HOLLIDAY: The date of the referendum.

MR. MORTON: -- to set the date of referendum so he needs an answer October 11, right? I mean for the dollar amount, isn't it?

MS. LEONARD: An answer from whom?

MR. HOLLIDAY: I would have to -- this is Wayne Holliday speaking. In all reality, in order to get advertisements to the newspaper because they likewise have time lines, this Board of Education if they were going to set a resolution in motion and pass that resolution, I would need to have everything ratified by this Board by the meeting of the 26th.

MR. MORTON: Of September.

MR. HOLLIDAY: Of September.

MR. MORTON: I don't think that's possible. I mean, because, again, it's not the time that I need. I can only do the work based on what you're going to be telling me, and you need to have people -- your staff. It's not just the Board, it's the staff to get together to come up with a program of what they want in this addition, and, you know, that's going to take some time. There's action that you have to take as a Board for the Ed expect, for

the schematic, in order for us to take this all to go to the state. Again, I could come up with a schematic by next week, but that's my -- that's me. That's only my stuff. This is your building. It isn't my building and so you need to have some time to be able to make decisions, to review, and come up with what you really want to have in this building. You know, so every day, every hour now that we're talking about is pushing it to the limit, and at some point in time we're just not going to have enough time together.

MS. LEONARD: I'm trying to get at what that point of time is.

MR. MORTON: I think we're already past it, but if we said we're going to come here on September 10 and do an analysis to try to make a decision, that doesn't mean that you're going to make that decision September 10. You might be able to collect all the data you need and come up with the options that you want to discuss and then move onto another meeting, maybe the 26th of September, to make the final decision. Then you're out of time. So I don't know that we can do this at this point.

MS. LEONARD: Okay. Thank you. I

appreciate your candor.

MR. MORTON: You know, there's so many things that have come up tonight, and I jotted some notes. The idea of coming up with a different way to spend the money in order to get -- build something that we can use at this point in time just to house the students, and I could do a quick study on the square, you know, based on just rough numbers on the square footages and costs to see how you would break down a 10-12 building, a 7-9 middle school. The thing that you can't lose touch with is the fact that the program now is based on a K-5, 6-8, 9-12 breakdown. That houses the students we need. If you go to a K-6, 7-9, 10-12, you now impact your elementary school system so you may be -- you may have to build an elementary school also in order --

DR. FERRIE: And see that's the reason why I thought it would be so important while I'm hearing this conversation to lay all these things out in terms of the criteria on the 10th because that grade level configuration -- then what that does is it does not get the 6th graders moved to a middle school and requires building another elementary.

MR. MORTON: Right, so that becomes another dollar impact then so if you tally it all up, you may be spending more money than what we're projecting you spend now to do the one high school, and I think we've done this. We've done so many studies, but I think we did that, and we showed that the one building is the cheapest way to go. Rather than building a bunch of additions and new buildings it is the cheapest way to go. I got to say it; 67 million is not enough to do what we need to do now, and it's no matter however you want to build. Okay.

MR. HOMOKI: Jim, just one quick question.

MS. KOLUPANOWICH: Mr. Homoki.

MR. HOMOKI: If we go with the 1,800, you know, I'm just talking 1,800, the 26th we're in good shape if we have the land; is that correct?

MR. MORTON: Yes.

MR. HOMOKI: Okay.

MR. MORTON: And, you know, there's also the comment --

MR. HOMOKI: Any changes will delay the project.

MR. MORTON: And we have -- Dr. Ferrie's already talked about this. With the building, the

high school as a high school, you have some fluff, and you can -- by changing your program, adapting your program temporarily, you can bring in more students than the 18 -- I think it's 1,823 is what our net is now, and that's based just -- that's one formula. Your principals have to get together, and they have to make this thing work with their program. It will impact your program to add students, but you might be able to put in 1,950 students into that building. It will impact on your program, but temporarily you could do that.

MS. KOLUPANOWICH: Is there any more discussion on the motion? Okay. There is a motion on the floor to have a facilitator come in and do a decision analysis on September 10 and have Dr. Richardson come in to answer questions. So we will have a roll call on the motion.

MR. HOLLIDAY: Mr. Leary.

MR. LEARY: Yes.

MR. HOLLIDAY: Mr. Tessler.

MR. TESSLER: Yes.

MR. HOLLIDAY: Mr. Kaufman.

MR. KAUFMAN: Yes.

MR. HOLLIDAY: Miss Faraone.

MS. FARAONE: Yes.

MR. HOLLIDAY: Miss Faraone, can you please --

MS. FARAONE: Yes.

MR. HOLLIDAY: Miss Leonard.

MS. LEONARD: Yes to the facilitator, no to the demographics.

MR. HOLLIDAY: So noted. Mr. Braverman.

MR. BRAVERMAN: Yes to the facilitator, no to the demographic guy.

MR. HOLLIDAY: Miss Ostrager.

MS. OSTRAGER: Yes to the facilitator only.

MR. HOLLIDAY: And casting a no vote for the demographer, Miss Ostrager?

MS. OSTRAGER: Yes.

MR. HOLLIDAY: So noted. Thank you. Miss Antelis.

MS. ANTELIS: Yes on both.

MR. HOLLIDAY: Mr. Homoki.

MR. HOMOKI: Yes to both.

MR. HOLLIDAY: Miss Kolupanowich.

MS. KOLUPANOWICH: Yes to both.

MR. HOLLIDAY: Madam Board President, the motion is passed as stated.

MS. KOLUPANOWICH: Thank you.

TRANSCRIPT 2

PUBLIC BOARD OF EDUCATION MEETING

AUGUST 29, 2007

TRANSCRIPT PART 2

MR. KAUFMAN: Curriculum, Patrice.

MS. FARAONE: We had a meeting tonight. It is recommended that the members of the Board of Education approve the following curricula: AP Calculus; AB Calculus Honors; Dynamics of Algebra 2; HSPA Review Project 2007; AP Language Arts 3 Language and Composition; AP Language Arts 4 Language and Composition; Drama and Acting 2; Explorations in the Art of Fiction and Nonfiction Language Arts 4 Honors; Monsters in Literature Language Arts 4; AP Music Theory; Digital Photography grades 7 and 8; Materials and Methods For Technology; Senior Option; French 3; Italian 1B grade 8; Italian 2 Honors; Latin 2; Spanish 2; Spanish 3; or language grades 1, 2, 3 and 4 through 6; Social Studies grade K; Social Studies grade 1; US History 2; World History grade 9; Aerospace; Astronomy; Science grade 4 and 5; Strength and Conditioning; United States history 1.

MS. ANTELIS: Second.

MR. HOLLIDAY: So noted. Any discussion? Roll call. Oh, wait, wait, Mrs. Ostrager.

MS. OSTRAGER: I would just like to

again for the record, as I did last meeting, object to being asked to vote on 32 curriculums which were presented to the curriculum committee for the first time at 4:15 this afternoon. You reviewed 32 of them along with 14 text books in half an hour, and those of us who were not on the curriculum committee have not reviewed it at all. Thank you.

MR. KAUFMAN: You need a roll call. Anymore comments? Roll call.

MR. HOLLIDAY: Mr. Leary.

MR. LEARY: Yes.

MR. HOLLIDAY: Mr. Tessler.

MR. TESSLER: Yes.

MR. HOLLIDAY: Ms. Faraone.

MS. FARAONE: Yes.

MR. HOLLIDAY: Miss Leonard.

MS. LEONARD: Yes.

MR. HOLLIDAY: Mr. Braverman.

MR. BRAVERMAN: Yes.

MR. HOLLIDAY: Miss Ostrager.

MS. OSTRAGER: Abstain.

MR. HOLLIDAY: So noted. Miss Antelis.

MS. ANTELIS: Yes.

MR. HOLLIDAY: Mr. Homoki.

MR. HOMOKI: Yes.

MR. HOLLIDAY: Mr. Kaufman.

MR. KAUFMAN: Yes.

MR. HOLLIDAY: Mr. Board Vice President, the motion has passed, sir.

MR. KAUFMAN: Thank you, Wayne. Finance, buildings, ground --

MS. FARAONE: I'm not done yet.

MR. KAUFMAN: I'm sorry, Patrice.

MS. FARAONE: That's okay. It is recommended members of the Board of Education approve the following texts for Honors Language 4 and AP Language 4: The Heidi Chronicles; Interpretive Melodies; the House of Spirits; Who's Afraid of Virginia Woolf; the curious incident of the dog in the nighttime; Song of Solomon; Servicing Bright Lights, Big City; Saturday Night and Sunday Morning; House of Maid of Dawn; Women Hollering Creek; Under the Volcano; the Handmaid's Tales; and Ragtime.

MS. LEONARD: Second.

MR. HOLLIDAY: Miss Leonard, we have a second?

MS. LEONARD: Yes, sir.

MR. KAUFMAN: Thank you. Any discussion? Roll call. Mr. Holliday, roll call.

MR. HOLLIDAY: Mr. Homoki.
MR. HOMOKI: Yes.
MR. HOLLIDAY: Miss Antelis.
MS. ANTELIS: Yes.
MR. HOLLIDAY: Miss Ostrager.
MS. OSTRAGER: Abstain.
MR. HOLLIDAY: So noted. Mr. Braverman.
MR. BRAVERMAN: Yes.
MR. HOLLIDAY: Miss Leonard.
MS. LEONARD: Yes.
MR. HOLLIDAY: Miss Faraone.
MS. FARAONE: Yes.
MR. HOLLIDAY: Mr. Tessler.
MR. TESSLER: Yes.
MR. HOLLIDAY: Mr. Leary.
MR. LEARY: Yes.
MR. HOLLIDAY: Mr. Kaufman.
MR. KAUFMAN: Yes.
MR. HOLLIDAY: Mr. Board Vice President, the motion has passed, sir.
MS. FARAONE: I'm done, Lew, thanks.
MR. KAUFMAN: Patrice, we're good? Okay. Finance, buildings, grounds, Joe?
MR. HOMOKI: Yeah, my report has been given by Dr. Ferrie, Jerry Tague, and Wayne

Holliday, and I might add that it certainly generated a lot of discussion, very good discussion. A lot of ideas were tossed out, and I'm sort of looking forward to the 10th when we can continue this and come up with some resolutions.

MR. KAUFMAN: Thank you, Joe. New high school action committee, Amy?

MS. ANTELIS: No report.

MR. KAUFMAN: Community relations, Ira.

MR. TESSLER: No report. Our next meeting is in September.

MR. KAUFMAN: Policy, Marv.

MR. BRAVERMAN: We met on August 10, and we discussed possible format, a standard format for minutes of committee meetings. We discussed what should Board members do if policies aren't followed by administrators. We discussed the Middlesex school board's county calendar, and we just briefly discussed a newspaper article about administrators that coach in some districts, and then we discussed policy number 2412 along with the regulation, which was passed tonight, and policy 2480 along with that's regulation, which was discussed tonight, and policy 2481 along with that regulation, which was discussed tonight, and we sent policy 2417 and 2417

regulation to our attorney for review before we discussed that.

Our next meeting is going to be September 20.

MR. KAUFMAN: Marv, I just want to make sure. You mentioned that your meeting was on August 10. Wasn't it on the 23rd of August?

MR. BRAVERMAN: Say that again.

MR. KAUFMAN: I think when you opened your statement you said that the meeting that you had was on August 10. It was actually on the 23rd?

MR. BRAVERMAN: I -- yes, it was -- I'm sorry. It was the 23rd.

MR. KAUFMAN: Okay. Thanks.

MR. BRAVERMAN: It was the 10th when we received our stuff because, Miss Faraone, we always send our stuff very early so everybody can study it.

MR. KAUFMAN: Thanks. Next, technology. We have not had a technology meeting. I plan to schedule one in October given the fact that the next two September meetings looks like the calendars will be quite full. So we can push technology back until October, find out a recap of opening and technology things that we're working on, besides the fact that we did get a tech update regarding, you know, things

going on at Woodland.

Library board representative?

DR. FERRIE: No report tonight.

MR. KAUFMAN: Human relations, John.

MR. LEARY: Yes, Human Relations Committee met with the members of the Monroe Township Asian Indian community, big event at Thompson Park, and we started building some linkages there. I think it was a very good meeting.

MR. KAUFMAN: Thanks, John. Municipal Rec Board, Amy.

MS. ANTELIS: We have no meeting this month. We'll resume again in September.

MR. KAUFMAN: Jamesburg Board, Patrice.

MS. FARAONE: I'm at a loss. I have no report.

MR. KAUFMAN: Middlesex Regional Ed Services, John.

MR. LEARY: Dale Caldwell, who is the president of the Educational Services Commission, made the assignments for the 2007/2008 year, and I'm the chair of the finance committee, and I'm a participant in the executive committee, the policy committee, and the facilities committee.

MR. KAUFMAN: Thanks, John. Other Board

of Education business. Is there any business from any Board of Education member? Miss Ostrager.

MS. OSTRAGER: I would just like to have one request. If we're going to have a facilitator for the next meeting, as this Board has approved, I would just ask that in addition to just figuring out what we're going to do long term as far as building something that the discussion and decisions that the Board make will also include not just a long-term facilities but interim facilities. In other words, how are we going to be able to house the students year by year from now until we open something with this bond money, because by the time we open the school, half the kids that are currently in this district will have graduated. We need to be able to meet the facilities needs in the interim, and I would like to request that if, Dr. Ferrie, would you like me to make that into a motion, Mr. Vice President, or just --

DR. FERRIE: Mrs. Ostrager, in terms of the dialogue that you're going to have regarding the first DA, there isn't enough time in the night nor day on September 10 to do that piece. We have done a simulation study with the administration, and the short of the answer is at the high school,

additional temporary classrooms, and at the middle school, another set of temporary classrooms to include a bathroom facility because we'll be able to do that with the water and sewer, but certainly I will be glad to share more in depth that following the 10th, but when you see this process, there's not enough time in the night to do both of those.

MS. OSTRAGER: Thank you very much.

MR. KAUFMAN: Anyone else? We have another public forum. Anyone wishing to speak, please come up to the microphone. Don't forget to give your name and address.

MS. PROHASKA: Nancy Prohaska, 1634 Perrineville Road. Page 15, I don't know if maybe I'm just not paying attention, but on the bottom it says trade in of property. Is that if you needed to trade in property, or is there any trade in property going on here, or does that just give you -- does that cover you in the sense of if you needed to trade property somewhere? Do you see that trade in of property?

MR. KAUFMAN: Mr. Holliday.

MR. HOLLIDAY: This particular resolution, Miss Prohaska, is that the Board of Education is designating me as the purchasing agent.

In that capacity, it only involves tangible property and not real property, such as land. So it would not involve any transaction regarding land, but it does give me the authority in regard to tangible goods, fixed assets, to be able to go ahead and use them as trade ins in a bid specification. I'll give you a quick example.

MS. PROHASKA: Okay.

MR. HOLLIDAY: When we want to go ahead and out for the new buses, one of those buses expired with -- in terms of the years that we could keep it on the road so we utilized it as a trade in offset.

MS. PROHASKA: Thank you. And I have another question. I notice here Miss Ostrager abstained from something having to do with a curriculum that from what I understand has only been -- you met at 4:30 or 4:15, and everybody is voting on it. I know that there is -- it's like an old cliche. You know, you can build the nicest building or the nicest house or have the nicest anything, but it's what's inside that really counts. So my question is to anybody who may want to answer it and why you answered yes to support it, can you just give me an idea on why you did support it and how

you came up with that reason of supporting it?

MR. KAUFMAN: Miss Faraone.

MS. FARAONE: Miss Ostrager, I mentioned this before because Miss -- I'm sorry, Nancy -- Miss Ostrager has abstained on it many times, and I've discussed it many times. We have a curriculum superintendent who has a committee, an extensive committee of supervisors, teachers, administration that go over this extensively. It's available in the main office. It's on the web site. Mrs. Ostrager's contention is that she doesn't get to see it, which I have explained she can see it. We are the Board. They are the implementers. So I fully respect and trust that they in implementing all this and presenting it to us are doing a thorough job when they bring it to us.

MS. PROHASKA: Is there any -- how many times do you meet a year, or is it just once a --

MS. FARAONE: We meet every month. You can come to the meeting.

MS. PROHASKA: That's open to the public also? And when do you have that? When's your next meeting?

MS. FARAONE: We just had one today. We had one last month.

MS. PROHASKA: Are they held at Brookside, also?

MS. FARAONE: No, they're here.

MS. PROHASKA: Oh, they're right here.

MR. KAUFMAN: All the meetings are here.

DR. FERRIE: Nancy, the meeting schedule is posted on the web site in terms of meeting section.

MS. PROHASKA: Okay. I'll check that out. Thanks.

MR. HOMOKI: Mr. Kaufman.

MR. KAUFMAN: Mr. Homoki.

MR. HOMOKI: The way I see curriculum development, there is the administrative aspect and the policy. We are a policy board. I do not write curriculum for the district. That's not my job. My job is to make sure that I approve it or disapprove it, and we all had the option of going in any time and taking a look at any of the documents that we actually discuss at regular meetings. So I view this as an administrative job. That's why we have the professionals that get the big money. All I do is look at it. If I want to go in, spend 5 hours observing it, looking at it, I can do it. So I'm supporting it because I believe it's an

administrative responsibility, and our administrators are extremely good at writing curriculum, and the staff, whoever does it. So that's the reason that I, you know, I support it. I trust the people that we pay to do a job.

MR. KAUFMAN: Anyone else from the public?