



Hopatcong Borough Schools

Learning Today. Leading Tomorrow.

HOPATCONG BOROUGH SCHOOL DISTRICT OPERATIONAL AUDIT

December 2017

PCG | *Education*

Hopatcong School District Operational Efficiency Audit | Fact Verification

December 2017

FINAL REPORT REVIEW**HOPATCONG SCHOOL DISTRICT OPERATIONAL AUDIT**

This document serves to verify that HBSD staff and Acting Superintendent Mullane have read the final report submitted by Public Consulting Group, Inc., and that all factual errors have been corrected, and that to our knowledge, the report contains no factual errors.

M. J. Mullane
Signed

Acting Superintendent
Title

12/5/17
Date

Public Consulting Group, Inc.

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Please note: Student enrollment numbers reflect numbers provided by HBSD, and various sources cited in the document, and may vary depending upon the source and the time of year the source was created.

EXECUTIVE SUMMARY

In June 2017, the Public Consulting Group, Inc. (PCG) was awarded a contract to conduct a modified operational audit of the Hopatcong Borough School District (HBSD). The areas covered include District Administration, Human Service Management, Finance and Purchasing Management, Administrative and Instructional Technology Management, and Facilities Use and Management. The review was initiated in July 2017 and the report finalization after approvals from the district was completed in December of the same year.

The study reviewed the non-instructional operations and practices for the areas listed above to compare current district operations to best practices for districts of similar size and demographics. Our report consists of findings, commendations, recommendations, implementation steps, and cost savings or investments needed to implement.

For survey information, including comments from the community at-large, it seems that there is a perception that the Board is only interested in reducing expenses. It is the opinion of our team that this perception is not accurate as indicated through interviews but more of how the district is spending dollars without accountability for student success. In fact, PCG noticed that the district spends over \$30,000 per student, which is double of most peers as shown in Exhibit 1 of this Executive Summary.

Review Methodology

PCG used our thorough methodology to prepare for and conduct the HBS operational audit that is outlined in this section. Throughout the years, our professionals have discovered that a successful operational audit of a school system must:

- Be based upon a very detailed work plan and time schedule.
- Take into account the unique environment within which the school system operates and the students served.
- Obtain input from board members, administrators, staff, as well as the community.
- Identify the existence, appropriateness, and use of specific objectives outlined in the RFP process.
- Contain district-approved comparisons to other similar school systems to provide a reference point for specific areas such as staffing.
- Include analyses of the efficiency of work practices.
- Identify the level and effectiveness of externally imposed work tasks and procedures where applicable.
- Identify exemplary programs and practices as well as needed improvements.
- Document all findings.
- Present straightforward and practical recommendations for improvements.

Data Collection and Review

During the period between project initiation and the full team onsite review, we simultaneously conducted many activities. Among these activities were identifying and collecting existing reports and data containing recent information related to the various administrative functions and operations we would review of HBSD.

PCG requested more than 100 documents from HBSD, including, but not limited to the following:

- * School board policies and administrative procedures.
- * Organizational charts.
- * Job descriptions.
- * Program and compliance reports.
- * Technology plan.
- * Facilities Usage.
- * Inventories.
- * Annual performance reports.
- * Independent financial audits.
- * Annual budget and expenditure reports.

Data from each of these sources were analyzed, and the information was used as a starting point for collecting additional data during our onsite visit. It is noted that the district worked to provide most of the data requested electronically prior to our onsite visit, which assisted the review team tremendously.

A preliminary onsite visit by the PCG project director was conducted during August to interview key leadership throughout the district to gain perspectives to assist the full team during their preparation for the onsite work in September.

At the close of the full-team onsite visit, the PCG project director held a debriefing with key Board members overseeing the project. This debriefing was to provide some insight on potential yet preliminary commendations and recommendations.

Online Survey

PCG administered an online survey to all HBSD central office administrators, principals, assistant principals, and classroom teachers. The anonymous surveys were available during September and early October on PCG's secured server. We had over an 80% response rate for teachers taking the survey, which is fantastic and well above the statistical average. As for central office administrators and principals/assistant principals, we had over 100% so we think that the email inviting participation may have been shared but that is okay.

PCG created an onsite link from the district for community members to anonymously respond to several open-ended questions. We had 26 community-related responses. We will provide responses without any names of individuals that may be mentioned in our Final Report.

It is important to note that while surveys are important, they are not factual but rather provide HBSD insight into perceptions from the different survey takers. The full report is included in the appendices of this report. While we did not cover all areas of HBSD operations, we did include them in our survey work so that the Board and district leadership can gain insights into perceptions related to other operations.

Onsite Review

We conducted the onsite review of review of HBSD in September 2017. Each team member visited schools in between interviews with each central office administrator; school leadership, conducted interview/ focus groups with many classifications of employees. Each of the five schools were visited several times during this onsite review and provided for some of the observations mentioned in the report.

Peer Districts

PCG provided several peers, based on several factors, for the Board to select for our use in the report. New Jersey peer districts selected and some key data is shown in **Exhibit 1**.

EXHIBIT 1
PEER DISTRICT COMPARISON DATA

District Name	County Name	Per Capita Wealth	Number of Schools	Student Enrollment	Total Teachers	Total Non-Instructional Staff	Total Revenue per Student	Total Expenditures per Student
Hopatcong	Sussex	\$55,497	5	1,799	150	198	\$36,117	\$35,033
Glen Ridge	Essex	\$60,030	4	1,853	141	139	\$16,520	\$16,063
Hackettstown	Warren	\$50,902	4	1,416	150	112	\$17,945	\$17,126
Pitman	Gloucester	\$48,799	5	1,281	140	106	\$18,765	\$17,686
Waldwick	Bergen	\$75,849	4	1,624	143	103	\$19,343	\$18,496
District Average		\$58,215	4	1,595	145	132	\$21,738	\$20,881

Sources: National Center for Education Statistics (NCES), 2017. New Jersey Department of Labor and Workforce Development as of 2016.

Fiscal Impact

Based on the analyses of data obtained state and district data, interviews with HBSD personnel, surveys; and first-hand observations during the review, PCG developed 47 recommendations, 21 of which have fiscal implications.

As shown in **Exhibit 2**, full implementation of the recommendations in this report would generate gross savings of \$4,480,195 over a five-year period. Gross investments for the same period would equal \$743,500, for a net savings of **\$3,736,695**, which includes one-time investments totally \$56,500. Financial data presented in this report and specifically in Exhibit 2, are in 2017 dollars and do not include inflation adjustments.

EXHIBIT 2
SUMMARY OF NET ANNUAL SAVINGS (INVESTMENTS)

One-Time Savings/ (Investment)	Year 1	Year 2	Year 3	Year 4	Year 5	Total 5-Year Savings/ (Investments)
(\$56,500)	\$709,039	\$762,039	\$774,039	\$774,039	\$774,039	\$3,736,695

CHAPTER 1: DISTRICT ADMINISTRATION

This chapter presents the findings and recommendations for the overall organization of Hopatcong Borough School District (HBSD). The major sections of the chapter include:

- Introduction and Legal Foundation
- School Board Governance
- Organization and Management

1.1 INTRODUCTION AND LEGAL FOUNDATION

Hopatcong Borough, located in Sussex County, New Jersey was originally incorporated as Brooklyn in 1898. The borough was renamed Hopatcong in 1901. The borough borders Lake Hopatcong, a partially man-made lake, the largest lake in New Jersey. The town of Hopatcong, located 40 miles west of New York City, began as a summer getaway for wealthy New York City residents seeking access to the lake. The construction of Interstate 80 triggered rapid growth in New York City's suburbs, leading to Hopatcong becoming a permanent residential community.

Hopatcong Borough School District serves students from kindergarten through twelfth grade in five campuses: Hopatcong High School (grades 9–12); Hopatcong Middle School (grades 6–8); Durban Avenue Elementary (grades 4–5); Tulsa Trail (grades 2–3); and Hudson Maxim (grades PK–1). District student enrollment has declined from 2,494 in 2006–2007 to 1,568 in 2016–2017, a decline of 926 students over the ten-year period. The student enrollment reflects a loss of population in the Hopatcong community, which declined from 15,888, as reported in the 2000 United States Census, to 15,147 in the 2010 Census. It should be noted that the number of households remained constant, but the number of families declined from 4,236 in 2000 to 4,110 in 2010. The decline in population has resulted in the loss of enrollment in the Hopatcong Borough School District as shown in **Exhibit 1-1** on the next page.

EXHIBIT 1-1
HBSDSTUDENT ENROLLMENT
2006–07 to 2016–17

Year	High School	Middle School	Durban Avenue	Tulsa Trail	Hudson Maxim	Total Enrollment
2016–17	458	339	252	256	263	1,569
2015–16	518	313	228	242	287	1,588
2014–15	551	352	235	252	279	1,669
2013–14	578	397	256	249	270	1,750
2012–13	637	449	274	253	288	1,901
2011–12	674	483	302	279	282	2,020
2010–11	715	519	312	300	267	2,113
2009–10	731	528	329	296	313	2,197
2008–09	770	568	342	323	295	2,298
2007–08	781	582	380	340	306	2,389
2006–07	783	617	394	359	341	2,494

Source: HBSD, 2017.

1.2 BOARD GOVERNANCE

The HBSD Board of Education is constituted, authorized, and governed by statutes of the State of New Jersey, Title 18A, Education. HBSD District Policy 0120 is based on N.J.S.A. 18A:10:1 and 18, which states:

It is the duty of the Board of Education to see that the schools are properly managed. A member of the Board can become an agent of the Board only when appointed for a special purpose. However, unless authorized to do so by the Board of Education, no individual member of the Board may give orders to employees of the school system, nor shall any Board member have power to act in the name of the Board of Education meetings. The Board has no powers when not in session, except for such powers as may be delegated by the Board to a committee thereof. The HBSD Board consists of nine members with Board terms of three years with elections scheduled in November of each year. All regular Board of Education meetings are held on the fourth Monday of each month in the Board of Education meeting room of the HBSD administration building at Windsor Avenue or in the high school auditorium/cafeteria, if necessary, in Hopatcong, New Jersey. If there is a need for an executive session, meetings will begin at 6:00 p.m.,

with the public portion beginning at 7:00p.m. Agendas and minutes are regularly posted on the Hopatcong Borough School official website.

Exhibit 1-2 shows the current Board members, their role on the Board, their length of service, and their occupation.

EXHIBIT 1-2
BOARD OF EDUCATION MEMBERSHIP

Last Name	First Name	Title	Years of Service	Occupation
Fasano	Anthony J	President	From January 1, 2014–To Present	Director of Marketing and Public Relations, Eaton Hall Exhibitions
Trumpore	Carol	Vice-President	January 1, 2016–To Present	Retired Administrative Director
DiStefano	Philip	Member	From January 1, 2016–To Present	Retired Executive of JP Morgan Chase
Nicholson	Robert	Member	January 1, 2015–To Present	Business Service Technician, CenturyLink
Smith	Candice	Member	From January 1, 2016–To Present	Former High School/Middle School History Teacher
Gallagher	Warren	Member	From January 1, 2017–To Present	Certified Financial Planner
McClean	Alexander	Member	January 1, 2017–To Present	Managing Director, Alvarez & Marsal
Karpiak	Peter	Member	From January 1, 2015–To Present	Global Sales and Operations Executive
Schindelar	Sarah	Member	January 1, 2015–To Present	Veterinarian, Mt. Olive Veterinary Clinic

Source: HBSD, 2017.

Exhibit 1-3 shows the Board's participation in the HBSD Board of Education Committees.

EXHIBIT 1-3
HOPATCONG BOARD MEMBER
PARTICIPATION IN DISTRICT COMMITTEES

Last Name	First Name	Community Relations	Personnel	Curr/ Tech/ Sped	Finance Facilities Transport	Policy Legislation	Negotiations	School Parent Liaisons
Fasano	Anthony	Member			Chair	Member	Member	
Trumpore	Carol		Member	Member	Member			
DiStefano	Phil			Member		Chair		
Nicolson	Rob	Member				Member	Chair	Hudson Maxim & High School
Smith	Candice	Member	Member	Chair				Tulsa Trail & Middle School
Gallagher	Warren	Chair		Member	Member			
McLean	Alex				Member	Member		
Karpiak	Peter		Chair				Member	
Schindelar	Sarah		Member		Member		Member	Hudson Maxim

Source: HBSD, 2017.

Exhibit 1-4 shows the Board's participation in organizations other than HBSD.

EXHIBIT 1-4
HOPATCONG BOARD MEMBER
PARTICIPTION IN NON-DISTRICT COMMITTEES

Last Name	First Name	Title	Organizations
Fasano	Anthony J	President	NJ School Board Association Delegate Sussex County Ed. Services Committee
Trumpore	Carol	Vice-President	Borough Council Liaison Sussex County Regional Coop Liaison
DiStefano	Phil	Member	Municipal Alliance
Nicolson	Rob	Member	Municipal Alliance (Alternate)
Smith	Candice	Member	School Wide Alliance Team
Gallagher	Warren	Member	Borough Council Liaison
McClellan	Alex	Member	
Karpiak	Peter	Member	
Schindelar	Sarah	Member	Borough Council Liaison

Source: HBSD, 2017.

FINDING

The Board has not established a formal orientation program to focus on school district governance, the functions of the Board and the superintendent, the operations of the district, and Board procedures in order to promote Board members' understanding of procedures and interpret information. Without a formal orientation program that provides a basic understanding of district goals and processes, it is difficult for a new Board member to be informed and knowledgeable when making decisions during Board meetings.

Best practice suggests and HBSD District Policy 0144 states that an organized orientation program for new Board members should be designed around local policy, procedures, organization, strengths and challenges of the district, and other matters determined by the Board and administration.

RECOMMENDATION 1-1:**Design and implement a local new school Board member orientation program.**

Implementation of this recommendation should result in the development of a comprehensive local school Board member orientation program that, minimally, includes the training mentioned in District Policy 0144:

- School district governance.
- The functions of the Board and the superintendent.
- The operations of the district.
- Board procedure.
- Bylaws and policies.
- Negotiated agreements.
- Budget statements and audit reports.
- The most recent long-range facilities plan.
- The most recent strategic plan.
- Academic strengths and challenges of the district.

Under the guidance of the superintendent, district staff should collaborate on the needed topics and resources, create an agenda and timeline, and provide the training. The program should be implemented over a scheduled series of meetings allowing the participants to assimilate information in a systemic fashion and avoid overloading members with too much information at any one setting.

IMPLEMENTATION STEPS

Within the context discussed above and under the oversight of the superintendent the following steps should be implemented:

- Identify two central office staff members to work collaborative in the development of the new board member orientation
- Identify topics to be presented
- Identify content to be presented
- Create an electronic orientation module for future reference
- Identify appropriate district staff member to present module
- Identify a series of dates for the presentations beginning with a week after board members have been sworn into office
- Conduct a series of sessions to ensure new board members have an adequate understanding of district and campus operations and instructional needs
- Provide an evaluation instrument for new board members to provide feedback on the orientation to ensure it satisfies needs of new board members.

FISCAL IMPACT

This implementation can be implemented with existing resources.

FINDING

HBSD Board has not recently conducted an annual self-assessment of its performance and therefore has no benchmark assessment to guide the development of its performance goals and related strategies. Board Policy 0134 states that the Board will annually adopt an evaluation instrument that permits individual Board members to record their assessments of the conduct of Board meetings, the fiscal management of the district, the conduct of the instructional program, and the relationship of the Board with the superintendent, other district staff members, and the community. The process includes the tabulation of the assessment, a prioritization of needs, and a review by the Board and the superintendent to assist in the formulation, as appropriate, of the goals and priorities to guide the Board in the ensuing school year.

RECOMMENDATION 1-2:

Identify an instrument and implement a process for annual Board self-assessment.

Implementation of a self-evaluation process will provide the opportunity for open discussion among Board members and the superintendent and an opportunity for collaboration among the Board/Superintendent team in the identification of Board goals and direction for the school district in the coming school year.

This is especially important for a school board with a majority of recently elected board members. As shown in **Exhibit 1-** the most experienced HBSD Board member has served on the Board approximately four years, and the newest member approximately one year. In addition, an election in November of 2017 resulted in two incumbent board members were not re-elected and two new board members will join the board in January.

IMPLEMENTATION STEPS

With facilitation of the superintendent:

- Research existing self-assessment instruments.
- Select 5-10 sample instruments.
- Select 3-4 board members to service as a review committee.
- Provide sample instrument to selected board team.
- Facilitate team's selection of top two samples.
- Review in work session with entire board.
- Board members select instrument.
- Develop simple rules about when and how to utilize the instrument.
- Distribute to board members for completion.
- Calculate responses.
- Set working session to:
 - Review and discuss results.
 - Prioritize needs.
 - Determine what training should be provided.
 - Schedule training date and facilitator for training.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

HBSD has a comprehensive set of policies to ensure that the Board understands and follows the legal guidelines provided through state statute; however, the Board does not have collaboratively developed standard operating procedures (SOPs) that explicitly explain the day-to-day communication and operations of the Board. SOPs should provide guidance for how the Board performs its responsibilities and communicates with each other, the staff, and the community. These procedures should guide Board member actions, serve as the standard expectation of all members' behaviors, and provide consistency and direction for individual Board members.

RECOMMENDATION 1-3:

Develop and implement Board operating procedures.

The Board should identify an out-of-district consultant to facilitate a Board workshop to identify areas to be included in HBSD Board Standard Operating Procedures. Through a collaborative process, Board members and the superintendent should develop specific expectations for each area identified. Areas may include:

- Role of the Board
 - Using Board policy as a guideline
- Communication
 - Among Board members
 - During Board meetings
 - Outside Board meetings
 - With the superintendent and staff
 - Requests for information
 - Visits to campuses
 - With the community
 - Citizen requests and complaints
 - Media requests
 - Conduct during Board meetings
 - Board members
 - Citizens
 - Attendance at meetings

The facilitator should summarize the collaboratively identified areas and provide that summary to the district. Under the guidance of the Board secretary, an SOP draft document should be prepared and presented to the Board for approval or modification. A final document should be created and made available to the Board and

superintendent and reviewed by the Board annually. The procedures should guide the behaviors of all members and be enforced by the Board president. The document should become a part of the documents reviewed during the local orientation of new Board members.

Without collaboratively agreed upon procedures, there is no explicit behavior expectation for Board members. The lack of agreed upon standards creates inconsistent behaviors among Board members, can cause conflict among Board members, and can cause constituent confusion about the role of the Board.

IMPLEMENTATION STEPS

Within the context above the following activities should be implemented:

- Under the oversight of the superintendent and in collaboration of the Board.
 - Identify a consultant/facilitator to lead process.
 - Review sample board standard operating procedures from other districts.
 - Identify areas to include.
 - Schedule a three-hour work session of facilitator, superintendent and all board members.
 - Conduct a strength, weaknesses, opportunities, threats (SWOT) activity.
 - Utilize SWOT results to create procedures.
 - Create the SOP document.
 - Review annually after each election.

FISCAL IMPACT

This recommendation can be implemented at a one-time cost of \$2000 (one consultant at \$2000 per day for one day)

Recommendation 1-3	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Develop Board Procedures	(\$2,000)	\$0	\$0	\$0	\$0	\$0

FINDING

While hiring a superintendent is a major Board responsibility, HBSD does not have a comprehensive procedure that outlines the process for hiring a permanent superintendent. It is essential that the Board be intentional in the hiring process to ensure that it recruits and selects a superintendent with the specific skill set to address the issues in HBSD and a sense of urgency around identifying and addressing the issues.

RECOMMENDATION 1-4:**Develop a comprehensive procedure that provides direction for hiring a permanent superintendent.**

The Board should advertise and interview multiple superintendent search firms to assist in the recruitment and selection of candidates for the position of superintendent of schools. In collaboration with the Board, the search firm should develop a comprehensive process for final superintendent selection. The following are considerations for the procedure.

- Preparation including:
 - Establish timeline customized to district's specific needs.
 - Solicit staff and community input.
 - Develop selection criteria based on the needs of the district.
- Carefully consider the recommendations of this report and the skill set needed to address the recommendations including planning and implementing a comprehensive strategic plan and change management skills.
 - Develop interview questions and evaluation instruments around the identified district specific skill set.
- Recruitment:
 - Design, print and distribute a brochure describing district community and position.
 - Post vacancy notices through state and national channels.
 - Advertise vacancy in education publications.
 - Provide exposure on the internet.
 - Solicit applications for position.
- Board Leadership:
 - Resume review/screening.
 - Effective group interviews.
 - Telephone reference checks.
 - District visitation.
 - Board decision.

IMPLEMENTATION STEPS

With facilitation from the board secretary and within the context above the following steps should be implemented:

- Establish timeline for hiring.
- Advertise for a select search firm with assistance of search firm.
 - review and modify job description as needed.
 - design, print and distribute a brochure describing district, community and position.
 - post vacancy notices through state and national channels.
 - advertise vacancy in education publications.
 - provide exposure on the internet.
 - solicit applications.
 - develop selection criteria.
 - create questions and scenarios based on identified district needs.
 - review/screen resumes.
 - select candidates.
 - interview candidates.
 - conduct reference checks.
 - visit candidates' current district.
 - offer candidate position.

FISCAL IMPACT

This recommendation can be implemented with existing resources

1.3 ORGANIZATION AND MANAGEMENT

This section reviews the HBSD organization, management, planning, and school organization and management functions.

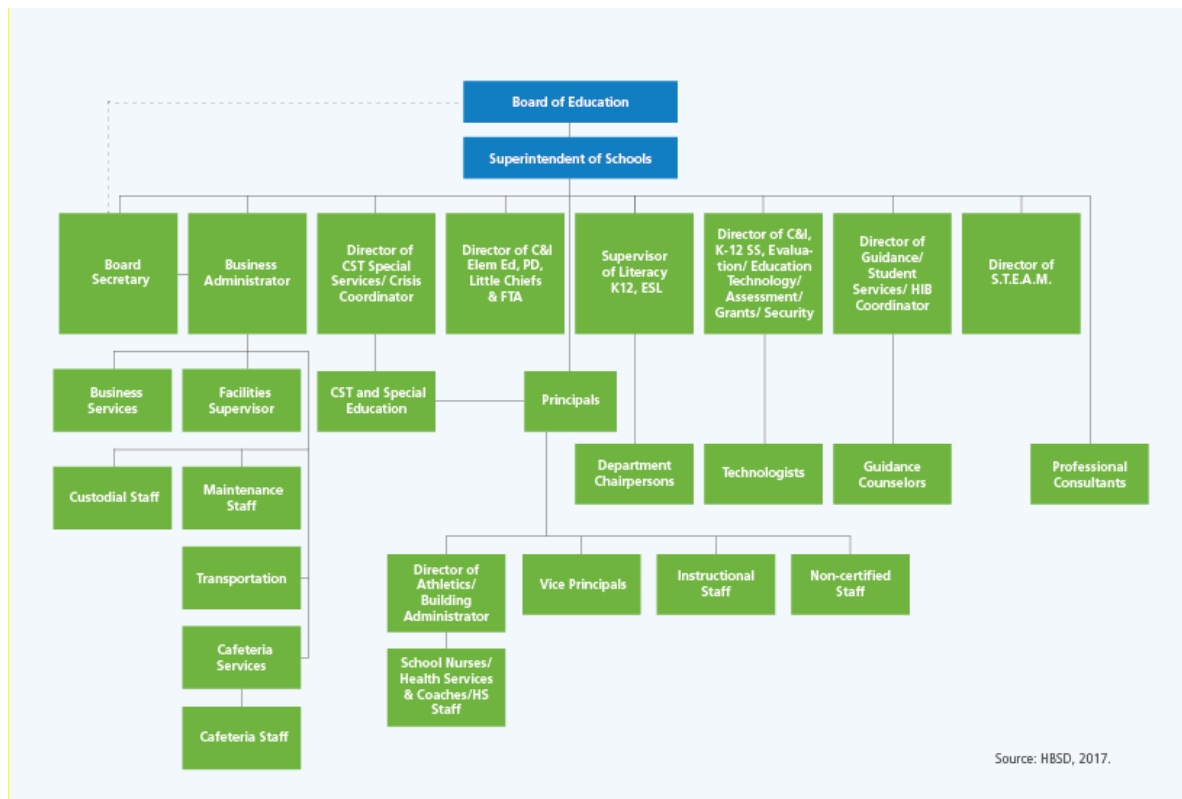
The executive and administrative functions of HBSD are managed through a system that is organized into line and staff relationships that are designed to define official spans of authority and communications. District policy directs the establishment and implementation of an organization plan for the management and control of school district operations.

As shown in **Exhibit 1-5**, HBSD has two executive layers within the district. These layers include the superintendent and the executive team that reports to the superintendent. The executive team includes seven central office supervisory direct reports to the superintendent, five campus principals, and contracted professional consultants, the number of which may vary throughout the fiscal year.

EXHIBIT 1-5

Current Organization Chart

2017-18



FINDING

As shown previously in **Exhibit 1-5**, there are multiple central office positions reporting to the superintendent with no clear separation of duties or indication of lines of collaboration. (The organization chart shown above is the chart provided to the PCG site team as the official organization chart. Subsequent to site visit HBSD staff have indicated that it is incorrect and that Director of C&I is also the STEAM director and that there are no department chairs. It is recommended that the chart be officially corrected and replaced in official documents) The lack of formal collaboration among like central office roles creates a communication void and has a negative impact on district focus.

EXHIBIT 1-6
HBSD STAFF SURVEY RESPONSES

QUESTION	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I feel that the workload is evenly distributed.					
Central Office Administrator	7.14%	21.43%	35.71%	21.43%	14.29%
Principal/Vice Principal	11.11%	22.22%	22.22%	22.22%	22.22%
Teacher	15.93%	23.89%	19.47%	31.86%	8.85%
Our teachers and administrators have excellent working relationships.					
Central Office Administrator	0.0%	14.2%	50.00%	35.71%	0.00%
Principal/Vice Principal	0.0%	11.11%	11.11%	55.56%	22.22%
Teacher	3.70%	14.81%	34.26%	3.81%	7.41%
Most administrative practices are highly effective and efficient.					
Central Office Administrator	0.00%	7.14%	35.71%	57.14%	0.00%
Principal/Vice Principal	0.00%	11.11%	33.33%	44.44%	11.11%
Teacher	8.33%	27.78%	26.85%	29.63%	7.41%

Administrative decisions are made promptly and decisively.					
Central Office Administrator	7.14%	14.29%	50.0%	21.43%	7.14%
Principal/Vice Principal	0.00%	25.00%	12.50%	50.00%	12.50%
Teacher	7.41%	26.85%	36.11%	24.07%	5.56%

SOURCE: PCG Staff Survey, 2017.

As shown in **Exhibit 1-6** responses to the Hopatcong District Operational Efficiency Audit Survey to Staff statements there is a strong discrepancy in perceptions of administrative relationships and effectiveness. For example, in response to the question “Our teachers and administrators have excellent working relationships” 35.7% of central office staff agreed that this was a true statement, 77.78% of principals agreed or strongly agreed while only 12.02% of teachers agreed with the statement. In response to the statement “Most administrative practices are highly effective and efficient” 57% of central office agreed, 55.55% of principals and vice principals agreed or strongly agreed while only 37.04 teachers agreed or strongly agreed with 36.10% of teachers disagreeing or strongly disagreeing. In response to the statement “Administrative decisions are made promptly and decisively” 29.57% of central office staff agreed or strongly agreed with the statement while 21.43% disagreed or strongly disagreed and 50% were neutral on the statement. Responding to the same statement 62.5% of principals and vice principals agreed or strongly agreed with the statement and 25% disagreed with the statement. Teachers responded with 29% agreed or strongly agreed and 34.26% disagreeing or strongly disagreeing.

An examination of the assignments within the central office, based on the organization chart provided to the PGP team prior and during the sited visit, exposes significant overlap in duties and misalignment of functional areas of responsibility. Examples include:

- Curriculum and instruction is fragmented, for example there is both a director of Curriculum and Instruction Elementary Education and a director of Curriculum and Instruction K-12, both reporting to the superintendent with no clear delineation of responsibilities.
- The director of STEAM reports directly to the superintendent with no collaborative lines to curriculum and instruction.
- Department chairpersons report to the supervisor of literacy K-12, ESL, and world language with no reporting lines to the principal.

- The director of guidance, student services, and HIB coordinator reports directly to the superintendent with no formally recognized collaboration lines to curriculum or principals.
- The supervisor of literacy reports to the superintendent with no collaborative lines to curriculum and instruction.

As noted previously, at the time of the district review of the report, subsequent to the on-site visit, the district provided PCG with several changes to the organization chart. This report utilizes the chart as it was presented to the team with the most current revision noted as October 2014. If there have been changes the district should revise the official chart and ignore the above reference to department chairs.

RECOMMENDATION 1-5:

Reorganize the executive organization and functions.

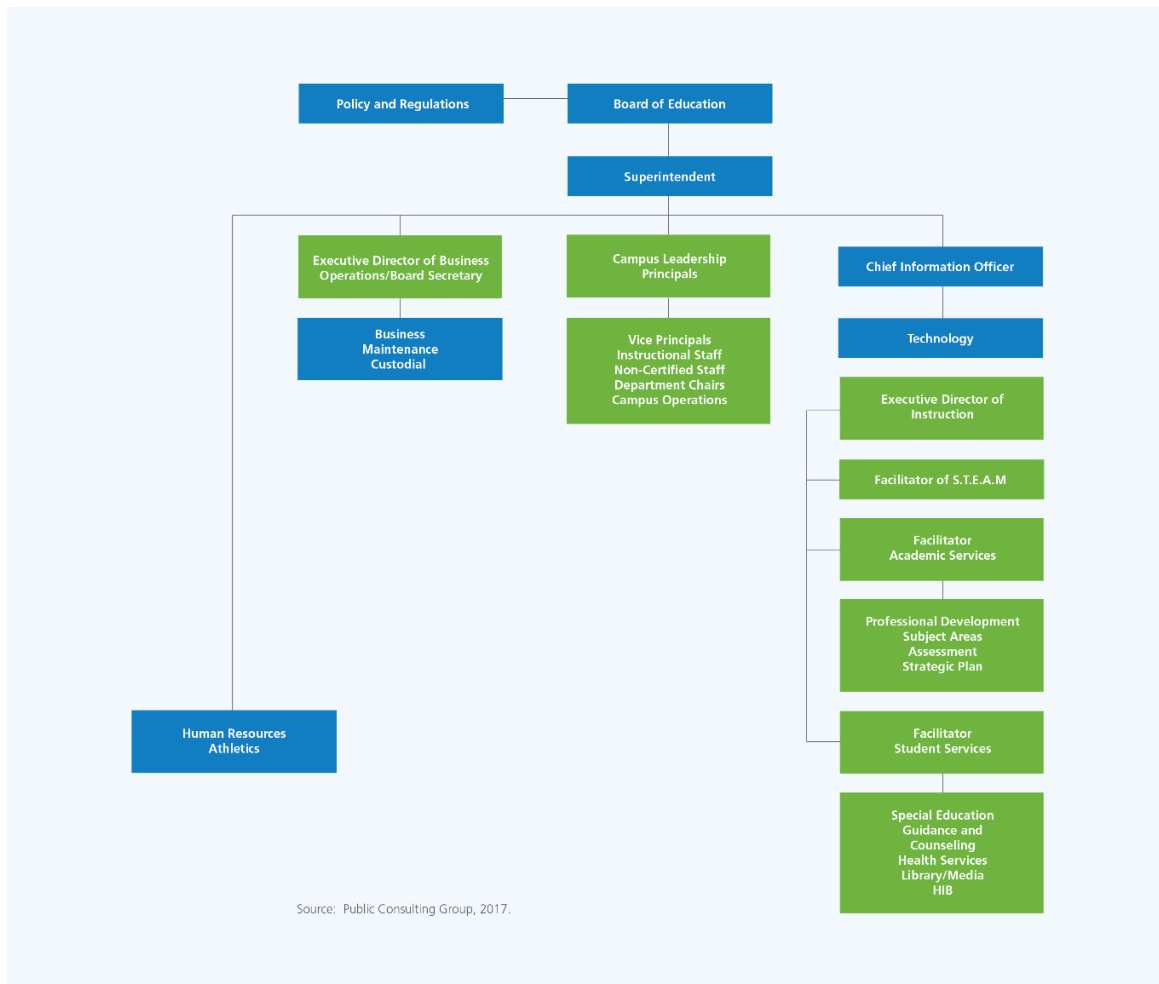
Implementing the changes outlined in the chart will increase communication and financial efficiency for the district. **Exhibit 1-7** shows a proposed alignment of the essential functions within the organization.

Implementing the changes outlined in the chart will increase communication and financial efficiency for the district.

IMPLEMENTATION STEPS

- Reduce the number of superintendent direct reports from the current 13 positions to seven positions.
 - Five principals, two central office executive directors, and a chief information officer position.
- Eliminate the seven central office positions which currently report to the superintendent and combine functions under two newly-created executive director positions: executive director of business administration/board secretary and executive director of instruction, who report directly to the superintendent.
- Create three facilitator positions who report to the executive director of instruction: facilitator of academics and a facilitator of student services.
- Create a facilitator of S.T.E.A.M., who reports to the executive director of instruction.
- Create a chief information officer who reports to the superintendent in collaboration with the executive directors of business operation and instruction.
- Create new job descriptions for positions that require previous experience to include proven student performance improvement post positions for hiring for the 2018–19 school year under the guidance of the newly hired superintendent.

EXHIBIT 1-7 PROPOSED ORGANIZATION CHART



This restructuring of the organization will reduce the number of staff reporting to the superintendent, create more consistent and collaborative communication between the managers, and, through the addition of a full time chief information officer, provide a mechanism, which ensures consistent and regular information flow to both the community and staff. **NOTE:** Per law, the Board Secretary will still report directly to the Board.

FISCAL IMPACT

This recommendation can be implemented at an annual savings of \$574,964. This amount does not consider any negotiation for experience or tenured positions.

Recommendation 1-5	One-Time Investment/Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Reorganize Administration	\$0	\$574,964	\$574,964	\$574,964	\$574,964	\$574,964

FINDING

HBSD does not have a comprehensive planning process that includes measurable goals and objectives to ensure a unified and systemic approach to student learning. In 2013, with participation of community members, teachers, administrators, and Board members, the district created a strategic plan for the years 2013-18 based on the district's perceived strengths and challenges at that time. The planning team identified general strengths and challenges and created goals, objectives, and strategies based on the perceived strengths and challenges at the time; however, the goals and objectives have no formative or summative measurements to provide informed modifications of the plan on an annual basis. While the plan has been periodically updated, it no longer serves as a comprehensive reflection of the district's current needs, nor is it utilized by campuses to provide annual direction for the individual campuses. The goals in the original 2013-18 plan were stated as follows:

- All Hopatcong Borough students will perform on or above proficiency levels.
 - Implement more after-school programs.
 - Institute full-day kindergarten.
 - Improve SAT scores.
 - Improve percentages of students going on to college and careers.
- All Hopatcong students will possess 21st century technological skills.
- Create a safe, secure, open environment conducive to academic achievement for the whole child.
 - Encourage students to become stakeholders in their education.
- Continue to develop strong, positive communication within the school district community and with the community at large, and increase student outreach.
 - Generate positive parent and community participation.
 - Work closely with parents, and use technology to enhance communication.
 - Increase communications to the community at large.

RECOMMENDATION 1-6:

Develop and implement a long range strategic plan based on a comprehensive needs assessment of HBSD's current strengths and challenges.

Initiating a strategic planning process will

- Provide the new permanent superintendent with the opportunity to learn the strengths and challenges of the district and have a role in implementing a plan to address those strengths and challenges;
- Bring everyone together in the organization so that they are on the same wavelength;
- Raise board members' awareness of current issues and operations;
- Reawakening and motivate key people within the organization;
- Increase morale within the organization and develop a sense of trust; and,
- Serve as a tool for decision making and resource allocation.

The generic process for strategic planning include information gathering and analyzing, identification of critical issues facing the organization, development or review of belief statements, mission and vision, the development of priorities, goals and objectives, and a plan for monitoring and evaluating the plan.

IMPLEMENTATION STEPS

Soon after hiring the new permanent superintendent, the district should begin the following:

- Identify a group of district stakeholders led by the superintendent to create a timeline for the strategic planning process, identify the participants, and facilitate the logistics process;
- Identify an external facilitator to facilitate all components of the planning process;
- Identify a district steering committee representing all of the stakeholder groups, including parents, students, community members, business members, central office staff, campus administrators, and teachers/counselors/students to identify the overall direction, values, mission, vision, purpose, and goals;
- Identify an action planning committee consisting of HBSD staff to write objectives, create strategies, identify resources, create strategy timeliness, and design evaluation plans;
- Ensure that the plan is written, provided to the public for input, and ultimately approved by the Board and posted on the district website; and,
- Ensure appropriate components of the plan are incorporated into the annual district and campus plans and any supplemental state or federal required plans that may exist in the district.

Without a long-range plan based on current district needs, the district will be unable to move forward in serving the critical needs of the district and its students.

FISCAL IMPACT

This recommendation can be implemented at a one-time cost of 20,000 (two facilitators/report writers for seven days).

Recommendation 1-6	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Develop Strategic Plan	(\$20,000)	\$0	\$0	\$0	\$0	\$0

FINDING

Recommendations in this chapter include hiring a permanent superintendent, developing a new strategic plan for the next three to five years to drive district and campus focus, and reorganizing the current central office management structure to restructure the central office support system for campuses. These recommendations will substantially change current management operations in the district and potentially impact central office and campus operations.

RECOMMENDATION 1-7:

Develop and institutionalize a systemic plan for district and campus leaders to regularly meet and collaborate to ensure consistent leadership focus in the district.

The newly hired superintendent should institutionalize an orientation process for campus administrators and other members of the superintendent's administrative cabinet. This process should include a day long "retreat" prior to the beginning of each school year, similar to the day-long retreat currently conducted, for team building activities and to address the change process that may be occurring as a result of the reorganization and possible staffing changes. During the retreat, in addition to building strong professional relationships among staff members, the superintendent should lead the review of the organization chart, the job descriptions and reporting structure of each of the central office staff, the strategic plan and its impact on each campus and central office department, expectations for the implementation of each goal and objective of the plan, and a review of district policies and procedures. Time should be set aside at least twice annually for team maintenance activities and generic professional development. The district should continue to create a schedule for regular cabinet meetings with central office and campus leadership. While these meetings will provide a venue for maintaining regular operational and instructional communication, there should be an expectation that each participant report on instructional issues related to their departments as well as the instructional reports they will be providing Board members at the monthly meeting.

IMPLEMENTATION STEPS

- Superintendent should create an annual calendar of administrative training, retreats, and operational/instructional meetings
 - Include a day long “retreat” prior to the beginning of school that includes:
 - Team building activities;
 - Sharing of the superintendent’s goals for the year
 - Review of organization chart and job descriptions
 - Review of strategic plan
 - Review of PARCC results
 - Review of district plans for addressing PARCC results
 - Sharing of departments/campuses plans for the year
 - Include at least two other day long meetings that involve
 - Team building activities
 - Update of activities for departments/campuses
 - Specific professional development as identified by staff
 - Review of formative results of student performance
 - A calendar of weekly meeting dates that focus of instructional discussions

FISCAL IMPACT

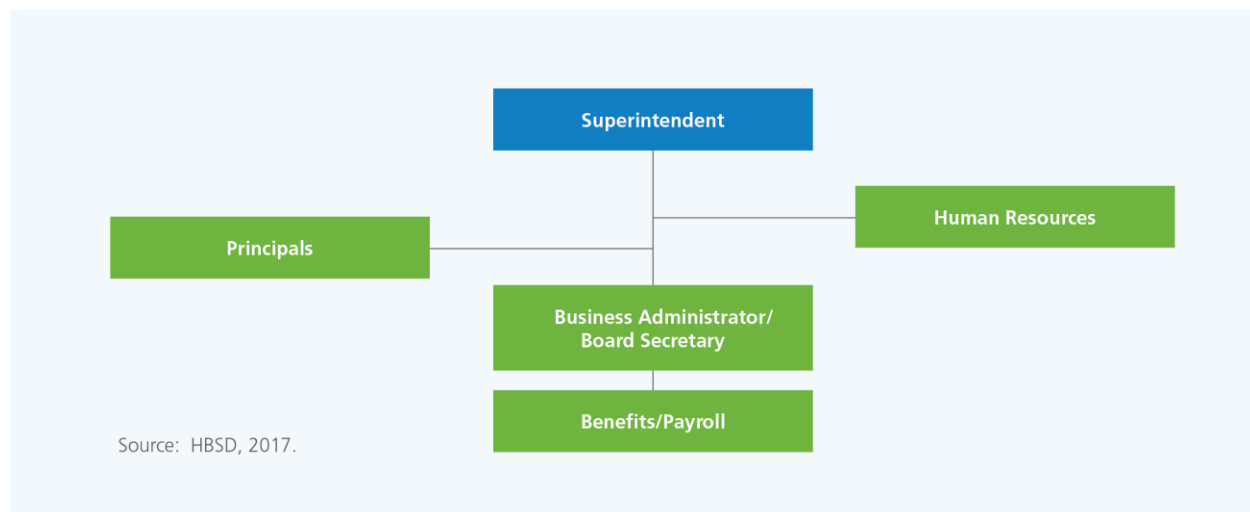
This recommendation can be implemented with existing resources.

CHAPTER 2: HUMAN RESOURCES

School district's human resources (HR) function is responsible for the management of staff. Human resource management is dependent on the organizational structure and the size of the district. Larger districts may have staff dedicated to the human resource function, while staff in smaller districts may receive these responsibilities as a secondary assignment.

The human resource function typically includes compensation and benefits, recruitment, hiring and retention, administrative planning and duties, records management, staff relations and grievances, and staff evaluations. These functions may be defined as compliance-based or strategic-based responsibilities. Compliance-based responsibilities include assuring an organization is following federal, state, and local labor laws in areas such as benefits, compensation and hours worked, records management, mandatory leave, discrimination, medical privacy, safety, termination, and eligibility to work. Strategic-based responsibilities include recruiting and retention, compensation and benefits, and staff relations.

EXHIBIT 2-1 HBSD CURRENT ORGANIZATIONAL CHART 2017–18



Hopatcong Borough School District's (HBSD) HR function is responsible for the following staff activities:

- Posting and updating position vacancy listings.
- Assisting campus principals with screening and hiring process as needed.
- Processing new staff.

- Monitoring the licensure status for all certified staff.
- Maintaining staff files.
- Assisting in administration of staff compensation and benefits.

In school year 2016–17, HBSD employed 332 employees at the district's five campuses and administrative building to provide services to 1,569 students. The five campuses include Hudson Maxim, Tulsa Trail, Durban Avenue, Hopatcong Middle School and Hopatcong High School. **Exhibit 2-2** shows the breakdown by staffing category:

EXHIBIT 2-2
HBSD Staffing Levels
2016–17

Staffing Category	Number
Teachers and Certified Support Staff	188
Administrators	17
Clerical/Secretaries	17
Custodians/Maintenance	34
Paraprofessionals	72
Confidential Staff Members	9

Source: HBSD, 2017.

FINDING

HBSD's HR functions lack consistent and coordinated implementation. The district has not clearly defined HR responsibilities. HR tasks are completed by staff from the Superintendent's Office, the Business Administrator's Office, and each campus. One of the Superintendent's secretaries is generally identified as the HR contact and currently performs the following duties:

- Collaborates with campus principals about new positions, job descriptions, and job postings.
- Posts positions on the internet and in news media.
- Accepts and screens applications and forwards them to appropriate hiring staff members.
- Processes hiring recommendations for superintendent.
- Manages annual salary assignments (rolling over each year, degree changes, etc.).
- Creates and manages employment contracts for all district staff members.
- Manages the FMLA administration.
- Manages personnel files.
- Creates, monitors and updates position control roster.
- Manages tuition reimbursements.
- Collaborates with appropriate staff around complaints and grievances.

The Business Office manages the health benefits and payroll coordination with the exception of setting up health employee payroll deductions, which is handled by the HR contact. Campus principals and central office leadership staff currently perform the following HR tasks:

- Submit requests for filling an existing position.
- Submit requests for creating new positions.
- Collaborate on the development of job descriptions.
- Review screened applications and determine who will be interviewed.
- Schedule and conduct interviews (along with other appropriate central office staff).
- Recommend top finalists to superintendent.
- Perform grievance responsibilities as appropriate.
- Evaluate assigned staff.

Finally, the Superintendent oversees the hiring of staff and recommends staff to the Board of Trustees.

The decentralized structure of HBSD's HR functions leads to confusion among staff regarding whom to contact with HR concerns and questions. In an HBSD opinion survey in September of 2017, responses suggested a lack of defined leadership in the HR function. This perception could be a result of the lack of clearly written HR procedures that delineate specific responsibilities and the assignment of these specific responsibilities to departments and positions within the departments. In districts the size of HBSD, the administration office staff are often required to perform multiple tasks. However, the district's lack of clearly defined expectations and a vision

for the role of HR and its leadership hinders the coordination and implementation of important HR functions in HBSD.

RECOMMENDATION 2-1:

Define key function roles for HR and develop a comprehensive administrative procedures manual for human resources operations.

While HBSD has a comprehensive “Employee Handbook for Affirmative Action and Equal Opportunity,” it lacks comprehensive written procedures for the operation of the human resource function. Effective school districts have comprehensive, documented HR operating procedures. These manuals supplement and clarify existing information, such as that found in the affirmative action guidebook. Standard contents of an HR procedural guidebook include procedures that address the following areas:

- Recruitment.
- Interviews and candidate selection.
- Information on establishing and maintaining staff files and the handling of confidential information.
- Process for performance reviews and evaluations.
- Discipline and dismissals.
- Grievance and complaint handling.
- Information for FMLA.

Documented procedures help districts develop work standards, ensure consistency, and implement overall operational efficiency. Additionally, a detailed HR procedures manual will institutionalize knowledge so that if staff is absent or leaves the district, remaining staff may be trained to take over the vacant roles.

The role of an HR department is vital to a school district's success. The efficiency and effectiveness of human resource functions can determine whether qualified candidates accept employment in the district. Without written procedures, the consistency of operations can be compromised and negatively impact the success of the district.

IMPLEMENTATION STEPS

- The superintendent should create a committee that represents the stakeholders of the human resource function.
- The committee should:
 - identify all of the key functions of the human resources process;
 - identify who currently performs the functions;
 - evaluate if the current process is the most efficient way of conducting business;
 - modify current processes;
 - present to a larger constituency of staff for input;
 - modify as needed;

- identify a writing team;
- codify the list of processes;
- create a handbook that clearly outlines the functions and the position that performs the functions;
- place completed handbook on the district website;
- train administrators in the use of the handbook; and
- instruct administrators to provide their assigned staff training in the use of the handbook.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Both central office and campus staff reported confusion among leadership roles and a general lack of understanding of specific leadership roles within the district. It is unclear who is responsible for what duties and how those responsibilities might overlap.

HBSD does not ensure that all positions have job descriptions that are current, support current district needs, provide consistent information, and are signed and reviewed regularly. **Exhibit 2-3** shows a list of the job descriptions provided by the district. A review of the 23 HBSD job descriptions provided by the district shows that job descriptions do not consistently reflect current responsibilities, there is no record of regular review or modification of the job descriptions, and the job descriptions have not been signed by employees. The district did not provide job descriptions for some positions. For example, there are 72 paraprofessional positions in the district reporting to six departments, but there were no job descriptions provided to describe the different duties of these staff members. Other job descriptions are not specific to the role. For example, one job description is titled "Maintenance Person", which is not specific to the role of the position. In addition, a review of the current organization chart shows that there are at least four positions on the organization chart for which job descriptions were not provided. These positions included director of C&I elementary education PD, Little Chiefs and FTA, director of STEAM, department chairs (which is on the organizational charts received during our onsite review), and counselors. Subsequent to the first draft of the report, the district provided generic, unsigned job descriptions for guidance counselor, instructional aide, and special education aide and a copy of a generic evaluation instrument for instructional aides.

EXHIBIT 2-3
JOB DESCRIPTIONS PROVIDED

Job Description Title	Job Description Title
Accounts Payable/Purchasing Coordinator	Literacy Supervisor
Administrative Assistant to Superintendent	Maintenance Person
Assistant to the School Business Administrator	Payroll Clerk
Business Office Secretary	Principal
Custodian	School Business Administrator/Board Secretary
Director of Athletics/Building Administrator	School Safety Officer
Director of Curriculum and Technology	Secretary to the Principal/Vice-Principal
Director of Guidance, Assessment and Pupil Personnel Services	Supervisor of Curriculum and Instruction
Director of Special Services	Supervisor of Secondary Humanities and Instructional Technology
Evening Foreman/Custodial/Maintenance Supervisor	Vice-Principal
Facilities Supervisor	
Head Custodian	

Source: Public Consulting Group based on HBSD HR staff information, 2017.

RECOMMENDATION 2-2:**Develop a procedure to create, update, and maintain accurate job descriptions for each staff position.**

Lack of job description accuracy can prohibit an employee from fully understanding their role in the district and ultimately where their job fits into the success of the organization. In addition, this ambiguity potentially eliminates a necessary tool for supervisors to utilize when counseling an employee about job effectiveness and/or setting individual employee goals. Finally, accurate job descriptions are essential in the hiring process to ensure that job announcements reflect necessary skill sets and can be used to screen applicants for the final interview pool.

Accurate, consistent, and well-reviewed job descriptions focusing on a district's specific needs can help avoid discrimination claims, help to find and hire the right people for the right jobs, provide analysis for classifying staff appropriately, set standards for performance appraisal, and help avoid lawsuits. The Society of Human Resource Management provides the following suggestions for the structure of an effective job description:

- Date, marking when a job description was written or updated.
- Job status (exempt or nonexempt under FLSA, full-time or part-time).
- Position title.
- Objective of the position (what the position is supposed to accomplish, how it affects other positions and the organization).
- Supervision received (to whom the person reports).
- Supervisor responsibilities (direct reports, if any, and the level of supervision).
- Job summary and outline of job responsibilities.
- Essential functions (detailed tasks, duties, and responsibilities).
- Competency or position requirements (knowledge skills, and abilities).
- Quality and quantity standards (minimum levels required to meet the job requirements).
- Education and experience required.
- Time spent performing tasks (percentages, if used, should be distributed to equal 100 percent).
- Physical factors such as the type of environment associated with job (indoor, outdoor, or both).
- Working conditions (shifts, overtime requirements as needed).
- Unplanned activities and other duties as assigned.

A lack of comprehensive job descriptions for all employees can impact the employee's effectiveness on the job and negatively impact the mission of the district.

IMPLEMENTATION STEPS

Under the direction of the superintendent and business administrator:

- Develop an inventory of all current job descriptions;
- Create a list of descriptions that still need to be created;
- Create a list of job descriptions to be modified;
- Identify an industry-recommended job description form;
- Design a process for supervisors to collaborate with subordinates to identify all of the subordinates' current duties and update their job descriptions;
- Ensure that student safety and student performance are key to all district job descriptions;
- Submit newly created job descriptions to HR for processing;
- Require all supervisors to review job descriptions with individual staff members;
- Create a procedure that requires each supervisor and their subordinate to review, modify, and sign the job description on an annual basis; and
- Assign one person to the management of the job descriptions.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a consistent process for reviewing the need, placement, and effectiveness of the use of non-instructional, including paraprofessional, clerical and secretarial staff, in the district. Further it does not have specific, signed job descriptions to ensure applicants have the skill sets needed to perform the tasks required for the position or to guide the employee's work. While the district is in the process of developing and implementing a position control document, that document is based on existing positions and does not include a process for the review of staffing determinations for non-instructional, clerical, or secretarial staff, an especially important function given the reorganization of management staff proposed in the previous chapter. **Exhibit 2-4** reflects statistics provided by the National Center for Education Statistics (NCES), New Jersey Department of Labor and Workforce Development as of 2016 and differ slightly from the numbers provided to the review team by HBSD. Data from peer groups are being verified with district but have not been provided at this time. The exhibit shows the comparison of the number of teachers and non-instructional staff in Hopatcong with four similar New Jersey districts, including Glen Ridge Borough, Hackettstown Borough, Pitman Borough, and Waldwick Borough. Hopatcong is similar to the peer districts in number of teachers, having five more teachers than the average of all the districts combined, and 10 more teachers than the lowest number of teachers in Pitman Borough. However, there is a significant discrepancy in comparison of the number of non-instructional positions in Hopatcong and the other, similar districts. According to the New Jersey report, Hopatcong employed 198 paraprofessionals in 2015—

16, which is 48 more than the number of teaching positions in Hopatcong. When compared to peer districts, HBSD had 66 more non-instructional positions than the combined average, 95 more positions than Waldwick Borough, which has the fewest, and 59 more positions than Glen Ridge Borough, which has the second highest number of non-instructional staff among the districts. HBSD is the only district shown that has more non-instructional staff than teachers, with these positions outnumbering teachers by approximately 25%.

EXHIBIT 2-4
2015–16 PEER DISTRICT COMPARISON

School District	Number of Campuses	Number of Students	Number of Teaching Staff	Number of Non-instructional staff
Hopatcong Borough	5	1,579	150	198
Glen Ridge Borough	4	1,853	141	139
Hackettstown Borough	4	1,416	150	112
Pitman Borough	5	1,281	140	106
Waldwick Borough	4	1,624	143	103
Average	4	1,595	145	132

Sources: National Center for Education Statistics (NCES), 2017.

New Jersey Department of Labor and Workforce Development as of 2016.

As shown in **Exhibit 2-5**, a review of positions assigned thus far in the 2017–18 school year shows that currently, HBSD has 72 paraprofessional positions (working approximately 29.25 hours per week) with 71 staff members filling these positions.

**EXHIBIT 2-5
2017–18
HBSD PARAPROFESSIONAL BREAKDOWN**

Department	Number of Paraprofessionals	Funding Source
310-Paraprofessional Clerical	4.5	General Funds
330-Paraprofessional Classroom	25.5	General Funds and SpEd
335-Paraprofessional Library	2	General Fund
340-Paraprofessional Resource	13	SpEd Funds
350-Paraprofessional LLD	16	SpEd Funds
355-Paraprofessional Multiple Disabilities	4	SpEd Funds
365-Paraprofessional Preschool Disabled	7	SpEd Funds
Total Paraprofessionals	72	

Source: Hopatcong Borough School District, 2017.

Currently, there are 4.5 paraprofessionals providing assistance with clerical responsibilities at the campuses, 2 paraprofessionals assigned to the libraries, 25.5 paraprofessionals assigned to kindergarten, transitional and special education classes, and 40 assigned to special education units across the district. The special education positions are determined by special education staff during the Individual Education Plan (IEP) process. Once the position has been established and becomes a part of a student's IEP, the district is required, by statute, to provide the service to the student. There are 188 teachers assigned to individual teaching assignments and support responsibilities in the district, making the teacher to paraprofessional ratio 2.6 to 1. Without an evaluation process to determine the effectiveness of the current teacher/para ratio, it is difficult for the district to determine if this is the most efficient use of funds to impact student performance.

RECOMMENDATION 2-3:

Conduct a review of existing non-instructional positions, regular education/special education paraprofessional, clerical, and secretarial, to determine need and effectiveness.

In addition, create specific job descriptions for the specific positions i.e. special education aides positions vary depending upon special needs of individual students, create hiring guidelines for the positions, and create procedures for the evaluation of the effectiveness of the individual positions. Without consistent evaluation of position effectiveness related to student performance, the district cannot be confident that the hiring of a large number of paraprofessionals is an effective use of the district funds.

IMPLEMENTATION STEPS

Under the supervision of the superintendent:

- Recruit and contract with a consultant proficient in conducting staffing studies.
- Collaborate with the consultant in the development of a staffing study design to determine effectiveness of current paraprofessional staffing positions.
- Create a rubric for the evaluation of each position including:
 - Review of current practices for determining paraprofessional staffing for special needs students;
 - Creation of consistent guidelines for placing paraprofessionals with special needs students;
 - Review of current impact of paraprofessionals in the kindergarten and transition classes;
 - Review of the use of and efficiency of security paraprofessionals at the campuses.
- Create specific job descriptions, related to student performance, for the positions that are determined to be a value to the district;
- Create a position recommendation document for review by the superintendent; and
- Create written guidelines for a five-year review of the paraprofessional function and staffing.

FISCAL IMPACT

There is an investment needed of \$10,000 to conduct the review at \$1,000 per day for 10 days. Upon the completion of this recommendation, the district could expect an annual savings for those paraprofessionals that are no longer providing direct assistance to achieve student success.

Recommendation 2-3:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Review Paraprofessionals	(\$10,000)	\$0	\$0	\$0	\$0	\$0

FINDING

Without exception, a district's number one goal is to ensure students have the resources needed to be successful today and in the future. It is the district's responsibility to identify the needs of its students and to maximize its resources to address those needs as a part of the district mission. It is essential that the Board, the central office leadership, the campus leadership and all teachers and support staff are aware of the goal and have the skills and attitude to support the success of that goal. A profound measurement of student success in the state of New Jersey and the Hopatcong Borough School District is student performance measured by the results on the Partnership for Assessment of Readiness for College and Careers (PARCC).

Exhibit 2-6 and Exhibit 2-7 show the district student performance on the PARCC administered in school districts in the state of New Jersey and show that HBSD student scores are below the state average in all but three measurements.

As shown in **Exhibit 2-6**, HBSD, when compared to the state, scored below the state in eight of nine of the English language arts assessments. The grade 3 ELA score of 750 was slightly above the state score of 749. **Exhibit 2-7** shows that the district, when compared to the state, scored lower in seven of the nine mathematics assessments. The grade 6 and grade 8 mathematics scores were above the state by one point in grade 6 and by 10 points in grade 8.

EXHIBIT 2-6 PARCC ENGLISH LANGUAGE ARTS/LITERACY 2016-17

ENGLISH LANGUAGE ARTS/LITERACY–State/Hopatcong Borough District		
Grade 3 Assessment, 2016–2017		
	Number of Students	ELA Average Overall Score
State	98,896	749
District	113	750
ENGLISH LANGUAGE ARTS/LITERACY–State/Hopatcong Borough District		
Grade 4 Assessment, 2016–2017		

Number of Students		ELA Average Overall Score
State	100,314	753
District	122	743
ENGLISH LANGUAGE ARTS/LITERACY–State/Hopatcong Borough District		
Grade 5 Assessment, 2016–2017		
Number of Students		ELA Average Overall Score
State	98,489	755
District	118	747
ENGLISH LANGUAGE ARTS/LITERACY–State/Hopatcong Borough District		
Grade 6 Assessment, 2016–2017		
Number of Students		ELA Average Overall Score
State	94,417	752
District	114	744
ENGLISH LANGUAGE ARTS/LITERACY–State/Hopatcong Borough District		
Grade 7 Assessment, 2016–2017		
Number of Students		ELA Average Overall Score
State	98,961	756
District	114	740

ENGLISH LANGUAGE ARTS/LITERACY–State/Hopatcong Borough District		
Grade 8 Assessment, 2016–2017		
	Number of Students	ELA Average Overall Score
State	98,856	757
District	96	749
ENGLISH LANGUAGE ARTS/LITERACY–State/Hopatcong Borough District		
Grade 9 Assessment, 2016–2017		
	Number of Students	ELA Average Overall Score
State	98,847	748
District	96	741
ENGLISH LANGUAGE ARTS/LITERACY–State/Hopatcong Borough District		
Grade 10 Assessment, 2016–2017		
	Number of Students	ELA Average Overall Score
State	88,332	741
District	97	727

ENGLISH LANGUAGE ARTS/LITERAY–State/Hopatcong Borough School District Grade 11 Assessment, 2016–17		
	Number of Students	ELA Average Overall Score
State	70,856	735
District	87	725

Source: HBSD, 2017.

EXHIBIT 2-7
PARCC MATHEMATICS SCORES–State/Hopatcong Borough School District
2016–17

MATHEMATICS–State/Hopatcong Borough District Grade 3 Assessment, 2016–2017		
	Number of Students	Math Average Overall Score
State	100,007	751
District	113	737

MATHEMATICS–State/Hopatcong Borough District		
Grade 4 Assessment, 2016–2017		
	Number of Students	Math Average Overall Score
State	101,358	747
District	123	738
MATHEMATICS–State/Hopatcong Borough District		
Grade 5 Assessment, 2016–2017		
	Number of Students	Math Average Overall Score
State	99,447	747
District	117	742
MATHEMATICS–State/Hopatcong Borough District		
Grade 6 Assessment, 2016–2017		
	Number of Students	Math Average Overall Score
State	98,357	743
District	115	744

MATHEMATICS–State/Hopatcong Borough District		
Grade 7 Assessment, 2016–2017		
	Number of Students	Math Average Overall Score
State	96,096	741
District	114	735
MATHEMATICS–State/Hopatcong Borough District		
Grade 8 Assessment, 2016–2017		
	Number of Students	Math Average Overall Score
State	63,769	728
District	62	738
MATHEMATICS–State/Hopatcong Borough District		
Grade 9 Assessment, Algebra I 2016–2017		
	Number of Students	Algebra I Average Overall Score
State	110,285	743
District	147	732

MATHEMATICS–State/Hopatcong Borough District Grade 10 Assessment, Algebra II 2016–2017		
	Number of Students	Algebra II Average Overall Score
State	75,021	723
District	67	712
MATHEMATICS–State/Hopatcong Borough District Grade 11 Assessment, Geometry 2016–2017		
	Number of Students	ELA Average Overall Score
State	88,141	734
District	82	728

Source: HBSD, 2017.

Creating a process that provides students the support that they need to be successful as individuals and to improve their academic performance is a system-wide effort. It requires having an on-going strategic planning process which addresses all areas of student needs, including student performance on standardized tests, as recommended in Chapter One. It must be a team effort including the board, superintendent, central office staff, campus leadership, and all teachers and student support staff. The current team must feel a sense of urgency in addressing improved student improvement and be willing to expand its professional development to increase knowledge in the area of assessment and teaching strategies which address student needs. The team must also address student needs as a part of the hiring process for new administrators, teachers and support staff, and teachers. Central office and campus leadership must join together and focus on a hiring process that ensures that new staff members have both the skills and attitude to become part of the student achievement solution.

RECOMMENDATION 2-4:

Create a hiring procedure that ensures that all professional staff hired by the district show evidence of knowledge and experience in improving student performance.

Without teachers and a leadership team, including the board, that feel a sense of urgency and contain the attitude, knowledge, and experience for improving student performance it is unlikely students will be motivated or knowledgeable enough to increase their test scores and show success in other areas of their academic and social lives.

IMPLEMENTATION STEPS

Central office, particularly through the HR functions, and campus leadership should take the lead in creating a hiring procedure for teachers, administrators and support staff that includes the following:

- Create and or modify all job descriptions to include emphasis on supporting improved student performance;
- Create all job postings to reflect the focus on improved student performance;
- Design interviews to:
 - Include scenario based interview questions to solicit information which reveals the applicant's attitude about all students being successful.
 - Include questions that are specific to understanding the PARCC, disaggregating test scores, and utilizing the data for instructional purposes.
 - Include questions that require the applicant to talk about specific incidents where they have impacted student success.
 - Include a task activity to show evidence of competence in certain areas.
 - Create an interview rubric that provides weighted responses based on the items most important to that specific interview.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

CHAPTER 3: FINANCIAL MANAGEMENT AND PURCHASING

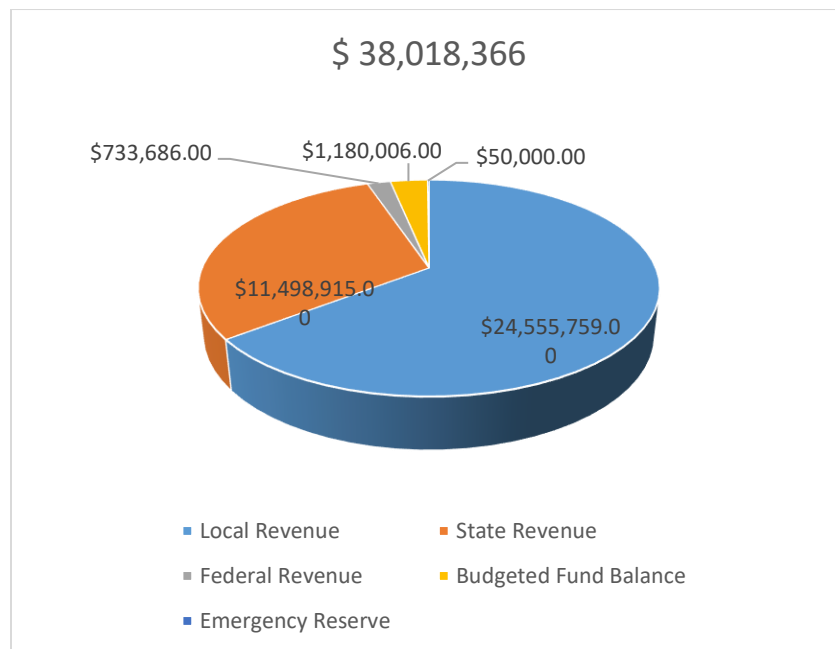
This chapter provides a summary of administrative and management practices associated with Hopatcong Borough School District (HBSD) financial management and purchasing function. The major sections of this chapter are:

- 3.1 Stand Operating Procedures and Internal Controls
- 3.2 Budget Planning and Management
- 3.3 Activity Accounts
- 3.4 Fixed Assets and Supply Inventory Management
- 3.5 Purchasing
- 3.6 Copy/Duplication Center
- 3.7 Business Office Staffing

Hopatcong Borough School District (“HBSD” or “District”) has budgeted \$38,018,366 for 2017-2018 operating expenditures. The District receives revenues from local property taxes and state and federally-funded programs. The numbers presented in the following exhibits reflect budget numbers as approved in April of 2017 and reflected in the 2017-2018 User Friendly Budget Summary. Budget figures were not adjusted as a result of changes made after the initial budget was approved by the Hopatcong Board of Education.

Exhibit 3-1 depicts HBSD’s revenue sources for 2017–18. Local revenues account for the majority of the District’s funding (65 percent), followed by state funding (30 percent), budgeted fund balance (3 percent) and federal funds (2 percent).

**EXHIBIT 3-1
SOURCES OF REVENUE FOR 2017–18**



SOURCE: HBSD User Friendly School Budget, 2017–18.

Exhibit 3-2A and 3-2B shows how the District has budgeted funds in 2017–18: the largest portion was spent on instruction (38%), followed by employee benefits (20%) and plant maintenance and operations (9%). Less than 1 percent of the budget is allocated toward staff development. The total of the adopted budget is \$36,785,793.

**EXHIBIT 3-2A
USE OF FUNDS FOR 2017–18**

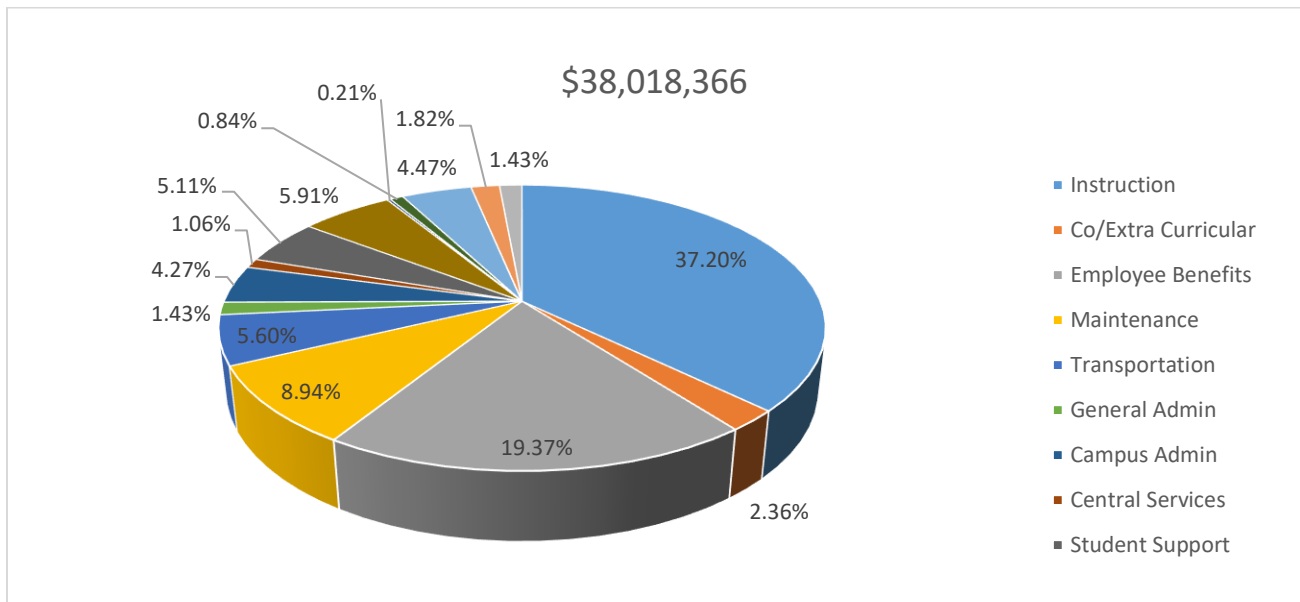
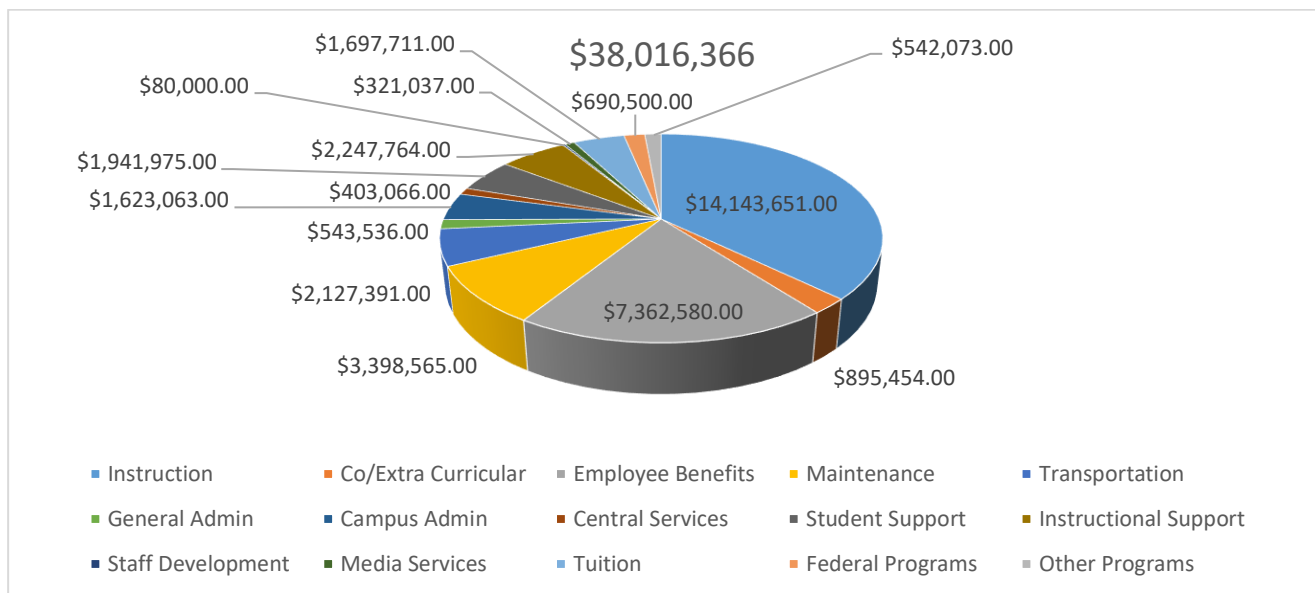


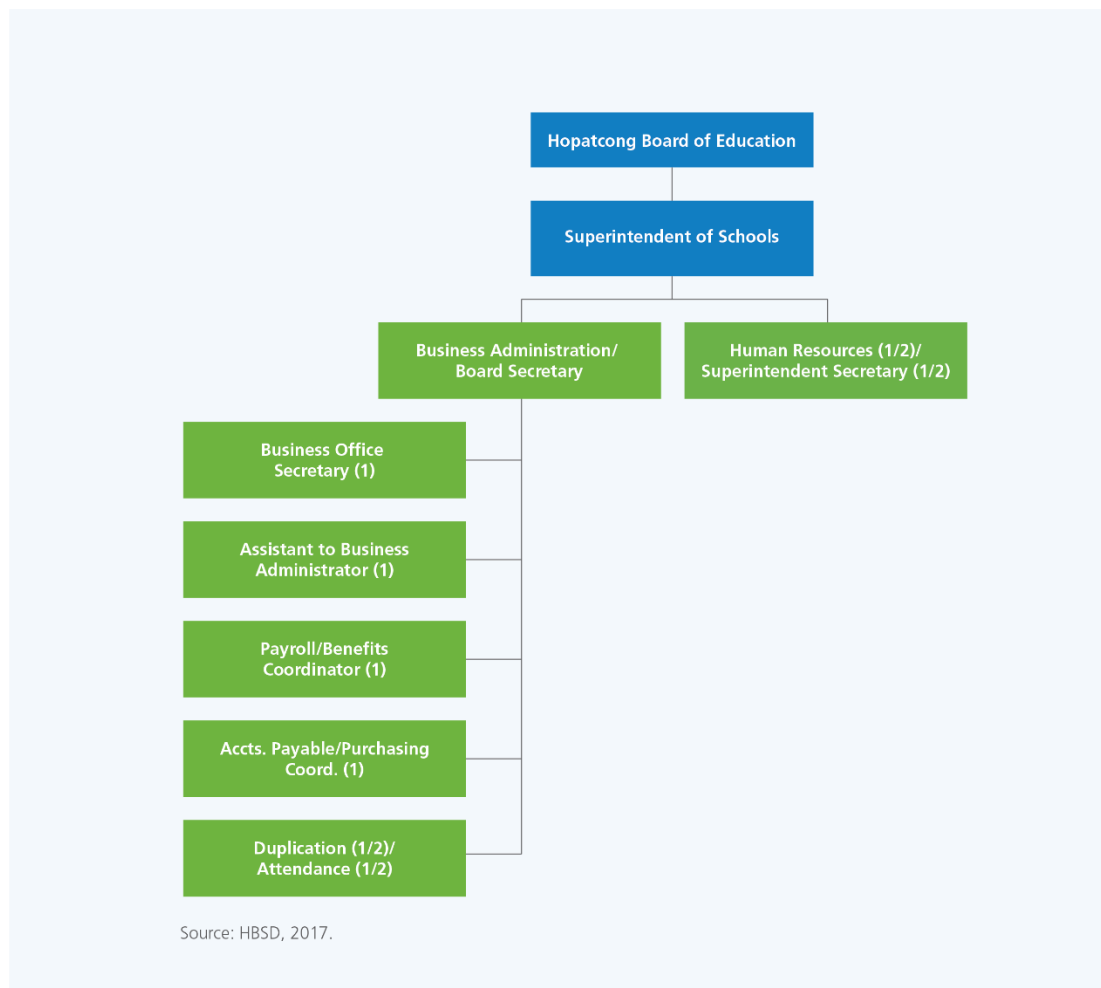
EXHIBIT 3-2B



SOURCE: HBISD, 2017.

Primary finance and accounting functions are performed by the Business Office, which has a staff of six full-time equivalent (FTE) employees; the office handles budgeting, purchasing, general ledger accounting, grant accounting, accounts payable and payroll functions, benefits, certain aspects of human resources, child nutrition reporting, records management, and fixed assets. The business office is assisted by an additional employee whose time is split between responsibilities associated with the human resource function and providing administrative support for the superintendent position. The current organizational structure of the business office is provided in **Exhibit 3-3**. It should be noted that the position titled: **Assistant to the Business Administrator** was changed to **Accounts Payable** subsequent to the on-site review. The original title has been maintained in the organizational charts associated with this chapter.

EXHIBIT 3-3 BUSINESS OFFICE CURRENT ORGANIZATION



The Staff Survey conducted as a part of the review specifically addressed the overall management of financial resources. The first question: *Funds are managed wisely to support education in this school district*, resulted in administrators answering agree or strongly agree for up to 50 percent of the respondents. Less than twelve percent of teachers responded to the same question with agree or strongly agree. The second question, *my school allocates financial resources equitably and fairly*, garnered similar responses. Sixty-two percent of principals/vice principals responded with agree or strongly agree, fifty percent of central office administrators answered similarly, and but only twenty-one percent of teachers responded favorably to that question.

3.1 STANDARD OPERATING PROCEDURES AND INTERNAL CONTROLS

Consistently implemented procedures and internal controls are essential aspects of school district financial management. Within the school environment limited resources are required to address unlimited wants and needs. Effective management within such a dichotomy requires consistency and efficiency which can only be achieved with clearly written work instructions. Fraud prevention is another critical aspect of the business management function and is highly dependent on procedural safeguards.

FINDING

Hopatcong Borough School District (HBSD) adopted a Standard Operating Procedures and Internal Controls (SOP&IC) document in 2009 and updated the document in 2012 and again in 2014. The SOP&IC addresses most aspects of the school district business function but current practices are not aligned with the document as will be discussed throughout the remainder of this chapter. While it should be noted that the HBSD business office staff has experienced significant turnover in recent years, only one of the business office employees interviewed was aware of the document and none had been part of the initial development or subsequent updates. The SOP&IC consists of fourteen sections that include:

- Section I – Internal Controls
- Section II – Accounting
- Section III – Cash Management
- Section IV – Budget Process
- Section V – Position Control
- Section VI – Purchasing
- Section VII – Facilities (Including Administration of Work and Health & Safety)
- Section VIII – Security
- Section IX – Emergency Preparedness
- Section X – Risk Management
- Section XI – Transportation
- Section XII – Food Services
- Section XIII – Technology Systems
- Section XIV – Information Management

Several Business Office employees are cross-trained, providing a backup for critical functions, such as payroll and purchasing. However, it should be noted that for Human Resources, Payroll and Accounts Payable, additional separation of responsibilities is required in order to improve internal controls. The Standard Operating Procedures and Internal Controls (SOP&IC) document, addresses internal controls in Section I, on pages 1-11.

The split Human Resources/Superintendent Secretary currently enters payroll data into the financial system for teachers. Salary and benefit information for other employees is entered into the system by the Payroll Coordinator. Appropriate separation of responsibilities would require the Human Resources person to enter all salary data into the system.

Check stock is secured in a locked cabinet, but multiple employees in the Business Office have access to check stock. Additionally, at least two employees can access check stock, process payments, and print checks. The appropriate separation of responsibilities would require an employee separate from the Accounts Payable Coordinator to pull check stock for printing. Additionally, an employee other than the Accounts Payable Coordinator should reconcile the check register with the printed checks, and checks should be mailed by someone other than the Accounts Payable Coordinator. Payroll should follow a similar process to payables.

Previous Hopatcong Board of Education Auditor's Management Report, completed as a part of the annual Comprehensive Financial Accounting Reports (CFAR) included a variety of recommendations. Examples of findings and recommendations relate to purchasing, expenditure classification, activity accounts, etc. Considering the number of findings and recommendations, and in particular, considering the number of recommendations made in multiple years, it would be appropriate to add an internal audit function. The logical and cost-effective approach to adding the internal audit function would be to expand the role of the Treasurer of School Monies.

RECOMMENDATION 3-1:

Update the current standard operating procedures to appropriately address the recommended internal controls and all other procedures associated with the school district business function and employ a part-time internal auditor.

The updating of the standard operating procedures to appropriately address the recommended internal controls and all other procedures associated with the school district business function will ensure that the district is following proper protocol while using the updated procedures. Additionally, training for new Business Office employees at entry and review with all Business Office employees and other appropriate administration and campus level employees at least annually.

Employing a part-time internal auditor to monitor internal controls, ongoing actions associated with prior CFARs, and recommendations associated with this review will assist the district in verifying that proper procedures are followed in the district.

The implementation of this recommendation will provide adequate internal controls and aid in the district's ability to prevent theft and fraud.

IMPLEMENTATION STEPS

- Have Executive Director for Business and Operations convene a working group consisting of business office staff along with representatives from other departments in central administration and from multiple campuses.
- Working group will review HBSD Standard Operating Procedures and Internal Controls (SOP&IC) document – Section1: Internal Controls, along with all other sections for understanding.
- Incorporate language from associated finding on Internal Controls and other findings and recommendations from this chapter into SOP&IC document.
- Update each section of SOP&IC document to ensure alignment with policy and appropriate practice.
- Train all business office employees, employees from other central administration departments and appropriate campus level administrators, department heads and secretaries as outlined on Page 7 – COMMUNICATING STAFF MEMBERS ROLES
- Use contracted internal auditor to monitor implementation of internal controls and all other aspects of SOP&IC.

FISCAL IMPACT

The fiscal impact is based on contracting for an internal auditor to provide onsite internal auditing of multiple HBSD financial management and purchasing related functions. The auditor would be contracted at \$1,000/day including travel and expenses for four days per month or forty-eight days. The number of contract days would be reduced to 35 after year two and once procedures are in place.

Recommendation 3-1	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Contract for a part-time internal auditor	\$0	(\$48,000)	(\$48,000)	(\$36,000)	(\$36,000)	(\$36,000)

3.2 BUDGET PLANNING AND MANAGEMENT

A budget shows anticipated revenues and expenditures for a given period, usually a year. An effective budget links spending plans to strategic goals, priorities, and initiatives established by the governing body. A school district budget development process is a collaborative effort requiring the input, participation and cooperation of various individuals across the organizational spectrum. Moreover, a school district's budget reflects the financial stewardship of the administration, the School Board, and the local community.

A department or campus budget enables a specific work group to adequately plan, maintain, and control its financial resources. School administrators, department heads, teachers, and community members should be involved in the budgeting process, as well as the central administration and school board. The budget needs to reflect the overall goals and objectives of the department or campus plan.

FINDING

Significant challenges exist related to developing and maintaining an accurate budget throughout the course of the school year. Budgets are created in the spring and adopted in April, several months prior to the start of the new school year and four months prior to the start of school. Budgets are driven by state revenues, local property tax collections, and student attendance. While over time, districts should have the ability to make accurate projections, districts do not have absolute control over any of these variables. Additionally, HBSD has experienced declining enrollment for a number of years, and decisions by the state legislature resulted in funding cuts passed along after the budget for the 2017-18 year had been adopted.

Spending decisions also limit the accuracy of the budget. Clearly, unexpected needs arise throughout the course of the year resulting from specific student needs, changes to fuel and utility prices, plant emergency repairs, etc. However, non-essential and non-budgeted expenditures negate budget planning and accuracy. Expenditures of this nature inhibit the ability to accurately plan and manage the budget at district, campus, and department levels.

During the 2015-16 school year, the plan was to purchase electronic notebooks for specified grade levels. During that summer, however, the District decided to go ahead and purchase the electronic notebooks (Chromebooks) for grades 3-12. It was explained through staff interviews that the decision was made primarily as a result of available, excess revenue. The purchase and deployment of the additional devices caused an unanticipated strain on multiple systems. The technology infrastructure (bandwidth, training, and support) were not sufficient to support the initial rollout, and additional expenses were incurred that could have been avoided with appropriate planning. Much of the frustration among students, staff, and parents could have been avoided had this purchase been delayed in order to appropriately plan for the impacts related to additional devices and additional users.

Several examples were provided of the Board deciding non-emergency expenditures/purchases outside of the accepted budget planning process and after the annual operating budget had been approved. These decisions may be admirable in regard to the benefit to students, staff and the community, but frequently create adverse consequences. Fund transfers may be required to offset those expenditures, resulting in a decreased appropriation for previously planned and approved expenditures. Additionally, non-planned expenditures can lead to confusion across the District when it comes to project/program implementation. Without appropriate lead time to develop written parameters/guidelines and to provide the associated training, the District can find itself in a situation with insufficient information and resources to complete successful implementation of new projects and programs. Appropriations for expenditures not in the original approved budget can place additional pressure on an already strained budget. This type of decision further erodes the accuracy and integrity of the budget as approved by the Board of Education.

A pattern has emerged over several years of significant budget transfers throughout the course of the year. The State of New Jersey places transfer limits on certain administrative budgets but allows the Board of Education significant discretion in regard to budget transfers. Board Policy - 6422, an excerpt of which follows: "...allows for

the HBSD Board of Education to pass a resolution allowing the Business Administrator to transfer funds within and between budgets between Board meetings to be ratified at the subsequent Board meeting.” There is nothing to prevent the Board from placing either dollar amount or a percentage limit to this type of transfer - However, this Board of Education in accordance with the provisions of N.J.S.A. 18A:22-8.1 and this Policy as adopted by the Board designates the Superintendent of Schools to approve such transfers as are necessary between meetings of the Board. Transfers approved by the Superintendent shall be reported to the Board, ratified and duly recorded in the minutes at a subsequent meeting of the Board, but not less than monthly. The HBSD Board of Education approved a resolution related to this policy.

The 2017-18 operating budget shows significantly more detail than prior year budgets. However, adding additional line items needs to be considered. As an example, the district currently employs five positions titled: Curriculum Director. The Curriculum Directors provided input into development of the initial budget, but this is where most of their involvement ended. Based on conversations with Business Office personnel and the Curriculum Directors, once the actual budget is developed, the curriculum budget requests are combined and rolled into one budget. Assuming changes were made to the budget resulting from decisions made by the HBSD Board of Education and decisions passed down from the New Jersey Legislature, the final budget includes those cuts, but there was no evidence of subsequent discussions related to specifically where the cuts were to be made or had been made. Administrators should be expected to assist with budget management, but their ability to do so is significantly restricted when communications and access to information is limited. According to page 31 of the Standard Operating Procedures and Internal Controls (SOP&IC) document: *If during the budget development process there is a need to reduce the school/department budgets, the Building Principal/Department Supervisor will be notified of the amount and is responsible for re-submitting the changes to the revised school/department budget.* Page 32 of the SOP & IC document provides additional direction related to budget transfer process: *Individual budget line item transfer requests are to be submitted in writing to the School Business Administrator by the Building Principal and/or Administrator...* Multiple examples were provided of line item transfers having been initiated in the business office as opposed to at the department and or campus level.

RECOMMENDATION 3-2:

Add additional line items to the budget and include parameters or limits on budget transfers.

The implementation of this recommendation will provide administrators the information needed to develop and manage the budgets under their responsibility. Additionally, parameters/limits on the dollar/percentage amounts of budget transfers that can occur between Board meetings. Budget transfers must be communicated to all departments impacted by the specific transfer.

Despite variables outside the control of the Board and administration, consistent and effective budget management is within the control of the district. The ability to effectively plan at the district, campus and department levels is significantly diminished by inconsistent budget management.

IMPLEMENTATION STEPS

- The new Executive Director for Business and Operations/Board Secretary should convene a working group composed of department heads and campus administrators to review the current budget structure and determine additional budget lines needed for the 2018-2019 school year.
- Create the 2018-2019 operating budget with the new line items.
- Ensure that budget adjustments made external to the impacted department or campus are based on dollars not items and allow the department/campus budget manager to make the budget change(s) required to address the adjusted appropriation.
- Have the Board take action to limit budget adjustments between Board meetings.
- The internal auditor should monitor budget management to ensure Board and administration are adhering to SOP&IC document as it relates to budget management practices.

FISCAL IMPACT

The implementation of this recommendation can be accommodated with existing resources and has no fiscal impact.

3.3 ACTIVITY ACCOUNTS

HBSD has a fiduciary responsibility to properly administer activity funds which are comprised of campus and campus organization accounts. School activity fund revenues are generated from fund raisers, fees charged for field trips and other activities, and athletic events. The funds are dispersed in support of the organizations and campus events associated with the revenues collected on behalf that activity or organization. The principal of each school is responsible for managing the fund and maintaining accurate records.

FINDING

Each campus maintains their own activity account(s). The accounts are used for campus fundraisers, field trips, and to track revenues and expenditures for campus student organizations. Activity accounts are managed by the principal and campus secretary. Each campus maintains their own bank account, and not all campus accounts are held by the same bank. Most campuses (elementary and middle school) record Activity Account transactions on Excel spreadsheets, but Hopatcong High School has implemented an off-the-shelf software for recording Activity Account transactions. Activity account checks require two signatures and according to documentation provided at least two of the accounts have four authorized signers on the signature card including the campus principal and the secretary. The documentation was not dated so it cannot be determined if the accounts had four signatures at the time of the site visit or if the signatures were added subsequently. Multiple school secretaries were under the impression that some of the accounts had only two signers, which could result in multiple adverse issues if either the campus principal or secretary were unavailable. It was reported that the High School has three signers which include the principal, the assistant principal, and the school secretary. That said, the signature card provided shows four signatures. Deposits are made in the bank accounts as needed, and the deposits are made by the principal or secretary. Activity accounts are audited as a part of the Comprehensive Financial Audit Report

(CFAR) process. Findings and recommendations are discussed within the Hopatcong Board of Education Auditor's Management Report. The 2014-15 report included 13 findings and 6 recommendations related to activity accounts and the 2015-16 report included 12 findings and 6 recommendations. Findings included but are not limited to failure to use preprinted receipts, missing check signatures, reconciliation errors and insufficient documentation. No significant improvements were noted between the two years.

Campuses have developed processes and forms to assist with managing activity accounts. Provided the opportunity to plan together and share best practices, the principals and secretaries could easily come up with a districtwide set of forms and procedures.

Support staff for district's accounting software system, verified that multiple school districts manage campus activity accounts using this same software.

RECOMMENDATION 3-3:

Require all campus and athletic activity accounts to use the district's current accounting system.

This recommendation would allow for the management of all campus and athletic activity accounts on the same accounting systems as the district's. The accounts should also be consolidated into a single district-managed bank account, and a set of district-wide standard forms for field trips, collection sheets, receipts, etc. need to be adopted.

The implementation of this recommendation will allow for a more managed approach and will create more limited internal controls and fraud prevention.

IMPLEMENTATION STEPS

- The Business Office should train principals, assistant principal, other appropriate administrators and campus secretaries on the aspects of district's accounting system required for activity fund accounting and management.
- Convene working group of campus administrators and campus secretaries to work with Executive Director of Business and Operations to develop district-wide processes and forms for activity account management.
- Update Standard Operating Procedures and Internal Controls (SOP&IC) document by adding an additional section specific to activity funds.
- Collect balances from each activity fund checking account and deposit the funds into a HBSD account.
- Close existing activity accounts.
- Create funds for each activity account within the current accounting system used in the Business Office.
- Initial revenue for each fund will be amount transferred from former activity account.
- The internal auditor should review activity accounts on a monthly basis.

FISCAL IMPACT

The implementation of this recommendation can be accommodated with existing resources.

3.4 FIXED ASSETS AND SUPPLY INVENTORY MANAGEMENT

Fixed assets are those assets intended to be held or used by the school district over an extended period of time, typically. This definition generally includes land, buildings, transportation equipment, other motor equipment, other equipment, construction in progress and leased property under capital leases. Revolving inventory are those consumable items such as copy paper, paper towels, toilet tissue and certain school supplies. Fixed assets and consumables are assets critical to district operation and inefficient management of either can lead to significant financial losses. Other items that can represent substantial losses if not tracked are computer devices valued at under \$2,000 such as laptops and tablets assigned to individual employees and students.

FINDING

Items purchased by HBSD required to be tracked as fixed assets are entered into the Industrial Appraisal System District Fixed Assets Inventory upon purchase. According to the SOP&IC, Section II – Accounting (page 19), items purchased at a cost over \$2,000 are required to be entered into the fixed asset tracking system. Fixed assets are removed from the inventory upon disposal of the item. There is no record of regular fixed asset inventory reconciliation, so there is no way to ensure the fixed asset system is accurate. Unless an item is reported that has become obsolete, lost, damaged, or destroyed, the system may retain items that have no value or are missing all together. The current system had an initial cost of \$2,000, and has an annual fee of \$895. The district's accounting software includes a fixed assets module which is included in the annual fee for subscription and support. This Fixed Assets module allows for items to be entered into inventory at the time of purchase without the need to go into a separate system. It should be noted, however, that the district's accounting system does not include a barcode component.

According to HBSD Board Policy 7450- Property Inventory – As steward of this district's school property, the Board of Education recognizes that efficient management and full replacement upon loss requires accurate inventory and properly maintained property records. The Board shall conduct a complete inventory by physical count of all district-owned equipment every year.

For purposes of this policy, "equipment" shall mean a unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles which retains its shape and appearance with use, is non-expendable and does not lose its identity when incorporated into a more complex unit.

It shall be the duty of the Superintendent to ensure that inventories are systematically and accurately recorded and property records of equipment are updated and adjusted annually by reference to purchase orders and withdrawal reports. Property records of consumable supplies shall be maintained on a continuous inventory basis. A system of property records shall be maintained for audio-visual equipment and non-instructional capital equipment.

Bulk purchased consumable supplies such as copy paper, toilet tissue, paper towels, binders, cleaning supplies, sidewalk salt, etc. represent significant annual expenditures. The 2017-18 operating budget included over 1.2 million dollars for the purchase of consumable supplies. Large purchases of cleaning supplies, paper, and other consumables are purchased regularly by the District, and varying amounts are stored throughout the District. As examples, pallets of copying paper were seen stored in a building near Tulsa Trail Elementary School. Multiple boxes of paper towels and toilet paper were stored in the hall at the Administration Building. However, when asked about tracking the inventory of supplies, there is no specific system in place. Consumable supplies are typically ordered “as needed,” resulting in excess stocks of some supplies and shortages of others. Excess stock can become damaged or obsolete prior to use.

While no specific requirement exists to track revolving inventory, tracking bulk purchased items at the case or box level can significantly reduce overstocks, shortages, wastes due to damaged stock, obsolescence and theft. Multiple commercial systems are available to assist in managing fixed assets and revolving stock. However, for a district of this size, managing consumable supplies through a formal central warehousing/inventory system may not be the best use of district resources.

Multiple employees mentioned a former employee that kept up with copy paper and other consumable supply stock on spreadsheets and overall perception was that this approach had worked relatively well. Once the individual was no longer employed with the district, the process was discontinued. Some degree of middle-ground could be achieved by reinstituting a similar process. If, however, HBSD continues the practice of purchasing school supplies for all students, inventory management of consumable supplies becomes essential.

RECOMMENDATION 3-4:

Purchase an inventory tracking system using barcodes for fixed assets.

The district should consider using the same system to manage bulk purchased revolving inventory and computer devices such as tablets and printers valued at under \$2,000. Additionally, HBSD staff should complete cyclical inventories of fixed assets at least every two years and annually for technology-related

IMPLEMENTATION STEPS

- Procure a file from Industrial Appraisal that can be uploaded into the current district accounting software.
- Request vendor to provide training to appropriate HBSD business office, technology and maintenance department staff related to entering appropriate information into accounting system for fixed assets.
- Determine what barcode system is available to interface with current accounting system.
- Purchase and provide training for appropriate staff on selected barcoding system.
- Schedule a complete inventory of current fixed assets during the 2017-18 school year.
- Develop a plan for managing the inventory of bulk purchase consumable supplies during the 2017-18 school year for implementation during 2018-19.

FISCAL IMPACT

The fiscal impact is based on the one-time purchase of a barcode system, including hardware and software to manage fixed asset inventory and potentially consumable inventory. The annual cost is based on software licensing and cloud-based storage.

Recommendation 3-4	One-Time Investment	Year 1	Year 2	Year 3	Year 4	Year 5
Purchase barcode system including hardware and software with annual subscription	(\$0)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)

3.5 PURCHASING

An effective purchasing program provides the district, departments, campuses and ultimately individual employees and students quality materials, supplies, services, and equipment, in a timely manner and at a cost-effective price. The purchasing process also includes activities involved in the procurement and evaluation of services. Purchasing policies and operating procedures help ensure purchasing programs are legally compliant and meet the expectations of the HBSD Board of Education requirements while performing purchasing functions in an efficient and timely manner.

FINDING

HBSD purchases are initiated through electronic purchase requisitions, which once approved, generate a purchase order to complete the purchase, delivery, and payment. The district continues to use conventional (paper) purchase orders for final approval signatures, delivery verification, attached documents, etc. In visiting with support staff associated with the accounting system, additional aspects of purchasing can be automated, including attaching scanned documents and handling additional approvals electronically.

Purchasing decisions related to budgeted expenditures are typically made at the campus or department level. Purchases requiring quotes and/or bids are also handled largely at the department level. The HBSD utilizes multiple purchasing cooperatives, which streamlines purchasing processes and limits the number of items requiring formal bid or proposals. The requisition/purchase order system provides check off accountability for purchases of this nature, but there is no centralized process to manage bid processes, ensure a regular cycle for requests for proposals, and manage the use of purchasing cooperatives. Multiple prior year Hopatcong Board of Education Auditor's Management Reports noted findings indicating insufficient documentation on purchases requiring quotes, failures to obtain bids and failures to advertise for professional contracts.

A section of the Staff Survey dealt specifically with purchasing. One question asks if *our purchasing department provides me with what I need*. Less than 40 percent of respondents (teachers, principal/vice principals, central office administrator) regardless of role, rated the question Agree or Strongly Agree. The second question, *our purchasing process is easy*, showed more varied ratings. Fifty percent of central office administrators answered agree or strongly agree but no more than 25 percent of campus administrators and teachers answered agree or strongly agree.

RECOMMENDATION 3-5:

Implement additional automation for a Requisition/Purchase Order System.

The implementation should include annual training for all campus level department level employees with involvement in purchasing. Additionally, the district could improve oversight of bidding and use of purchasing cooperatives to include prior approval of bid documents by the Business Administrator, and train staff involved in purchasing on a consistent approach to procuring and analyzing price quotes.

Implementation would result in significant cost savings for the district.

IMPLEMENTATION STEPS

- Seek training on requisition/purchase order system for Executive Director of Business and Operations and business office staff with responsibilities associated with purchasing and accounts payable.
- Develop procedures within the SOP&IC document, Section VI – Purchasing to address additional automation and a more centralized approach to managing bids and quotes.
- Train district and campus employees on needed aspects of the newly adopted system and update OP&IC procedures.
- The internal auditor should monitor purchasing practices.

FISCAL IMPACT

The implementation of this recommendation would result in greater efficiencies and potential hard dollar savings. The district could determine these savings once the system is fully implemented as paper costs and staff time should be reduced.

3.6 COPY/DUPLICATION CENTER

HBSD operates a Xerox/Duplication Center which provides copy and document compilation services for the central office administration and for campuses and teachers. The Center operates similar to private sector service in that employees order copy jobs and provide an original document for duplication. The Center produced 1,201,481 document pages during the 2016-17 school year.

FINDING

The Copy/Duplication Center is currently operated by half of one employee's time. The 1.2 million copies produced represents a combination of duplication orders originating from the Administration Building and from individual campuses. In addition to simply duplicating, documents can be covered, ring-bound, etc. Campus level staff and staff from the Administration Building shared equally in complements to the quality and timeliness of the products produced through the Copy/Duplication Center. Based on perceptions around the district, it was reported that all print jobs over 50 copies are to be submitted to the Center. However, it was later clarified that the 50 copy rule was common practice, but not an actual rule.

Clearly, the service provided by the Copy/Duplication Center benefits the district, but most districts of comparable size do not provide a comparable service, and based on available information, it is difficult to assess the actual costs associated with providing internal copy services. The costs of the copier equipment used in the Center is included in a larger contract that includes campus and Administration Building copiers, so there was no breakdown as to the specific cost of those units.

The inventory of colored paper has not been replenished for over two years, so there were no records regarding numbers and breakdown of paper colors, etc. The machines in the Copy/Duplication Room produce strictly black and white copies, so colored copies are produced on the campuses. The net effect of no copier cost breakdown and no inventory control of paper prohibits assigning a cost per/copy, or any specific comparable cost data.

RECOMMENDATION 3-6:

Account for all costs associated with the Copy/Duplication Room as a separate enterprise budget.

Assigned costs should include equipment costs, per copy costs, salary and benefits for personnel assigned to the enterprise, paper, space rental, and utilities. After one to two years of operation under an enterprise budget scenario, costs should be compared to other alternatives, such as contracting with one or multiple private vendors. The convenience factor needs to be a consideration within the comparisons regardless that convenience represents a non-tangible asset.

Additional considerations related to converting the Copy/Duplication Room to a cost center/enterprise budget provides an opportunity to offer fee-based duplication services for external entities. The actual room could also be converted to a student operated enterprise.

IMPLEMENTATION STEPS

- Create a separate enterprise budget for duplication center with specific line items for salary and benefits, copy machines and associated maintenance, paper and other supplies, space and utilities.
- Create specific guidelines associated with use of the duplication center (duplication jobs over 50 pages, jobs requiring binding, jobs requiring special handling).
- Create specific procedures/guidelines associated with handling duplication work for external entities including PTA/PTO and other organizations, non-profits entities such as city, county or churches, and or private sector.
- Track paper purchased and used specifically by the duplication center through some type of inventory system (see Recommendation 3-4).
- After 1-2 years of operation under recommended scenario, evaluate viability of enterprise.

FISCAL IMPACT

The implementation of this recommendation can be accommodated with existing resources and has no fiscal impact

3.7 BUSINESS OFFICE STAFFING

The typical school district business consists of multiple positions, each requiring specialized training and skills. The workflow associated with the business function is critical to the day-to-day operation and the overall stability of the district. For many school district positions, the impact of an absent employee can be minimized by hiring substitutes or the work can be delayed until the employee returns. Most business offices, however, do not have a viable substitute pool so cross-training of existing staff which can lead to a significant increased workload on one or more employees is not uncommon. Competent and reliable employees are critical to an efficient and effective business operation.

FINDING

The Business Office staff includes the Business Administrator/Board Secretary, Purchasing, Payroll, Assistant to the Business Administrator, Secretary to the Business Administrator, and a split position that serves as half-time Copy/Duplication Room Manager and half-time Attendance along with other responsibilities for the other half of this role. The current Business Administrator/Board Secretary is serving as an interim and cannot work for HBSD after March 31, 2018. The Business Office needs stability in terms of staff remaining in positions long enough to gain legitimate expertise in the role. It is difficult to gain any degree of efficiency when multiple staff members in a relatively small department are engaged at various levels of learning their positions. In comparing several districts of similar size and slightly larger districts (2000 students) most employ one administrator, one payroll employee, one accounts payable, and some employed an additional purchasing or general bookkeeper, as demonstrated in **Exhibit 3-4**.

**EXHIBIT 3-4
PEER STAFFING COMPARISON**

District	Students	CFO	Payroll	Payables	Human Resources	Other	Total
Hopatcong	1,601	1	1	1	0.50	3	6.5
Navarro	1,808	1	1	1	0	1	4
La Grange	2,004	1	1	1	0	1	4
Westwood	1,609	1	1	1	1	0	4
Glen Ridge	1,853	1	1	1	0	1	4
Waldwick	1,625	1	1	1	0	2	5

Source: Peer District Data, 2017.

The Assistant to the Business Administrator and the Secretary to the Business Administrator have a variety of roles and handle reporting related to food services. Additionally, the Secretary to the Business Administrator/Board Secretary has assumed primary responsibility related to the preparation of Board agendas and all associated materials. This function should be moved back to the Superintendent's Office. None of the districts surveyed employ a Secretary to the Business Administrator. Significant turnover has occurred in the HBSD business office over the last several years. The current staffing pattern has been in place for only a few months.

An additional consideration relates to Payroll. Currently the District has two pay periods for all employees and takes an opt-in approach to ACH/direct deposits rather than paper paychecks. An additional efficiency can be gained by requiring employees to opt-in to ACH/direct deposit, which will lower the number of paychecks requiring processing. The District should also consider a single pay period. Current contracts require two pay periods per month but moving to a single pay period should be considered for efficiency gain. These two changes will not result in direct cost savings but will improve the efficiency of the Business Office and assist with offsetting any potential hardship related to fewer employees.

RECOMMENDATION 3-7:

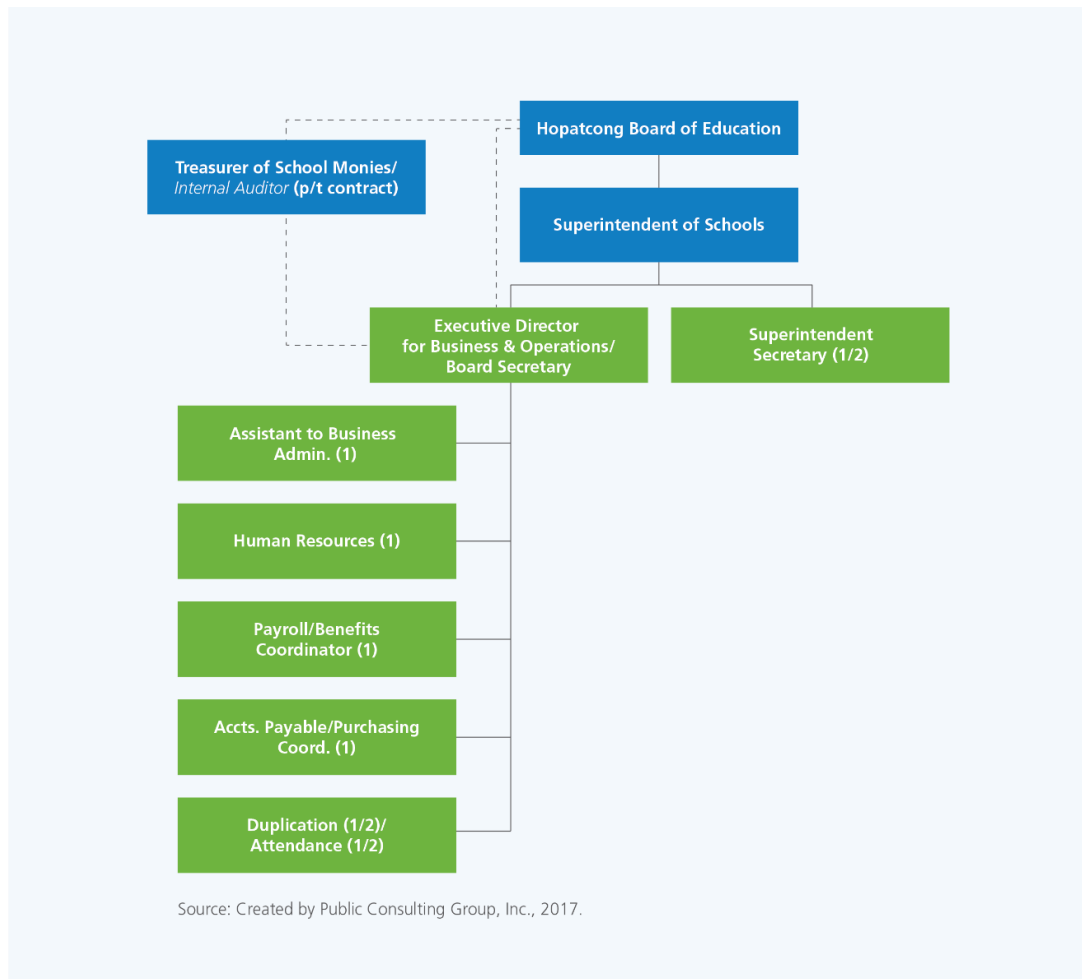
Initiate a formal search for, and employ a permanent Executive Director for Business and Operations/Board Secretary. The position title has been changed from Business Administrator to Executive Director for Business and Operations due to the job responsibilities associated with the position. Considering the position has additional supervisory responsibilities beyond the business function of HBSD, which include facilities, transportation, food services and certain aspects of human resources, the title of Executive Director for Business and Operations/Board Secretary is a more apt description. The new title provides a degree of role clarification for the HBSD community along with potential job applicants interested in pursuing this position.

Under the leadership of a permanent Executive Director for Business and Operations/Board Secretary, reorganize the Business Office with at least one less position. See **Exhibit 3-5**.

The position should be filled by a proven professional who has the following:

- Advanced degree in accounting, business administration or related field.
- Current valid certified public accountant license and 18 semester-hour undergraduate or graduate credits in certain areas.
- Experience in creating/developing/implementing systems analyses and programs.
- Proven experience and understanding of governmental accounting, budget development and management, and resource allocation and management.
- Proven experience in leading, managing and coordinating multiple workgroups.
- Proven experience and ability presenting complex concepts in an understandable manner.
- Proven experience with long-term planning for finances and facilities
- Continually has taken business management and accounting courses to maintain and expand credentials.

EXHIBIT 3-5 PROPOSED ORGANIZATIONAL CHART



HBSD relies on personnel as the single most critical resource. Personnel costs also represent the most expensive resource. Eliminating a single position while implementing processes and procedures to prevent the loss of productivity will result in significant cost saving.

IMPLEMENTATION STEPS

- Initiate a formal search for permanent Executive Director for Business & Operations/Board Secretary.
- Consider the use of a private search firm to aid in the recruitment and selection of the new Executive Director.
- Have Executive Director for Business and Operations/Board Secretary in place as early as possible in calendar year 2018 with at least one-month of overlap prior to the end of current interim Business Official/Board Secretary employment.
- Develop a reorganization plan for Business Office which includes the elimination of at least one position during 2017-18 school year for implementation during the 2018-19 school year.
- Develop work plans and work instructions around new organizational design.

FISCAL IMPACT

The fiscal impact is based on the elimination of a minimum of one position in the business office including benefits.

Recommendation 3-7	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Eliminate Position in Business Office	\$0	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000

CHAPTER 4: TECHNOLOGY MANAGEMENT

This chapter provides a summary of administrative and instructional technology management in Hopatcong Borough School District (HBSD). The major sections of this chapter are:

- 4.1 Organizational Management and Planning
- 4.2 Purchasing
- 4.3 Software and Hardware Including Inventory
- 4.4 Professional Development
- 4.5 Security and Business Continuity

When reviewing the technology management for school systems, Public Consulting Group, Inc. (PCG) examines the infrastructure that supports applications, the applications themselves and the degree to which they satisfy user needs, the way the infrastructure supports the overall operations of the system, and the organizational structure within which the administrative and instructional technology support personnel operate.

4.1 ORGANIZATIONAL MANAGEMENT AND PLANNING

Organization management and planning, along with communication among staff, are critical to the success of any operation, especially that of administrative and instructional technology functions. As the use of technology has evolved in schools over the past decade, school systems are moving from a piecemeal approach to technology focused on specific hardware purchases with many one-to-one initiatives or software programs such as accounting, to a comprehensive and more centralized approach. This approach allows technology concerns to be addressed through a comprehensive plan of when a policy is created, creating more efficient and effective implementations of technology as opposed to attempting to retrofit programs.

FINDING

Currently, HBSD has a position entitled Director of Curriculum and Instruction as leading the Technology Department's organizational chart yet most of his functions relate outside of a position who oversees a technology department.

The current organizational structure of the District's Technology Department is shown in Exhibit 4-1. As shown, the department has a director on this organizational chart but he is actually the Director of Curriculum and Instruction and does help oversee the department in its current state for the school district. There is one lead technologist who also supports Central Office and one of the five schools within the district. The other two technologists support the infrastructure and each support two schools of the remaining four in the district. The three of these individuals handle the infrastructure, support all but one of the software applications in the district along with all hardware to support both the administrative and instructional technology operations for HBSD.

The lead technologist also provides programming services to assist the district in work-arounds so that expensive software is not needed to purchase.

EXHIBIT 4-1
HBSD TECHNOLOGY DEPARTMENT CURRENT ORGANIZATIONAL CHART

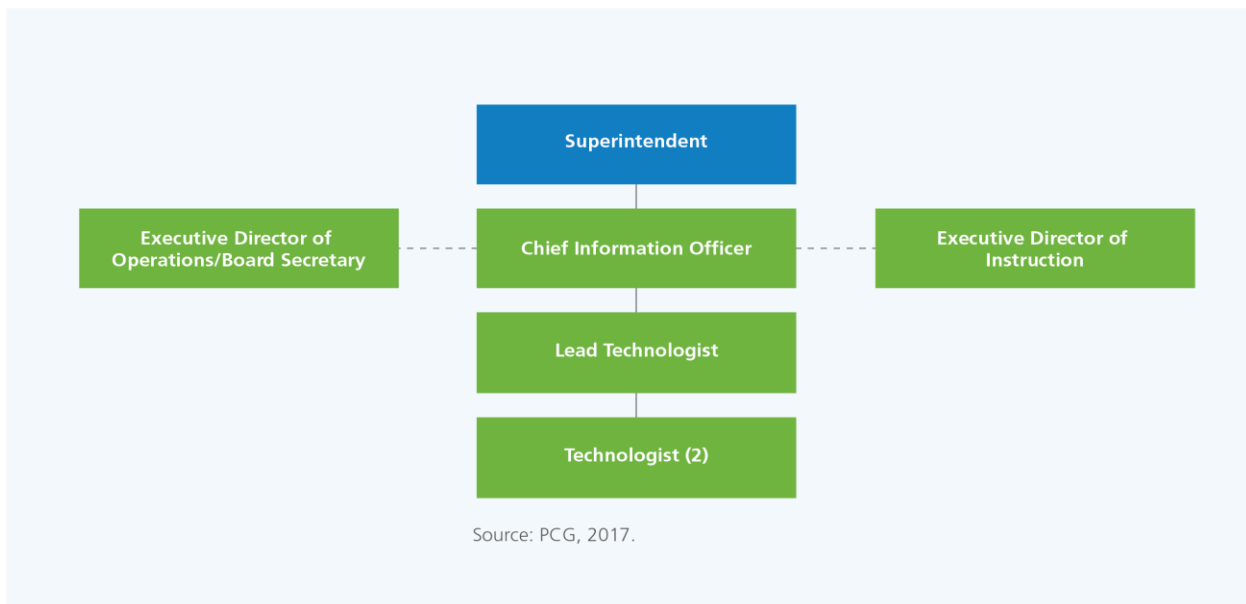


A more functional technology department is warranted in order to assist the instructional side of technology information in the district. A more favorable approach would be to hire a Chief Information Officer in the district. The position would be over the three technologists and be responsible for supporting student performance related data to district administration, building administrators, and teachers that would enhance the productivity of student achievement. This role would need to ensure that teachers have the essential data needed during the year to help students across the spectrum, whether students need to be challenged more or need extra support for passing the class or the particular portion of the classroom instruction. Reports would be generated and disseminated in a timely manner to offer such support to teachers.

While the department currently supports the software and hardware unless there is instructional software that provides specific user help to teachers and administrators, they do not support the main financial system for the district. The current system was purchased while the former Business Administrator was in place in that office, they chose to make the decision without any input from the technology staff. The technologists currently do not have access nor can they support the system but instead, Business Administration staff call for support each time there may be an issue.

Exhibit 4-2 shows the proposed organizational chart for the district. As shown, the three technologists would remain and a new hire for a CIO would oversee the department. As further shown, this newly created CIO would report to the superintendent yet have a dotted line to each of the newly created executive directors, as described in Chapter 1 of this report.

EXHIBIT 4-2 HBSD TECHNOLOGY DEPARTMENT PROPOSED ORGANIZATIONAL CHART



Source: PCG, 2017.

RECOMMENDATION 4-1:

Reorganize the technology department to offer full support administratively and instructionally for the school district that includes the financial system used in the Business Office.

This recommendation will bring the department into a full-service operation that also supports the instructional needs of the district as it pertains to creating reports and working with instructional staff across the district. It would be helpful to fill these positions with professionals who have experience in working with districts that have recent increased enrollments or maintain them in the secondary level.

The CIO position should be filled by a proven professional who has the following:

- Advanced degree in computer science, business administration or related field.
- Comparable proven experience may substitute for the degree.
- Experience in creating/developing/implementing systems analyses and programs.

- Proven experience in educational systems for assisting in the improvement student performance through implemented programs.
- Proven experience in writing and adhering to IT policies and procedures in a K-12 environment.
- Proven experience with long-term planning for hardware/software that positively impacted student performance.
- Continually has taken IT-related courses to maintain CIO credentials.

IMPLEMENTATION STEPS

- Retain a search firm to select a Chief Information Officer (CIO).
- Hire a Chief Information Officer (CIO) who has the proven experience as stated above.
- Provide the CIO with the current state of education in the district by grade.
- Ensure that the CIO will help retain the STEAM initiative into the high school with the help of his department.
- Ensure that the Business Office works with the current vendor to establish administrative roles for the current three technology staff in the financial software.
- Provide training for the software used in the Business Office to the three technologists.
- Within a year, use the Technology Department for support of the Business Office system.

FISCAL IMPACT

The fiscal savings is based upon a CIO hiring of approximately \$120,000 per year base pay with a 34.58% benefit rate and the reduction of the current position as listed as the Director of Curriculum and Instruction. The amount of support for the current fiscal system is currently at \$22,264 annually so a portion of this amount could be saved annually by using in-house technology staff, as appropriate, for routine support.

Recommendation 4-1	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Reorganize the Technology Department	\$0	\$48,103	\$48,103	\$48,103	\$48,103	\$48,103

FINDING

HBSD had found that long-term technology planning is not required by the State or Federal government and therefore no longer creates these plans. It is true but as the New Jersey Department of Education (NJDOE) website also explains is that these plans assist districts on *“how they can systemically transform instruction through the development or enhancement of effective implementation of digital learning. Effective implementation can improve student academic achievement, digital literacy, and the administration of online assessments. In addition, we know that non-cognitive competencies enable students to thrive in an increasingly complex world. Technology can be used to develop and evaluate these “soft skills.”*

Best practices indicate that long-term technology plans are considered living documents, much like any strategic plan and provide for a road map on how a school district can achieve goals related to technology in an organized manner. For instance, school districts generally have key goals of the district, objectives to attain the goals, action plans with specific steps that are key to meeting the overall goal. Each of the steps would assign a responsible party or parties, allow for updated comments, provide for deadlines or due dates, and provide funding streams and budgets. These plans are best written with a holistic approach by having active participants create and meet periodically to update the plan.

An idea that Newark Public Schools has successfully used is to create the plan using four major areas. The areas are in the following bullets and include added comments for HBSD:

Infrastructure – continue to expand and maintain; incorporate distance learning, expand more services to those with special needs; and to increase the use of technology in classrooms.

Professional Development - continue to pursue professional development; and develop partnership with various teaching and learning offices to infuse technology into the curriculum. *HBSD may want to add training of technology department staff as well as ensuring needs are met with the instructional support staff who assist with technology at each of the schools.*

Technology Integration – provide and expand equitable access to a multitude of technology; and continue to provide support for integration in all classrooms.

Research and Evaluation – continue to monitor, evaluate, and identify best practices for technology with student achievement.

Security – *HBSD may want to consider adding this area to any plan as testing is needed to continually ensure that the system is secure.*

From a best practice perspective, a fifth area should be added to bring in security. Security is essential as more entities are being penetrated by malicious hackers or when gaps are found within the system. As for Professional Development, HBSD might want to add that training of technology team members also be added along with the instructional staff supporting the department at each of the schools.

In addition, it was noted during observations and in some of the data collected, that the STEAM initiative is limited in the high school setting. While this study does not incorporate educational services delivery, it is noted that from an instructional technology perspective, more is needed in this area at the high school level. While we observed the integration of technology during our observations in most of the schools, it was noticeably absent in the high school except for one wing. It is noted that we saw incredibly beautiful work in progress by students, more seems to be needed in the area of STEAM initiatives, especially from a technology perspective. Perhaps a new CIO can assist the district in building leadership by bringing these options to the high school. There has been a recent directive (September 2017) that the President is anticipating over \$200 million in grant money for STEM-related initiatives in K12, which may help HBSD in implementing some of the larger purchases needed to fully incorporate this program. Partnerships like those established with the private sector in the middle school may also be warranted to ensure that any new programs are what is needed in the future to entice students into staying in the district through the completion of high school.

Further, the district decided to purchase the electronic books for students with a 1:1 initiative. This plan was to pilot in certain grades but a decision was later made to incorporate more students. Planning is needed for this type of investment and as stated in Chapter 5 of this report, it is necessary from a facilities and technology standpoint as well. Additionally, documentation was not provided on the cost to purchase versus the cost to lease, which would have included a replacement plan in two-to-three years. Instead, the district opted to purchase the items without consideration for replacement planning and costs.

RECOMMENDATION 4-2:

Create and continually update a comprehensive long-term technology plan.

A comprehensive technology plan that incorporates both administrative and instructional is a best practice in school districts. As New Jersey DOE also points out on their website that these plans assist districts on *“how they can systemically transform instruction through the development or enhancement of effective implementation of digital learning.”*

Long-term technology plans help to ensure that steps are being taken from a technology standpoint on making sure that right hardware and software is available for instruction from a teacher and student perspective while incorporating the administrative needs of a district.

The district would be best served by creating a technology planning committee that regularly meets and addresses the specific needs to ensure that the overall district’s strategic plan is being met from a technology perspective. The committee would create a plan that has goals, objectives, action steps, responsibilities, due dates, along with budget information that is complete with the appropriate funding streams.

It is important for this plan to include how the district will replenish the 1:1 ratio for the electronic notebooks. A breakeven analysis should be conducted within the year to handle the refresh on this purchase. Further, there are different types of technology used in the lower grades so the transition for students is difficult. The same is true for

when teachers move to other grades. These considerations are important for the district to recognize in the long-term technology plan and to seek input from instructional staff on instructional-based tools. This practice is also important since the district has implemented many programs and tools to teachers yet have not retired any of these programs out as discussed later in this chapter.

IMPLEMENTATION STEPS

- The newly hired CIO would create a committee comprised of central office representatives, principals, teachers, technology staff, and at least one community representative.
- The newly formed committee would reach familiarize themselves with the district's overall strategic plan and verify the top needs of the district that could be helped with technology and information systems planning from a reporting standpoint.
- A draft plan would be developed and disseminated to key representatives of the district for input.
- The draft would be edited as needed and finalized.
- The plan would be placed on the district's website and a link to the plan would be sent to the Board, administrators, and teachers.
- Quarterly committee meetings would be held to review and update the plan.
- The plan would drive some of the budget decisions for future school years.

FISCAL IMPACT

The implementation of this recommendation can be accommodated with existing resources.

FINDING

The Technology Department is not always involved in planning of new instructional spaces that require technology for education service delivery.

While the technology staff have been involved during the some of the recent renovations of instructional space for the newly formed classrooms, they are not necessarily involved in the early planning of these classrooms to ensure that the budget and wiring will be adequate for both teacher and student needs as it relates to technology.

While collaborative classrooms are fast becoming the way of the future for classroom instruction, it is important to make sure that the use of these classrooms include how well the infrastructure can handle the design so that technology integration is not a hindrance. It is important and more cost efficient to include the department very early in the conversations as it costlier to try and retrofit wiring and wireless ports after plans are drawn by an architect, during or post implementation.

RECOMMENDATION 4-3:

Create a policy and update the standard operating procedures to require the Technology Department to participate in early planning of new or updating of administrative or instructional facilities.

While there seems to be collaboration of newly constructed or updated facility planning with technology, this is not always the case. A more streamlined approach is needed so that the district does not have overages trying to retrofit hard wires or ports for wireless technology in these areas.

An example of this recommendation working can be seen in Gwinnett County Public Schools (GA). They have implemented this program to continually monitor the costs of construction where technology is a component to reduce costs on change orders.

IMPLEMENTATION STEPS

- Create a policy for the Board's approval on requiring the Technology Department's involvement in planning on facility-related changes.
- Update the operating procedures to include this involvement on planning.
- Disseminate the updated policy and process to all staff.

FISCAL IMPACT

The implementation of this recommendation can be accommodated with existing resources and has no fiscal impact.

4.2 PURCHASING

Technology has changed the way purchasing is made in school districts throughout the years. We can utilize state contracts, consortiums, or have vendors nearby to assist with special needs. This portion of our review looks at how technology is purchased and if a district is utilizing best practices to ensure compatibility to the current infrastructure, the purchase has built-in security to protect students and the district at large, the technology is suitable for the needs of the purchaser while also sustainable for specified goals, and is a part of the long-term technology plan and has the budget needed for the purchase.

FINDING

The district uses a purchasing form for hardware and software requisitions that is inclusive of instructional need and goals yet does not require financial information.

The current form provides valid information that requesters complete such as: basic information on requestor, item, school, cost, quantity, brief description, how do you plan to use in the classroom, list specific goals,

evidence of the benefit, which are all good but it does not provide the budget line for the purchase or the appropriate fund to use.

It is noted that this finding would be a commendation since staff must provide how they plan to use the purchase in the classroom, the goals or outcomes to be addressed, as well as the evidence used in determining the purchase, funding and budget information is still needed.

RECOMMENDATION 4-4:

Update the software approval form for school-based purchases so that financial information and approval is included on the request.

The software request form update needs to include the fund that the item is to be purchased from and the budget information. An approval line should also be included for the Business Office to verify prior to the form making its way to the Technology Department for purchasing.

The implementation of this recommendation will align the district into best practices for purchasing of software throughout the district as seen in districts like Seminole County Public Schools (FL).

IMPLEMENTATION STEPS

- Update the operating procedures to include the review of the financial information and approvals from the Business Office.
- Update the Software Approval Form with the financial information and signature lines.
- Disseminate the new procedure to all staff.

FISCAL IMPACT

The implementation of this recommendation can be accommodated with existing resources and has no fiscal impact.

FINDING

The former business administrator selected accounting software for the district without the involvement of technology staff and now the Business Office must rely on the vendor for assistance with any updates and system issues.

As mentioned in an earlier finding within this chapter, the system currently in place is an older financial package and technology staff are not even listed as users or have administrative rights to assist the district with any issues concerning the software. This practice is atypical for school operations.

While the district may have a service level agreement with the vendor, a more efficient process would be to utilize current in-house staff as the first layer of assistance for the Business Office.

RECOMMENDATION 4-5:

Create a Board policy to utilize the technology staff in any district-level or school-wide system purchases and introduce current technologists to the financial system to see if cost savings are possible.

A standard among school districts is to involve the technology staff in any major software purchase. These purchases would include any system that is housed on district servers or used in the central office of a district or school with multiple users.

A best practice is to have a team created of administrators, users, and the technology staff to determine the needs. A team member would then contact surrounding districts to see which software that they are using and if they would like to participate in a group project for selecting a new system. The other districts may have a solid system that the team could learn from or may possibly be in the same position as HBSD. Once needs are solidified, a Request for Information (RFI) could be released so that a variety of vendors would come in to show this team what all their software can do for them. If using surrounding districts for input and potential purchases, a price reduction is almost certain.

In the meantime, technologists should be introduced to the current system as stated in the implementation steps associated with Recommendation 4-1 in this chapter.

IMPLEMENTATION STEPS

- Create and approve a Board policy to utilize the technology staff in any district-level or school-wide system purchase.
- Utilize the best practice steps by contacting surrounding districts, issuing a RFI, and explore possibilities that ensure infrastructure compatibility.

FISCAL IMPACT

The recommendation can be implemented with existing resources and in association with the implementation of Recommendation 4-1.

4.3 SOFTWARE AND HARDWARE INCLUDING INVENTORY

School districts must select hardware and deploy software to meet both instructional and administrative objectives. While computers in the classroom are primarily an instructional resource, they typically serve an administrative function, as well. Moreover, adequate administrative technology must be present to support schools in meeting instructional goals.

When reviewing software, hardware along with inventory, PCG reviews the processes to ensure compatibility with the district's goal and long-term planning objectives. We include the review of how these assets are protected using standard operating procedures such as inventories.

FINDING

The district has an inventory listing of hardware purchased by the district but lacks a true inventory process as indicated by standard practices for software and hardware nor do they have a general ledger account that stipulates the amount spent on instructional software.

The Technology Department provided a report that lists all the hardware purchased by the district including student electronic books. However, the inventory database is only updated twice in an asset's life at the district. The times where the updates happen are when the item is purchased, moved or disposed. Therefore, the process only assumes that these assets are still in existence without any real inventory of the assets.

There is no requirement by the district to have instructional software vendors provide audit reports on the software on a routine basis to ensure that the modules and entire packages are being utilized by staff and students on a routine basis. However, we were able to view one of the vendors' reports that did track the usage but there was only one out of all the programs used in the district.

We asked for the total amount spent on instructional software and the district personnel said that we would have to go through all the purchase orders to determine that amount. Therefore, the district is not aware of how much is being spent in this area or which vendors are billing except for when purchase orders come into play.

RECOMMENDATION 4-6:

Implement an annual inventory of district technology assets and require vendors to provide a periodic report on activities by users and the modules used for each software application.

The implementation of this recommendation will align the district with standards for tracking technology-related assets for the district.

Additionally, instructional software is a large investment by school systems and generally these purchases are visible on a specific line item in the budget and financial systems. This will enable the district personnel working on budgets to see the itemization of software for their school or district and help with this annual process. Further, the district is not able to determine which software is truly being used, which modules from each of the software packages are being used and therefore may be paying subscription fees for items not utilized.

IMPLEMENTATION STEPS

- Create and seek Board approval for an annual inventory policy and process to be implemented.
- Create an inventory process each year for building administrators to sign off that the assets are still in place by the location provided on the reports from the Technology Department.
- Create a process for when assets are not found.
- Once the process is written, disseminate among district staff.
- Create a separate general ledger account for all instructional software.
- Create a separate general ledger account for all administrative software.
- Send letters to each instructional software vendor to require an activities audit for each module by school and user for the software purchased. This step should be done well in advance of the budgeting process to help building and district administrators.
- Determine the savings from eliminating instructional software no longer used in the district by going through each program and determining the viability of its use by seeking input from teachers, building administrators and central office administrators.

FISCAL IMPACT

The fiscal impact cannot be determined since the district does not have a line item for instructional software. There should be a savings of at least ten percent of that figure on an annual basis.

FINDING

The district uses a new employee checklist for when staff are hired yet it does not include a statement regarding the use of technology.

New employee checklists are a great tool and allow for technology staff to include the care of hardware as well as the use of the equipment when assigned to each staff member. This process is a generally accepted procedure with the onset of laptop devices assigned to staff.

While the allegiance may state that the new employee is to follow each Board policy, it still does not specify specific use of district-owned technology equipment or that which the employee may bring onto school property.

RECOMMENDATION 4-7:

Update the current new employee checklist to include a document regarding technology use of district-owned technology, employee-owned while on school grounds or connected to the various networks.

This recommendation will align the district with best practices and create a reminder for staff that all district-owned technology as well as when they may use their own device. This practice would also include using the district's wi-fi, local area networks (LANs), and wide area networks (WANs) even on their own device.

It is further recommended that all current staff sign off on this type of agreement and that the signed document be placed in the secured personnel files located in the central office.

IMPLEMENTATION STEPS

- Update the current new employee checklist document.
- Create a form for staff to sign off on regarding the use of technology that covers both district-owned as well as devices used on school property.
- Update the standard operating procedures for human resources staff to follow on new employees.
- Human resources would disseminate the new form via email, have the employee sign, and return to the department.

FISCAL IMPACT

The implementation of this recommendation can be accomplished with existing resources.

FINDING

Server areas are in need of more secure locations with proper cooling throughout the district.

While onsite, we observed the main server room in compliance with today's standards for having appropriate cooling equipment and in a secured room under lock and key that is in the district's central office. However, when visiting the schools, we noticed that the server areas are located in either pull-out rooms or in teacher lounges. While these areas are normally supervised, they are not truly secure nor do they have the proper ventilation and air conditioners to maintain an adequate cooling needed for the equipment. As shown in Exhibit 4-3, there was a secondary air source in one of the rooms, but the area was not cool enough for servers during the onsite visit. As also shown, one of the servers, is in a teacher's lounge, it is loud and can be disruptive to teacher conversations and a copier, refrigerator and a water machine were located within the same teacher's lounge, which is not a best practice.

EXHIBIT 4-3 SERVERS IN SEVERAL HBSD SCHOOLS



Source: PCG, 2017.

RECOMMENDATION 4-8:

Construct a secure environment for all server rooms in the district, complete with a key access and secondary air conditioning to protect district assets.

Computer equipment, including servers at school locations are in need of protection from people and the environment in order to maintain their lifespan. Redundant air conditioning is the standard for servers since the school environment from both an administrative and instructional standpoint are dependent on them working. Additionally, sever rooms should be cleared of clutter, storage, cleaning equipment, copiers, printers, paper, and refrigerators as these items can reduce the lifetime of the asset.

IMPLEMENTATION STEPS

- The technology lead should work with the Business Administration office to administer a Request for Proposals (RFP) on building a modular unit within the schools to accommodate security and a secondary air conditioner.
- Principals and technology staff should decide on the best location for these resources.
- The district should install these units and provide keys to key resources including the all technology staff and the building principals.
- Technology staff should take a few hours on a monthly basis to ensure cleanliness and remove dust while also checking the temperatures of the room.
- Update the standard operating procedures for this implementation.

FISCAL IMPACT

The district could conservatively build these modular types of units at approximately \$2,500 per school for a one-time total investment of \$12,500.

Recommendation 4-8	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Secure school servers	(\$12,500)	(\$0)	(\$0)	(\$0)	(\$0)	(\$0)

FINDING

The district has a variety of software for instructional staff and administrators to use in the education delivery yet not all have single sign on access for greater ease of use. The lead technologist for the district has developed code that provides a work-around for users so that the software sign on is similar to that of a single sign on process, which is highly effective and time-saving for users.

Exhibit 4-4 shows how the district handles single sign on for staff in order to streamline the access steps needed for multiple software. As shown, the technology staff would see all options yet user access for the single sign on would go by their user role and location within the district.

EXHIBIT 4-4 HOW THE DISTRICT SIGN ON PAGE WORKS FOR GREATER EFFICIENCIES

The screenshot shows the Hopatcong Borough Schools website. The header includes the district logo, name, and tagline "Learning Today. Leading Tomorrow." Navigation tabs include "Our District", "High School", "Middle School", "Durban Avenue", "Tulsa Trail", and "Hudson Maxim". A "Staff Access" section is visible, with links for "Staff Access", "Change My Password", and "My Key Ring". Below this is a "Service Shortcuts" grid containing various educational and administrative tools like ACHIEVE3000, Brain POP, Classroom, Blackboard connect, EdPlan, Pearson EssayScorer, hopmail, myON, oncourse, PARCC, PowerSchool, Renaissance Learning, and Teaching Strategies. On the right, a "My Information" box displays user details for Kyle Bisignani, including Name, Staff ID Number (80033), SMID Number (65483752), Working At (District Offices), Work Phone ((973) 770-8914), and Dial Out Pin (57680). Below this is a "Technology Support & Resources" section with links to submit work orders, call for work orders, email or text for support, and quick reference guides.

But a teacher at another school would see services that only pertain to them:

The screenshot shows the Hopatcong Borough Schools website, similar to the previous one, but for a different user. The "Staff Access" section shows links for "Staff Access", "Change My Password", and "My Key Ring". The "Service Shortcuts" grid is the same. The "My Information" box displays user details for Jennifer Bisignani, including Name, Staff ID Number (80965), Working At (Hudson Maxim School), Voicemail Box (1533), and Dial Out Pin (40220). The "Technology Support & Resources" section is also present, with links to submit work orders, call for work orders, email or text for support, and quick reference guides.

Source: HBSD, 2017.

COMMENDATION

HBSD's lead technologist has developed and implemented an efficient work around for software used that does not lend itself to single sign on, which reduces user time in accessing the variety of systems.

4.4 PROFESSIONAL DEVELOPMENT

Training in the use of technology is the most critical factor in determining whether that technology is used effectively or even used at all. Administrative and instructional staff must be able to effectively use the technology available to them. Training must be ongoing as the technology environment is continuously evolving.

The International Society of Technology in Education (ISTE) Technology Support Index identifies exemplary districts as having these staff development practices:

- A comprehensive staff development program is in place that impacts all staff and is progressive in nature to balance incentive, accountability, and diverse learning opportunities.
- Online training opportunities are provided for staff both onsite and remotely that represents a diversity of skill sets.
- Expectations for all staff are clearly articulated and are broad in scope, with performance expectations built into work functions, and a part of the organizational culture.
- Technical staff receive ample training as a normal part of their employment, including training towards certification.
- Basic troubleshooting is built into the professional development program, and is used as a first line of defense in conjunction with technical support.

FINDING

While the district offers professional development to administration and teachers, however, a more robust set of offerings are needed for instructional technology to all users.

As per discussions with a variety of staff, it is apparent that the district uses a more direct approach in providing consistent and mandatory professional development yet teaching staff are not able to select from a variety of options.

Based upon the information received and observing the flyers in the central office area, it is evident that a similar course is offered every year and is mandatory, yet the actual verbiage and delivery can be the same each year. As for technology integration, the options are not apparent according to documents requested. While the technology staff can continue to further their education, it is important that the IT coordinators at each school be given the option to seek specific training related to integrated technology or to the new technology that is created to help teaching staff.

It was brought to our attention that the district had recently utilized in-house staff (teachers and administrators) to deliver professional development. Staff indicated that they appreciated this approach and it was thought of in terms of more personalized coaching by peers. The district may want to consider this forum when offering professional development for instructional staff.

Staff survey also support the idea that more robust technology-related professional development is warranted as shown in **Exhibit 4-5**.

EXHIBIT 4-5

STAFF SURVEY RESPONSES TO TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

We provide adequate technology-related staff development.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	8.33%	16.67%	8.33%	41.67%	25.00%
Principal/Vice-Principal	0.00%	25.00%	12.50%	50.00%	12.50%
Teacher	1.98%	17.82%	13.86%	58.42%	7.92%

Source: HBSD staff surveys, October 2017.

RECOMMENDATION 4-9:

Create a robust selection of professional development for teachers to have that will directly impact the use of technology in the classroom instruction.

Teachers, especially the IT coordinators for school districts must keep up with new technology for their classroom needs. This technology would include ways to incorporate the notebooks into the curriculum delivery as well as ways to assist students who either need to be challenged more or to help those struggling with assignments.

There is some evidence that leads to peer-to-peer coaching or professional development provides avenues to retain the information by the attendees. This process also creates a more coaching type of delivery and teachers may increase the value on this approach in HBSD.

IMPLEMENTATION STEPS

- The Human Resources Department should coordinate with the technology group and the IT coordinators at each school to develop a list of appropriate professional development complete with budget figures.
- The decision of how to incorporate peer-to-peer coaching or professional development should be considered in the process.
- A comprehensive report should be created with a set deadline be presented to the Board for approval.

- The report should be sent out to all school administrators and teachers so that they may select professional development according to their roles and where they may want more specific training.
- The group should meet on an annual basis prior to budget development so that teachers can select their options for the upcoming year as well as the delivery type.

FISCAL IMPACT

The planning portion of this recommendation can be provided with existing resources. The plan will need to be developed to determine the actual cost of offerings selected.

4.5 SECURITY AND BUSINESS CONTINUITY

In today's world, it is extremely important to protect students with limiting the access to the buildings of a school district. The same is true for protecting student and staff data from a hackers, phishing, and internal disruptive behaviors that can infiltrate an entire system. Once a system is compromised, it is extremely difficult to eliminate the virus, or data captured externally and it can put students and staff at risk with personal identifiable information in the wrong hands. We have also seen where companies and public entities have been blackmailed when capturing this data.

Fortunately, there are protective measures that can be taken with both hardware, software, and security checks. These tools allow a district to be best protected from such events.

FINDING

While the district has not experienced inside or outside interference or manipulation of data, the current state of hackers across the country warrants a security test on an annual basis.

As mentioned, the district has not seen a problem in the security area, it is a more common circumstance in today's society. Therefore, a more proactive movement is needed by the district to ensure that the integrity of the system's data is as safe as possible even with the firewalls that are currently set up in HBSD.

RECOMMENDATION 4-10:

Create an RFP to solicit responses from vendors who can conduct a security audit and then create an annual subscription process to review security within the district.

IMPLEMENTATION STEPS

- The Technology Department should coordinate with the Business Office to develop a Request for Proposals on a security audit.
- The district should proceed with the implementation of an annual security check after a preliminary full security audit.

FISCAL IMPACT

The first security assessment would be approximately \$50,000 to \$100,000 with an annual subscription of approximately \$50,000.

Recommendation 4-11	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Invest in a Security Audit and Annual Subscription	\$0	(\$100,000)	(\$50,000)	(\$50,000)	(\$50,000)	(\$50,000)

FINDING

The district has been using backups from each of the schools and central office by using servers located at each of the schools along with the backup server at central office, yet there is no testing to ensure the accuracy of the backups for business continuity needs nor is an official plan in place.

The district does utilize a sufficient rotation for data backups and so data is backed up in multiple locations. However, as seen in districts elsewhere, a better option is for backing up data in the cloud environment so staff can access if a disaster would occur in the district.

RECOMMENDATION 4-11:**Review alternatives for storing back up data in a cloud environment.**

While the district backs up files within the district as seen by the review team, it is not in alignment with best practices for business continuity and therefore the process could be reviewed for better disaster recovery options.

While the district may not agree with this recommendation based upon feedback, we stand by our recommendation for best practices.

IMPLEMENTATION STEPS

- The Technology Department should coordinate with the Business Office to develop a Request for Information for options, security, and costs associated with cloud backups.
- The district should review the budget and implement the appropriate backup for the district.

FISCAL IMPACT

The implementation of this recommendation to determine a backup plan for district data for business continuity can be accomplished with existing resources.

5.0 FACILITIES USE AND MANAGEMENT

In many public-school districts, the task of planning, programming, designing, constructing, operating and maintaining school buildings and grounds is viewed as a “to-be-endured” necessity that diverts precious financial resources from teaching and learning. This attitude is apparent when funds for facilities maintenance are among the first to be reduced – often drastically – during periods of financial downturns and tight budgets.

Poor facilities design is often evident in disproportionately high long-term energy, maintenance and cleaning costs. The selection of materials and equipment based on low initial cost alone can be dwarfed by resulting high long-term costs of replacement and repair. A lack of attention to indoor air quality, acoustics, daylighting and other aspects of environmental quality, can be a source of absenteeism, chronic health issues, social disorganization and dysfunction among students, teachers, and administrators, and be as a whole detrimental to teaching and learning.

Deferral of scheduled maintenance to “such time as we can afford it” can result in repair or replacement costs of more than forty times the initial cost of scheduled or preventive maintenance. Failure to perform scheduled maintenance on especially sensitive items such as boilers or roofs can result in personal injuries, or even fatalities, when such items have failed due to maintenance deferral.

This chapter examines specific opportunities for improvements in facilities use and management in the Hopatcong Borough School District (HBSD) in the following areas:

- 5.1 Organization and Management
- 5.2 Facilities Inventory and Utilization
- 5.3 Facilities and Vehicle Maintenance
- 5.4 Custodial Services: Buildings and Grounds
- 5.5 Energy Management
- 5.6 Community Use of Facilities

5.1 ORGANIZATION AND MANAGEMENT

This section of **Chapter 5** addresses the following areas: organization structure; collective bargaining; performance evaluation; facilities planning; and the administration building. **Exhibits 5-1** and **5-2** show the current organizational structure of the Facilities Department in the Hopatcong Borough School District.

FINDING

The HBSD Facilities Department is administratively overstaffed. The centrally controlled management and organization structure is not effective nor efficient, and has led to breakdowns in communication within the department and among staff in other areas of the district. With the impending retirement of the Facilities Supervisor, the time is appropriate to reorganize the Facilities Department.

RECOMMENDATION 5-1:

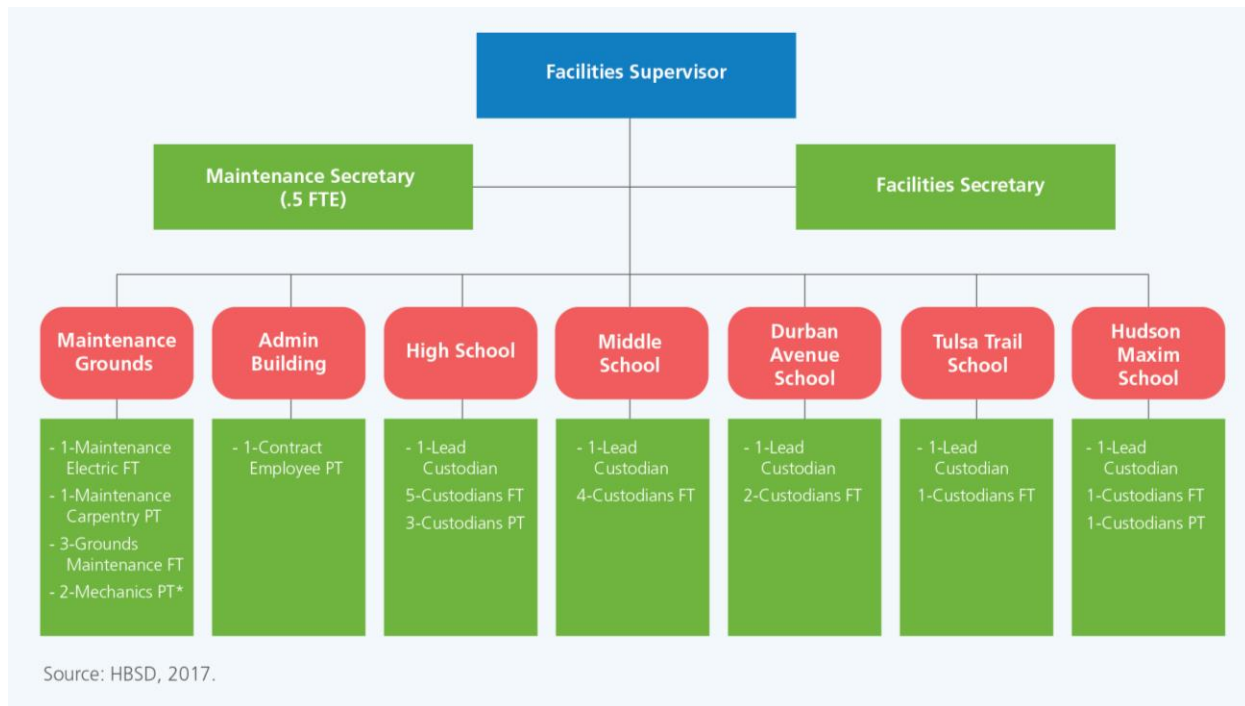
Restructure the Facilities Department in Hopatcong Borough School District beginning in the 2018-19 school year.

EXHIBIT 5-1

HBSD

FACILITIES DEPARTMENT CURRENT ORGANIZATIONAL CHART

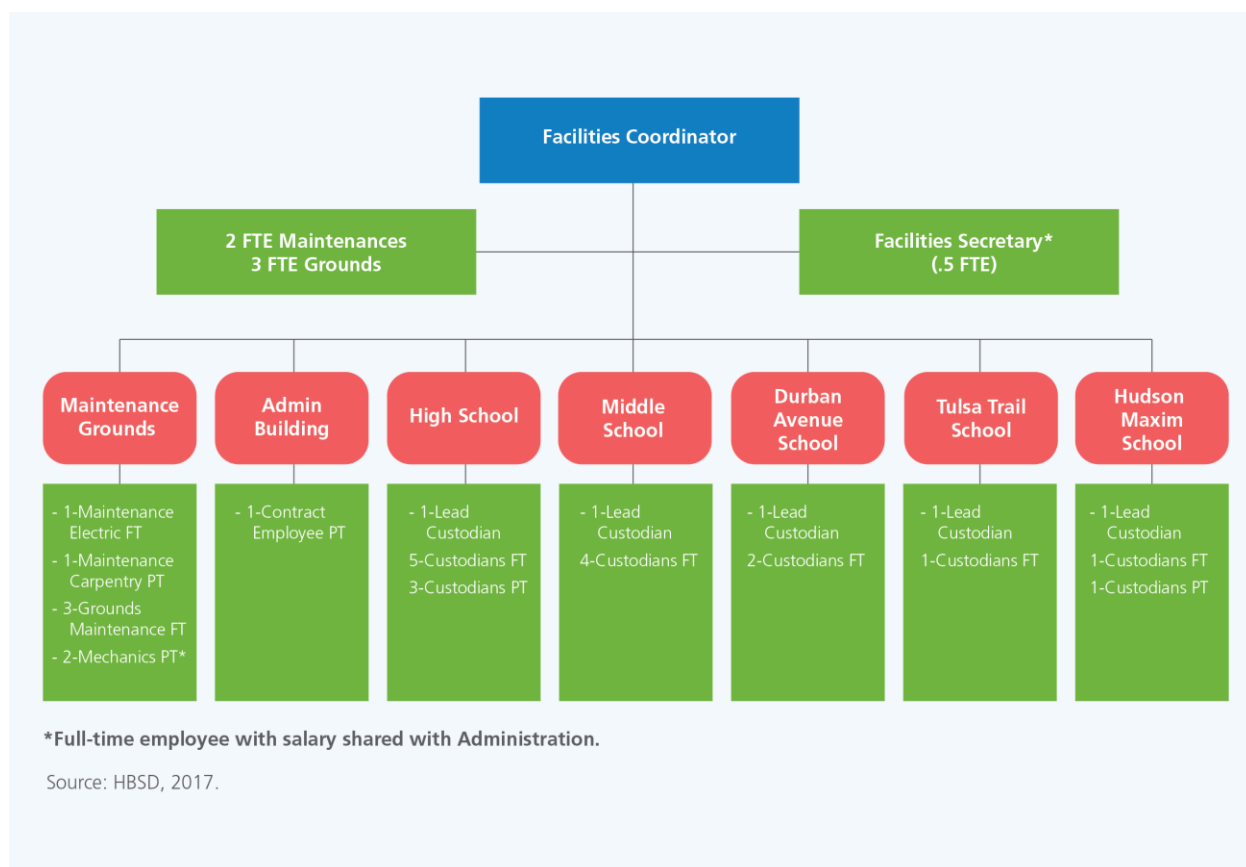


EXHIBIT 5-2**HBSD****FACILITIES DEPARTMENT CURRENT ORGANIZATIONAL CHART**

With the retirement of the Facilities Supervisor, the Superintendent should appropriate to reorganize and decentralize the Facilities Department:

- The Facilities Supervisor should be reclassified as a Facilities Coordinator.
- The 1.5 clerical FTE supporting the Facilities Department should be reduced to .5 FTE and remaining staff should be cross trained. *SOURCE: HBSD, 2017* (Note: The feedback received from the district stated 1-0 FTE; however, our data from the HBSD Payroll Office was verified at 1.5 FTE. Fifty percent of one position is charged to Facilities, with the majority of the employee's time spent making copies for campuses and supporting the administrative staff.)
- Principals should assume more authority for building custodians.

Exhibit 5-3 shows the proposed organizational chart for the HBSD Facilities Department. The Facilities Department, directly supervised by the Coordinator, would consist of five employees and a part-time secretary. In addition to these positions, there are two mechanics that are paid $\frac{1}{2}$ by facilities and maintenance and $\frac{1}{2}$ by the Regional Coop. They are also “custodians” and are regularly called on to provide overtime for cleaning, special events, grounds keeping and all of the other “custodial duties.” They maintain the maintenance fleet trucks as well as eight buses.

EXHIBIT 5-3**HBSD****FACILITIES DEPARTMENT PROPOSED ORGANIZATIONAL CHART****IMPLEMENTATION STEPS**

- The Superintendent and Business Manager should work with the Human Resources Office to reclassify the Facilities Supervisor to Coordinator and prepare a detailed job description outlining the duties and responsibilities for this new position.
- Under the direction of the Superintendent, the Business Manager should hire a Facilities Coordinator.
- The Facilities Office should be restructured with the current full-time clerical position being eliminated and the duties assumed by the part-time position.

FISCAL IMPACT

The current salary of the Facilities Supervisor with benefits is \$165,533 and the proposed Facilities Coordinator would be \$80,000 with benefits = \$106,664 or an annual cost savings of \$57,869. The full-time Secretary's salary is \$35,000 and with benefits = \$47,103.

Recommendation 5-1	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Change Facilities Supervisor to Facilities Coordinator	\$0	\$57,869	\$57,869	\$57,869	\$57,869	\$57,869
Eliminate Full-time Secretary	\$0	\$47,103	\$47,103	\$47,103	\$47,103	\$47,103
Total	\$0	\$104,972	\$104,972	\$104,972	\$104,972	\$104,972

FINDING

The Employee Contract does not specify what qualifications, experience or credentials will qualify an applicant for which steps on the Custodial/Maintenance Salary Guide. Additionally, as employees take on additional levels of responsibility, the stipends or additional pay discussed in the contract are tied to additional credentials or to a lead position, without regard to the type of work performed or the actual level and intensity of actual responsibility.

According to information gathered during interviews, the Facilities Supervisor assesses the qualifications of a candidate and based upon his assessment of their qualifications, the immediate demand for someone to fill the position, as well as negotiations with the applicant, he will make a recommendation to the Board for hiring the person at a given step. Staff indicated that the Board does not usually question the recommendation for placement on the scale.

If an employee is asked to perform more skilled tasks or assume higher levels of responsibility, the most significant salary increase will result from moving into a lead position, which awards the employee about \$900 annually in additional pay.

For example, assuming an employee who came in at Step 1 gained considerable knowledge and skill during his/her years of service, when he is promoted to a lead position, the size of the facility, the complexity of the work to be performed, and the number of custodial staff overseen are not taken into consideration. An additional amount of \$900 is added to the individual's salary whether the position is assigned to work at the high school, which is the largest and most used facility in the district with the most custodial employees—or one of the smaller elementary schools with fewer activities and custodial shifts.

In one instance, the lead custodian at one school makes less than all of the full-time custodians at this specific assigned facility, and is the lowest paid of all of the full-time custodial staff in the district—including those with no longevity.

In addition, all custodial and maintenance employees are referred to as custodians yet the job assignments and working titles include building custodians, groundskeepers, maintenance technicians, and mechanics. The only job description found for these positions was a generic description for custodians. When asked why everyone was classified the same, Facilities staff indicated that all positions in the department are required to clean or do grounds work when needed—regardless of their working titles. Staff needs to be able to pull from all categories to handle snow removal, cleaning or grounds work, and having more specific assignments would prevent this interchangeable use of employees.

Mechanics and maintenance technicians are often skilled in their specific trade. While they may have the ability and some experience cleaning and buffing floors, dusting and scrubbing restrooms, their expertise and normal work activities require them to have technical skills, and in some instances to have required credentials to meet state and local requirements for performing certain tasks—such as pulling permits or performing state required vehicle inspections. While much experience can be obtained on the job, when key skills are lost, hiring a qualified applicant to replace them may be considerably more difficult if the job requirements and salary ranges are not clearly defined.

RECOMMENDATION 5-2:

Write clearly defined job descriptions outlining expectations for each category of employee, and during the next contract negotiation, provide clarity on which steps are to be used for the level of experience, credentials, and job assignments at the time of hire and promotion.

Establishing some general guidelines that ensure equity among the employees for the level of work performed is critical. Many school districts have published salary ranges for positions, such as Night Building Custodian, Minimum: Step 1 and Maximum: Step 6; Lead Custodian (Large School), Minimum: Step 10 and Maximum: Step 15.

General guidelines in the form of written job descriptions that specify how much experience is required for each position, the type of credentialing that is necessary, and the complexity and type of work performed will provide a basis for differentiation between the salary levels of a lead custodian and the work of a mechanic for example. Job descriptions can include job duties that allow for the type of flexibility required of these positions, such as “Other duties as required by management” or “Snow removal during inclement weather”. The issue, however, is equity and fairness in the amount of money being paid, and a clear understanding of what is required of employees in each position.

IMPLEMENTATION STEPS

- Write job descriptions for the Custodial/Maintenance Categories, including but not limited to Building Custodians (All shifts), Lead Custodians, Groundskeepers, Maintenance Technicians (by trade area) and Mechanics.
- Schedule one or more meetings with the individuals who perform the work to review the job description drafts and make modifications.
- Prepare a draft plan with which future contract negotiations can begin, which clearly state the minimum requirements for each position, the proposed salary ranges and steps, and a justification for each recommendation.
- Use the plan as a basis for renegotiation during the next contract cycle and adjust the contract to reflect the agreed upon changes.
- Once renegotiated, grandfather those employees with higher than recommended salaries and make adjustments to the salaries of those employees with salaries that fall below the recommended ranges (consideration should be given to longevity when setting new salaries).

FISCAL IMPACT

The actual cost for implementing this recommendation cannot be determined until the contract is renegotiated; however, assuming that 10 of the existing employees require an average of \$2,000 annually in salary adjustments to bring them in line with the plan, the annual cost to the district could be conservatively estimated at \$20,000.

Recommendation 5-2	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Review and Clarify Contract Language	\$0	\$0	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)

FINDING

According to the current collective bargaining agreement:

A. All employees covered by the contract are to be formally evaluated two times a year [one Fall, one Spring] with copies of each evaluation being forwarded to the Superintendent of Schools, Building Principal, personnel file and individual. Evaluation Reports shall be presented to each employee by his/her immediate supervisor and shall be issued in the name of the immediate supervisor.

B. The employee shall be presented with a copy of the evaluation report at least two (2) working days prior to the scheduled meeting with the supervisor to discuss the report. The employee shall be entitled to have his/her representative at any such meeting. After the meeting, the employee shall sign the evaluation report

indicating only that he/she has read the report and that the requirement of the meeting has been met. The employee's signature is in no way to be recognized as giving approval to or agreeing with such report.

C. The employee shall have the right to submit a written answer to any material derogatory to any employee's conduct, service, character or personality and his/her answer shall be reviewed by the Superintendent or his/her designee and attached to the file copy.

D. Although the Board agrees to protect the confidentiality of personal references, credentials and other similar documents, it shall not establish any separate personnel file which is not available for the employee's inspection

Annual performance evaluations for facilities staff are inconsistent and, in many cases, do not comply with the terms of the collective bargaining agreement. In visits to each school in the district, the following observations were made:

- in some schools, no face-to-face conferences with custodians have taken place, and custodians were simply asked by the Facilities Supervisor to sign the evaluation form;
- in some schools, custodians were not evaluated twice a year as stated in the agreement; and
- in many cases, performance and plans for improvement were not discussed.

RECOMMENDATION 5-3:

Ensure that the Evaluation Section of the collective bargaining agreement is implemented as stated.

An evaluation is an important part of an employment agreement. An evaluation should be well-constructed, discussed with each employee, and opportunities for improvement addressed and implemented.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

HBSD does not have a Facility Master Plan. The New Jersey Department of Education formerly mandated such a document, but no longer has this requirement; thus, the district stopped creating such a plan.

As can be seen in **Exhibit 5-4** below, the majority of HBSD central office administrators and Principals/Vice Principals remain neutral on the topic of planning, with Teacher responses leaning more toward the disagree or strongly disagree categories.

EXHIBIT 5-4**HBSD STAFF RESPONSES RELATED TO FACILITY PLANNING**

Parents, citizens, students, teachers, and staff provide input into facility planning.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	14.29%	64.29%	21.43%	0.00%
Principal/Vice-Principal	0.00%	12.50%	62.50%	25.00%	0.00%
Teacher	17.31%	24.04%	37.50%	21.15%	0.00%

Source: HBSD Staff Survey Results, October 2017.

During interviews, a number of people stated that certain repairs or renovations are planned at some time in the future. When asked for information on the cost or how the project will advance the educational and strategic goals of the district, most stated that the Board had approved the project based on a presentation that presented the benefits for proceeding along this path.

While many of the projects mentioned clearly are intended to improve the educational and operational soundness of the district, the linkages between the various projects and how each contributes to an overall vision for the district were unclear.

Project funding is also dependent on a number of factors. While some projects appear to be systematically planned and implemented, such as the creation of Maker Spaces, other major facility improvement projects appear to be undertaken without careful prioritization such as when excess funds become available at the end of the year.

RECOMMENDATION 5-4:

Prepare a Five-Year Facilities Master Plan 2018-22, update it annually, use it as the official planning guide for HBSD, and measure progress against the plan.

Public Consulting Group recommends that HBSD coordinate the development of a new Five-Year Facilities Master Plan with linkages to the strategic educational, safety and operational goals of the district.

The Five-Year Facilities Master Plan should be created as a living document that guides the facilities planning, design and construction activities of the district. Its characteristics should be as follows:

- The Plan should be officially monitored, updated and its contents distributed. Only actions compatible with this Plan should be initiated by the district. If plans contrary to the document, or not contained in the document, are contemplated, then the Plan should be amended.
- The initial document should be completed in time for the 2018-19 budget preparation, and should contain an immediate funding request for 2018-19 for such items as construction, renovation, additions, and similar activities. The funding request should also contain a forecast for the ten-year period to fiscal planners of needs that will come up in the future.
- Every year, as one year of the plan is implemented, a new year should be added to the plan. This type of plan updating activity should become mandatory to keep the plan up-to-date, and to keep it useful as a guide document.
- The Five-Year Facilities Master Plan should address the following:
 - the strategy required to meet the need for facilities improvements and for the capital investments necessary to support existing and projected educational needs;
 - HBSD educational goals to satisfy the needs of students, parents, educators, administrative staff, and the community; and
 - realistic plans to help HBSD provide for its short- and long-range facility needs.

The planning process never ends. As such, when the Five-Year Facilities Master Plan for 2018-19 has been adopted, HBSD should then commence a re-evaluation of the plan in light of current and future needs. These reviews should occur as often as a new need arises, but not less than annually.

While the process for developing and maintaining a Five-Year Facilities Master Plan can be complex and intricate for very large school districts, an effort should be made to keep the process uncomplicated for HBSD.

Before the planning process begins, HBSD should decide which of these priority areas is most important:

- Financial constraints
- Time constraints
- Safety and security
- Educational specifications (facility programs)
- Quality

For example, if HBSD is having financial problems, then budget may cause HBSD to follow a certain path to its end. Likewise, if time is a constraint, then HBSD staff and the Board must consider that quality and educational specifications may have to take a back seat. Key personnel should address these factors when considering compromises on the needs of the educational program.

IMPLEMENTATION STEPS

- Recommend priorities and strategies concerning proposed projects and potential financial sources that will meet the facility needs and educational goals of HBSD.
- Conduct a thorough review, analysis, and evaluation of data that relate to facilities. This process will enable understanding of the issues that require resolution.
- Continue gathering data and prepare a Project Plan of Action. The Project Plan of Action should identify projects and their priorities, define the scope, budgets, and construction/renovation schedules, and it will help to coordinate the financial and project phase issues.
- Provide a process that includes and involves all stakeholders: community, schools, administrators, the Board, and other agencies of government.
- Develop implementation guidelines for the Five-Year Facilities Master Plan.

FISCAL IMPACT

Funding will be used for outside facilitation to create and update the Master Plan.

Recommendation 5-4:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Create Facilities Master Plan	\$0	(\$20,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)

5.2 FACILITIES INVENTORY AND UTILIZATION

HBSD has maintained a fairly constant inventory of facilities for a number of years. **Exhibit 5-5** provides a list of the current facilities—showing the square footage, capacity and approximate current enrollment.

EXHIBIT 5-5

HBSD FACILITY INVENTORY

District Building - Grades Served	2006-07	2017-18	Difference	Percent Utilization
High School - 9-12				
Square Feet	196,855	196,855		
Capacity (students)	1,000	1,000		
Enrollment	787	423	(364)	42.3%
Middle School- 6-8				
Square Feet	85,000	85,000		
Capacity (students)	791	791		
Enrollment	613	337	(276)	42.6%
Durban Avenue School - 4-5				
Square Feet	55,065	55,065		
Capacity (students)	487	487		
Enrollment	389	250	(139)	51.3%

Hudson Maxim School - Pre-K – 1				
Square Feet	33,660	33,660		
Capacity (students)	490	490		
Enrollment	339	243	(96)	49.6%
Tulsa Trail School - Grades 2-3				
Square Feet	32,184	32,184	-	
Capacity (students)	500	500		
Enrollment	360	253	(107)	50.6%
<u>Other</u>				
Administration Building				
Square Feet	12,735	12,735		
Field House				
Square Feet	3,840	3,840		
Maintenance Sheds				
Square Feet	4,000	4,000		
Garage				
Square Feet	1,200	1,200		
Storage Building				

Square Feet	1,000	1,000		
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Source: Hopatcong Borough School District Records, Statistical Section of Comprehensive Financial Annual Reports (2014 thru 2016).

Two cargo containers sit beside the storage facility—one of which is currently empty while the other is currently being used to store old window air conditioners. Based on a visual inspection of the exterior, the containers appear to provide another 300-500 square feet of storage.

As can be seen in **Exhibit 5-6** below, the majority of HBSD staff members surveyed agree or strongly agree that the HBSD school buildings provide a healthy environment and are clean and well-maintained.

EXHIBIT 5-6

HBSD STAFF RESPONSES RELATED TO FACILITY CONDITIONS

Our school buildings provide a healthy environment.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	35.71%	35.71%	28.57%
Principal/Vice-Principal	0.00%	12.50%	37.50%	12.50%	37.50%
Teacher	5.77%	13.46%	26.92%	47.12%	6.73%
Our facilities are clean and well maintained.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	7.14%	50.00%	35.71%
Principal/Vice-Principal	0.00%	12.50%	12.50%	62.50%	12.50%
Teacher	4.85%	18.45%	18.45%	45.63%	12.62%

Source: HBSD Staff Survey Results, October 2017.

While onsite in the district, each facility, with the exception of the field houses, was visited and assessed in terms of overall condition, cleanliness, and grounds maintenance. **Exhibits 5-7** and **5-8** provide a summary of the findings from those visits. It should be noted that the visits took place throughout the day, with some being visited at the beginning of a school day when facilities are typically cleaner, while others took place at the end of a school

day after a full day of heavy use. All facilities were found to be very clean and well maintained—with only few exceptions.

EXHIBIT 5-7

HBSD SUMMARY FACILITY TOURS

HIGH SCHOOL AND MIDDLE SCHOOL

Date Visited	Wednesday, September 13, 2017	Wednesday, September 13, 2017
Cleanliness	High School	Middle School
Bathrooms – Smell	Good (Visited at end of day after heavy use)	Excellent
Bathrooms – Trash	Very Good	Excellent
Bathrooms – Sanitation	Very Good	Excellent
Main Entrance	Excellent	Excellent
Classrooms	Very Good	Excellent
Office Space	Very Good	Very Good
Hallways	Excellent	Excellent
Ceilings and Light Fixtures	Very Good	Very Good
Floors – Dirt, Spills and Trash	Excellent	Excellent
Floors – Wax Buildup	Very Good - Some build up on Terrazzo (may require different equipment or chemicals)	Very Good
Windows	Very Good	Very Good
Furniture or Fixtures – Dust	Very Good	Very Good
Internal and External Trash Receptacles	Excellent	Very Good
Storage Areas	Good	Very Good
Maintenance	High School	Middle School
Bathrooms – Plumbing	Very Good	Very Good

Bathrooms – Fixtures	Very Good	Very Good
Bathrooms – Floors and Walls	Very Good	Very Good - Some restroom flooring redone about 4 years ago
Water Fountains	Very Good	Very Good
HVAC Equipment	Operating Effectively	Operating Effectively

EXHIBIT 5-7 (Continued)**HBSD SUMMARY FACILITY TOURS****HIGH SCHOOL AND MIDDLE SCHOOL**

Cleanliness	High School	Middle School
Electrical – Including Lighting	Very Good	Very Good
Walls – Paint or Damage	Excellent	Excellent
Ceilings and Light Fixtures	Good (Some tiles need replacing)	Very Good
Floors (hard and soft surfaces)	Excellent - Gym floors are Superior	Excellent
Roof	Good (Recent repairs are holding however there is an issue with an air intake that the principal said can result in leaks)	Very Good
Windows	Very Good (Some windows have been or are in the plan for replacement this year)	Good (Windows are slated to be replaced next year)
Furniture or Fixtures	Very Good	Very Good
Exterior Walls	Very Good	Very Good
ADA Issues	None Found	None Found - Elevators Available
Grounds Maintenance	High School	Middle School
General Appearance/Appeal	Very Good	Very Good
Playground – equipment	n/a	n/a
Playground – ground cover	n/a	n/a

Sports Fields *	Very Good (recent watering project appears effective)	Very Good
Parking Lots/Asphalt	Very Good	Parking lots are Very good. Road between the Middle School and High School has pot holes -- needs work.
Fencing/Gates	Very Good	Very Good
Steps/Walkways	Very Good	Very Good
Grass and Shrubs	Very Good	Very Good
Flower Beds	Very Good	Very Good
Trees	Very Good	Very Good
Edging on Curbs and Drives	Very Good	Very Good
Trash or Debris	Very Good	Very Good

* Did not visit field houses

EXHIBIT 5-8

HBSD SUMMARY FACILITY TOURS

ELEMENTARY SCHOOLS

Date Visited	Tuesday, September 12, 2017	Tuesday, September 12, 2017	Tuesday, September 12, 2017
Cleanliness	Durban Avenue School	Hudson Maxim School	Tulsa Trail School
Bathrooms – Smell	Excellent	Excellent	Excellent
Bathrooms – Trash	Excellent	Excellent	Excellent
Bathrooms – Sanitation	Excellent	Excellent	Excellent
Main Entrance	Excellent	Excellent	Very Good
Classrooms	Excellent	Very Good	Very Good
Office Space	Excellent	Very Good	Very Good
Hallways	Excellent	Very Good	Very Good
Ceilings and Light Fixtures	Excellent	Very Good	Very Good

Floors – Dirt, Spills and Trash	Excellent	Very Good	Excellent
Floors – Wax Buildup	Excellent	Very Good	Very Good - Light build up in places but stripping of floors is limited to certain areas.
Windows	Excellent	Excellent	Excellent
Furniture or Fixtures – Dust	Excellent	Excellent	Excellent
Internal and External Trash Receptacles	Excellent	Excellent	Excellent
Storage Areas	Excellent (Well organized)	Very Good	Good - Surplus Furniture in one classroom used as storage
Maintenance	Durban Avenue School	Hudson Maxim School	Tulsa Trail School
Bathrooms – Plumbing	Very Good	Very Good	Excellent
Bathrooms – Fixtures	Very Good	Very Good	Excellent
Bathrooms – Floors and Walls	Very Good	Very Good	Very Good - Door to Teacher's bathroom is makeshift, needs replacing
Water Fountains	Very Good	Very Good	Excellent
HVAC Equipment	Operating Effectively	Main systems operate effectively but window units in upper areas - replacing with combo heating and air units.	Operating Effectively

EXHIBIT 5-8 (Continued)**HBSD****SUMMARY FACILITY TOURS****ELEMENTARY SCHOOLS**

Cleanliness	Durban Avenue School	Hudson Maxim School	Tulsa Trail School
Electrical – Including Lighting	Very Good	Very Good	Excellent
Walls – Paint or Damage	Very Good	Excellent	Excellent
Ceilings and Light Fixtures	Very Good	Very Good	Good - Some ceiling tiles show water damage.
Floors (hard and soft surfaces)	Very Good	Very Good - flooring is a soft tile that requires special cleaning but is easy to replace.	Flooring in Library needs replacing but are redoing for Maker Space.
Roof	No problems noted	Very good - there were issues this summer but repairs were made before school started.	Some repairs have been done and they believe the leaks are now patched.
Windows	Functional, but some need replacing	Windows appear functional but some window coverings need repair or replacement.	Good - Some window coverings appear damaged and may need replacing.
Furniture or Fixtures		Very Good	Very Good
Exterior Walls	Damage to back of building where wood siding is rotting and splitting in places. Condensation is	Very Good	Very Good

	draining onto the wood and some drains may need rerouting.		
ADA Issues	One end of school is two stories but there is no elevator; arrangements are however made to provide services to students in wheelchairs on the first floor.	None Found - have elevator to access upper floors	None Found

EXHIBIT 5-8 (Continued)**HBSD SUMMARY FACILITY TOURS****ELEMENTARY SCHOOLS**

Grounds Maintenance	Durban Avenue School	Hudson Maxim School	Tulsa Trail School
General Appearance/Appeal	Excellent	Excellent	Very Good
Playground – equipment	Excellent	Excellent	Very Good
Playground – ground cover	Excellent	Excellent	Very Good
Sports Fields *	n/a	n/a	n/a
Parking Lots/Asphalt	Some cracking of asphalt in playground area	Very Good	Very Good - some concern expressed about the road leading up to the school.
Fencing/Gates	Fence around the playground is rusted and falling down in	Very Good	Very Good

	places. Fence high in rear of playground could be higher to prevent lost balls and equipment.		
Steps/Walkways	Concrete and asphalt shows signs of cracking	Very Good	Good - Some pavers are missing and some steps appear to be crumbling. Needs work at entrance and back playground areas for safety reasons.
Grass and Shrubs	Excellent	Very Good - Because of inclines, the day custodian handles all lawn work	Excellent
Flower Beds	Excellent	Very Good	Very Good
Trees	Excellent	Excellent	Very Good
Edging on Curbs and Drives	Very Good	Very Good	
Trash or Debris	Very Good	Very Good	

Following the facility tours, principals were asked to provide additional information relating to the actual use of the various spaces in their facilities. **Exhibit 5-9** provides a breakdown of how the rooms are being used in each school.

EXHIBIT 5-9**HBSD FACILITY USE ANALYSIS**

Facility	High School	Middle School	Durban Avenue School	Hudson Maxim School	Tulsa Trail School
Total Number of Instructional Spaces	43	44	28	24	26
Itemized Instructional Spaces					
Regular Education	20	24	13	13	13
Self-Contained Special Ed	1	3	3	4	2
Resource Rooms	8	5	2	0	2
Science Lab	5 (dual purpose, classroom and lab)	2	0	0	0
Computer Lab	2	4	2	0	1
Maker Space	0	1 (3 rooms were combined to create space)	1	0	1 (workroom, media room & classroom are being combined to create space)
Music/Band	2 (dual purpose, classroom and band/music room)	2	1	0	1
Art	2	1	1	0 – Art meets in lunch room	1
Occupational or Speech Therapy	2	2	2 (Speech & OT/PT)	0	0

Multi-use room (i.e., music, art, speech, etc. all sharing one classroom)	1 (PT/OT)	0	1 Reading & ASIP	5 Combo Rooms: Resource/ Reading Specialist; Library Class/ Spanish Class/ ESL/Academic Coach; Music/ Academic Skills; Speech/PT; OT/2 Academic Skills Teachers	0
Work Room	0	0	1 (Teachers)	0	0

EXHIBIT 5-9 (Continued)**HBSD FACILITY USE ANALYSIS**

Facility	High School	Middle School	Durban Avenue School	Hudson Maxim School	Tulsa Trail School
Storage	0	0	0	0	2 - book room and surplus furniture, etc.
Office (other than offices shown below)	0	0	1 – Literacy Coach's Office	0	1 Guidance Room
Open Space	0	0	0	1	0
Speech Room	0	0	0	1	1
ESL	0	0	1	0	1
Other Types of Spaces					
Storage Rooms	6 Closets 4 Inside Storage	3	4	3	1 Custodial Closet
Multi-Purpose Room (Please Describe Uses in Comments)	0	0	1- Combo: Cafeteria, Gym & Auditorium	0	1 (PE and Cafeteria)
Kitchen	1	1	1	1	1
Cafeteria	1	1	0	1	0
Library	1	1	1 (Chorus meets in Library)	0	1 Part of Maker space inventory
Offices	16	8	3	4	3
Auditorium	1	0	0	0	0

Gymnasium	2	1	0	1	0
Faculty/Work Room	2	1	0	1	0
Conference Rooms	0	2	0	0	0
Nurse/Health Office	0	1	1	1	0
Tech Center	1	0	0	0	0
Locker Rooms	3	0	0	0	0
Field Houses	2	0	0	0	0

Source: HBSD, September 2017.

FINDING

Although nearly all of the rooms in the schools are being used; however, the buildings are significantly under capacity.

When asked about annual space utilization reviews, **Exhibit 5-10** shows that while HBSD staff members surveyed were generally positive, more than a third of central office administrators and teachers were neutral on the topic.

EXHIBIT 5-10

HBSD STAFF RESPONSES RELATED TO FACILITY UTILIZATION

All our schools are reviewed annually to ensure the proper space is provided to serve our students.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	0.00%	42.86%	42.86%	7.14%
Principal/Vice-Principal	12.50%	12.50%	25.00%	25.00%	25.00%
Teacher	4.85%	11.65%	38.83%	43.69%	0.97%

Source: HBSD Staff Survey Results, October 2017.

As shown in **Exhibit 5-11**, in prior years the schools have served many more students than today. In some instances, all teachers are assigned a room, whereas when the schools had higher enrollments, some specialty teachers traveled to student rooms using carts to bring in their supplies. While touring the facilities, the

consultants found many of the rooms were empty as the children were being served in another part of the building. When asked, most principals said the specialty rooms were in use from four to six periods of the day. This means that most of the rooms are not in use for between two and four periods each day.

Hudson Maxim—a school which appears to be nearing capacity despite what is shown in the charts— has five rooms that house multiple teachers and programs. The rooms serve the following purposes:

- Resource Room and Reading Specialist
- Library Class, Spanish Class, ESL, and Academic Coach
- Music and Academic Skills
- Speech and Physical Therapy
- Occupational and Physical Therapy and Academic Skills Teachers

Several individuals noted that one educational need may be for an expanded preschool program; however, because Hudson Maxim is already near capacity, a major concern is space. Hudson Maxim also has a thriving after-school program that could be significantly expanded if the preschool program were expanded—both of which would require space reconfigurations.

It is also important to note that, because of the age of the facilities, capacity numbers were established at a time when teacher to student ratios were often much higher and students were expected to sit in rows of desks. Concepts such as open classrooms were not as common. The schools that have or are now creating Maker Spaces are knocking out walls and combining existing classrooms to create educationally dynamic learning environments.

RECOMMENDATION 5-5:

Hire a firm to assess the actual capacity of the facilities based on current grade levels served, class configurations learning environments and total student enrollment, and prepare a building usage plan that ensures that the facilities use is maximized and students are served effectively.

Simply filling empty spaces with specialty classrooms that are only used for a few periods each day is not advancing the district's goal of improving student performance. Assessing the true capacity and needs of the students at each grade level will provide a starting point from which opportunities can be identified. If, educationally, the District determines that expanding the preschool program to better prepare students for entering the grades is desirable, then a reconfiguration of the grades may be needed. For example, housing all early childhood programs at Hudson Maxim may be desirable. To accomplish this, the current first graders would need to be grouped with second and possibly third graders. The trickle-down effect could require a complete reassessment of all grade configurations at each of the schools.

Making good use of the existing space and space configurations is a continual challenge; however, operating schools significantly under capacity is costly both in terms of staffing and in terms of utilities, maintenance, and cleaning. Making good educational use of all facilities is an additional challenge worth pursuing.

***This recommendation should be implemented with Recommendation 5-4, which calls for the creation of a Facilities Master Plan.**

IMPLEMENTATION STEPS

- Following purchasing guidelines, hire a firm to assess building utilization and scheduling to come up with a true utilization of each school.
- Provide the committee a deadline for presenting their findings and recommendations to the Board.
- Present the firm's assessment and the findings and recommendations of the committee to the Board for review and approval.
- Implement the plan as approved.

FISCAL IMPACT

The planning aspects of this recommendation can be accomplished with existing resources. The cost for hiring a firm to assess actual utilization rates is conservatively estimated at \$10,000.

Recommendation 5-5	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Hire a firm to assess actual facility capacity	(\$10,000)	\$0	\$0	\$0	\$0	\$0

FINDING

HBSD maintains secure access to its facilities, but the manner in which keys and access cards are distributed may not always result in the right people having the right accesses.

According to staff, the Facilities Supervisor controls the distribution of keys and access cards. Lead custodians and principals typically are given broad access to the facilities, whereas others have more limited access. The process for determining who has what type of access is not fully documented which led some individuals to feel that decisions were not always based on a business need.

For example, coaches, but not other critical high school staff members have a key or access to the room where a defibrillator is kept. If someone required treatment, staff would have to locate a coach or other person with the key. Other examples were provided of instances where an employee had a business need for access and was denied, whereas another employee stated they had full access to almost everything in the facility.

In many instances, schools have a stated plan for key issuance based on job assignments. Head custodians may have a need for access to all areas of a facility, whereas a 3rd shift custodian may not be given access to sensitive areas such as the Principal's office or offices with sensitive and confidential student records. Teachers may need access to the facility Monday through Friday, but may not need access over the weekend. These are only examples, and each situation may be unique. However, having a documented standard from which to work could eliminate call for assistance when access is needed on a more routine basis.

RECOMMENDATION 5-6:

Distribute and control building access key cards and keys based on need and employee category.

Control over facility access is clearly a priority for the district. Ensuring that the right people have the right accesses for the job they are hired to perform is a difficult task, but having standards from which to work will provide an added level of control.

IMPLEMENTATION STEPS

- Prepare and disseminate a draft plan for granting interior and exterior building access by job category.
- Distribute the draft plan to key managers and supervisors for review and comment.
- Once all modifications are made and approved, notify the staff of any changes and implement the plan.
- Accept requests for critical needs due to job changes or changes to facility configurations (i.e., the creation of Makers Spaces from what were previously multiple rooms) and confirm the need through the chain of command before approving or denying the request.
- Modify the plan as needed.
- As employees are hired or job functions change, grant accesses based on the plan.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The HBSD Administration Building is physically located adjacent to the high school and houses not only the administrative offices for the district, but also the offices of the Sussex County Regional Cooperative. The space used by the cooperative is leased from the district and, based on district records, it appears that the rental rate is approximately \$21,600 per year.

The building is divided into major areas which are then subdivided into cubicles or spaces for individual desks and smaller offices including: Facilities, Technology, Curriculum, Superintendent's Offices, Human Resources,

Business Office, Board Meeting Room, Reproduction, Child Study Team and Room 41 (which is a large open conference/training room). There is one vacant room that previously housed Guidance, a Personnel Lounge, as well as six storage areas (that can best be described as closets in most cases).

The exterior of the Administration Building has a professional appearance; however, the interior of the building is aging, and the flooring gives the hallways and offices a general dingy appearance. **Exhibit 5-11** lists the conditions in the central office as observed by consultants.

EXHIBIT 5-11

CONDITIONS IN CENTRAL OFFICE

Date Visited	Thursday, September 14, 2017
Cleanliness	Administration Building
Bathrooms – Smell	Good
Bathrooms – Trash	Very Good
Bathrooms – Sanitation	Very Good
Main Entrance	Good
Office Space	Good
Hallways	Good
Ceilings and Light Fixtures	Good
Floors – Dirt, Spills and Trash	Poor condition of carpet makes it difficult to clean
Floors – Wax Buildup	Good
Windows	Good
Furniture or Fixtures – Dust	Good
Internal and External Trash Receptacles	Good
Storage Areas	Some over full and dusty
Maintenance	High School
Bathrooms – Plumbing	Very Good
Bathrooms – Fixtures	Very Good
Bathrooms – Floors and Walls	Very Good
HVAC Equipment	Operating Effectively
Electrical – Including Lighting	Good
Walls – Paint or Damage	Paint damage visible in some areas
Ceilings and Light Fixtures	

Floors (hard and soft surfaces)	Carpet is torn and taped throughout, hard surfaces show some cracking and chipping
Roof	No apparent leaks
Windows	No apparent problems noted
Furniture or Fixtures	Good
Exterior Walls	Very Good
ADA Issues	No issues noted
Grounds Maintenance	
General Appearance/Appeal	Very Good
Parking Lots/Asphalt	Very Good
Steps/Walkways	Very Good
Grass and Shrubs	Very Good
Flower Beds	Very Good
Trees	Very Good
Edging on Curbs and Drives	Very Good
Trash or Debris	Very Good

Source: Consultant observations during site visit, September 2017.

The Administration Building is cluttered and disorderly with storage boxes, files and other materials lining walls and floors. The vacant room, which had been in temporary use by the district's external auditors prior to the consultant's visit had storage boxes marked as being used by those auditors (see **Exhibit 5-12**). In addition, another wall contained HBSD financial records that staff said were being stored there temporarily, as the Fire Marshall had sited them for stacking the boxes too close to the ceiling (in another area). Staff said they had no immediate plans for the boxes, but would be looking for additional storage space in the coming months.

EXHIBIT 5-12**UNTIDY BOXES IN CENTRAL OFFICE**

Source: Public Consulting Group, Inc., 2017.

Business Office staff indicated that HBSD has a records retention schedule, but they have not had the time to fully investigate which files can be destroyed and which have a retention date into the future. Staff did provide an example where they were unable to comply with a request from the State to produce documentation to support a reimbursement claim made prior to her coming to the district. Staff was unable to locate the documentation and could not say with certainty whether the files ever existed or were lost in the disorganization.

High school staff told the consulting team that the high school also had a problem with storage for specific records, and had undertaken a project to scan all of the files so they could be stored electronically. He said the cost for undertaking the project was in the \$8,000 to \$10,000 range, but the benefit of having the documents immediately available and the additional space for use as an office rather than storage far outweighed the cost in his opinion.

RECOMMENDATION 5-7:

Immediately review the records retention guidelines and begin shredding those documents that can be destroyed, and scanning financial and other paper files currently with future retention dates that are stored, in the Administration Building.

Given the overcrowded and poorly configured spaces in the Administration Building, removing the clutter is imperative. District records have a retention date that must be legally observed, yet finding the documentation in the disorganized files as they exist today is difficult.

IMPLEMENTATION STEPS

- Contact vendors to determine the cost and requirements for scanning existing files and establish an electronic document retrieval system. Take this request to the Board for approval, as appropriate.
- Provide each office or functional group (i.e., Curriculum, Business Office, etc.) a copy of the applicable records retention schedules.
- Instruct each group to go through all document storage boxes and files, note the retention date on the boxes, and/or move the boxes to a location for shredding if destruction is possible.
- Provide the selected vendor the older records for scanning, establish a schedule for verifying the documents, and train staff on electronic document retrieval.
- Determine how and when files will be scanned and stored for the future so as to avoid a build up of records in the future.

FISCAL IMPACT

Assuming the cost estimates from the high school are approximately correct, undertaking records scanning project should cost between \$10,000 and \$15,000 initially depending on the volume of files to be scanned, with future scanning of current records costing another \$2,000 per year.

Recommendation 5-7:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Scan District Documents	\$0	(\$10,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)

5.3 FACILITIES AND VEHICLE MAINTENANCE

Maintaining a safe and secure environment for students and staff is often a challenging task. The Hopatcong Borough School District (HBSD) maintains both buildings and vehicles with in-house staff, supplemented by contract services when the district personnel lack the credentials or expertise for certain tasks.

There are currently two full-time and one part-time (substitute) district employees assigned as maintenance employees. The full-time employee performs electrical and general repairs, while the part-time (substitute) position performs primarily carpentry work. Building custodians and grounds maintenance staff are also used to perform preventive maintenance and repairs on a regular basis.

In addition, there are two full-time mechanics that service the district's fleet of 26 vehicles and major pieces of equipment as well as eight school buses. One of the mechanics is also a welder, and is periodically used to do welding throughout the district. The Sussex County Regional Cooperative pays one-half of the salaries for each mechanic, and the mechanics jointly report to the Cooperative and to the Facility Supervisor.

The inventory of vehicles provided Facilities staff is shown in **Exhibit 5-13**.

EXHIBIT 5-13

VEHICLE INVENTORY

Vehicle	Year	Value
Mason Dump Truck (Ford F450)	2004	\$4,500
Mason Dump Truck (Ford F550)	2014	\$10,000
Mason Dump Truck (Ford F550)	2015	\$16,000
Pick Up (Ford F250)	2015	\$18,000
Pick Up (Ford F250)	2010	\$9,000
Pick Up (Ford F250)	2010	\$9,000
Pick Up (GMC 2500)	2007	\$7,000
Pick Up (GMC 2500)	2006	\$5,000
Cargo Van (GMC 2500)	2008	\$7,500
ATV Polaris	2012	\$4,000
ATV Komyko	2010	\$2,500
Backhoe Tractor Kubota	2012	\$10,000
Backhoe Terex	2008	\$28,000
Ride on Mower (Toro)	2017	\$14,000
Ride on Mower (Xmar)	2015	\$8,000
Ride on Mower (Toro)	2011	\$5,000
Cargo Van GMC	2007	\$4,000

Source: HBSD Facilities Office, September 2017.

FINDING

The work order system used at HBSD is a google product called *Fresh Desk*. This product is used by both Maintenance and Facilities and the Technology Department, and according to staff, a free product. The system allows all staff members with access to the Internet to make and monitor work requests.

Prior to implementing *Fresh Desk*, staff said that the District used School Dude, a popular work order system. The district, however, found *Fresh Desk* to be simpler to use and more in line with the needs of a smaller district. The move was especially appealing given the fact that the system is available at no cost.

All work orders can be entered by anyone in the district with access to the Internet. When a work order is entered, the initiator receives a message acknowledging the request for service and providing the work order number. The work orders are accessed by the Facilities Supervisor where the work is prioritized and assigned to custodial maintenance staff members. The initiator can access the system at any time to check on the status of the work order.

When the work order is complete, the completion date is entered as resolved. The system sends an email to the initiator announcing the resolution, and the initiator is asked to notify the Supervisor if additional work is required.

COMMEDATION

HBSD is using a free work order processing system that can be accessed by anyone in the district with access to the Internet and appears to have the functionality needed to record and track work orders.

FINDING

Because the mechanics work for the District and for the Sussex County Regional Cooperative, work order processing and paperwork follow somewhat different paths. Mechanics keep a paper calendar of work to be performed—including required inspections and preventive maintenance. Drivers prepare a checklist every day and, if the vehicle needs repair or is nearing the mileage when preventive maintenance is needed, the bus is brought in for service or repair. Any time a bus comes in for repair or maintenance, mechanics complete the state inspection checklist. The checklists are scanned and retained electronically, and are reviewed by the State every six months, when they come to inspect the buses and the paperwork.

When work is performed, the information is electronically tracked in the “Workbook”. In the Workbook, they log the invoice number for any parts or supplies and that information is used to verify the invoices prior to the cooperative authorizing payment of the invoices. In addition, hard copies of all of the receipts and work orders are kept in a paper file, in case there are questions. These checks and balances provide the Cooperative assurances that the work is being performed and that all purchases are relevant to the vehicles in questions.

COMMENDATION

HBSD mechanics are using a detailed and backed-up recordkeeping system that provides checks and balances for all purchases and work performed.

FINDING

Staff indicated that work orders were not responded to in a timely manner and communication regarding the progress of work orders was not effectively communicated.

Facility staff explained that work orders are prioritized each day. The Supervisor prints hard copies of the work orders and hands the hard copies to the lead custodians each morning. When they finish the work, they return the hard copy to him and he enters the completion date in the system. When asked about times when parts must be ordered or there are other delays, staff leave the work order open. When the work order is closed, no information is captured regarding which parts were used or the number of hours it took to complete the order. Therefore, there is little documentation available to the initiators, nor is there any historic information available when a piece of machinery or equipment is failing more frequently and may require replacement in the near future.

Prior to onsite work, the District responded to a request for the total number of work order requests for the last year, separated by shop/trade, as well as information on the total number of work orders not completed for the last year, separated by shop/trade. Although the time frame was not specified **Exhibit 5-14** shows the information provided.

EXHIBIT 5-14**SUMMARY OF WORK ORDER ACTIVITY**

Group Name	Tickets Assigned	Tickets Resolved	Tickets Unresolved	Tickets Reopened	Avg. 1st Response Time	Avg. Response Time	Avg. Resolution Time
District Office	57	53	4	1	8:16:01	8:16:01	76:48:07
Durban	119	101	18	1			80:16:18
High School	676	491	155	7	19:56:19	19:04:27	128:42:43
Middle School	243	219	24	3	5:15:12	5:16:12	109:23:31
Hudson Maxim	125	89	38		5:19:49	5:19:49	74:32:08
Sussex County Reg. Coop	3	1	2				41:38:00
Tulsa Trail	105	51	24				57:39:54
Total	1,328	1,005	265	12			

Source: Data from HBSD, September 2017.

As shown in the exhibit, at the time of this report, 265 work orders remained unresolved. During onsite, various principals and staff members pointed to a number of work orders that had been pending for more than a year, or had been re-entered multiple times. They said they received no notification from the Supervisor regarding the reason for the delay, but when they called to ask for an explanation, they said they were told there was no money in the budget to respond to their request.

In an effort to obtain information regarding those older work orders and the type of requests that were on hold for lack of funds, the consultant team asked for a detailed listing of all pending work orders. Following multiple requests, the Supervisor sent the information shown in **Exhibit 5-15**. As can be seen, the list contains no work order older than August 24, 2017.

EXHIBIT 5-15**RESPONSE TO REQUEST FOR A LIST OF ALL OPEN WORK ORDERS**

Date Submitted	Ticket Id	Subject	Date Submitted	Ticket Id	Subject
8/24/17	6046	Outlet	9/12/17	6187	Broken Window Mechanism
8/24/17	6047	install monitor for visual display	9/12/17	6191	Replace door
8/24/17	6054	Cleanup	9/12/17	6192	Paint Numbers on Blacktop
8/28/17	6067	Cross Country Course annual cleanup	9/12/17	6193	2nd Request Window is taped cannot open
8/30/17	6074	tower lighting	9/12/17	6195	Keys
9/5/17	6083	Air Circulation	9/12/17	6196	Ceiling Maintenance
9/5/17	6085	Leak	9/14/17	6208	Electrical
9/5/17	6093	Two lights not working	9/14/17	6209	Visitor Parking Signs
9/5/17	6094	Weed Wack	9/14/17	6211	walkway depression
9/5/17	6096	New Benches	9/14/17	6215	Humidity Level
9/6/17	6101	Soccer Bench	9/15/17	6216	Light
9/6/17	6104	Closet	9/15/17	6219	Wall Maps Mount
9/6/17	6105	SUPPLIES	9/18/17	6222	recycle
9/6/17	6107	Hot Water Heater	9/18/17	6224	fan switch
9/6/17	6108	Removal	9/18/17	6225	A/C still does not seem to be working properly
9/6/17	6109	Leak	9/18/17	6232	Facilities Request
9/6/17	6115	Exhaust fan	9/19/17	6237	Need to move safe off of floor onto a table.
9/7/17	6128	File Cabinet	9/19/17	6239	lights

9/7/17	6130	clock/phone	9/20/17	6244	FREEZER
9/7/17	6131	buzzer	9/19/17	6251	move
9/7/17	6133	greenhouse	9/19/17	6252	cart
9/7/17	6135	Window on the right side does not open	9/19/17	6253	please
9/7/17	6136	Need Additional Outlets	9/20/17	6255	Odor
9/7/17	6138	Intercom not working	9/20/17	6257	Gloves
9/7/17	6139	Outside Light	9/20/17	6259	Problem with strike plate on 105
9/7/17	6140	moving filing cab	9/20/17	6269	HS STAFF BATHROOMS
9/7/17	6141	white board	9/21/17	6275	b wind urinal
9/8/17	6149	Board Material	9/21/17	6276	b wing bathroom handicap
9/19/17	6151	ROOM C4	9/21/17	6277	C wing bathroom
9/9/17	6152	Move the black cabinet in PE office to Room B-13.	9/21/17	6278	a 14 water
9/8/17	6153	Ceiling Leaks	9/21/17	6280	Heating Unit
9/8/17	6154	Electrical	9/21/17	6281	cross country course prep
9/8/17	6155	Custodial Supplies	9/21/17	6283	AC
9/11/17	6157	Lamp Posts	9/21/17	6284	need help installing a small shelf to brick wall
9/11/17	6159	keys	9/21/17	6285	3 Shelves Needed
9/18/17	6160	Paint lines please	9/22/17	6286	supplies
9/11/17	6170	door handle			

Source: HBSD Facilities Office, September 2017.

None of the specific work requests discussed by principals are shown in this list—including a request for the door to the staff restroom to be replaced, fencing repairs, exterior wall repairs, or side walk and step repairs. The list contains no obvious major repairs, and in many cases, the title lines provided are truncated and do not contain the level of detail requested or expected following the onsite discussion.

RECOMMENDATION 5-8:

Require the Facility Supervisor to notify initiators, document the reason for delays on the work order system, and provide a list of all work orders more than 30 days old to the Business Administrator with an explanation of the reason for the delay.

Failing to keep work order initiators informed and/or reporting incomplete data about the pending requests are not an acceptable practice. The system has the ability to record comments and can be used as an effective communication tool if used properly. When delays exceed an acceptable range, contacting the initiator personally by phone or email is a courtesy. If funding is truly required to address the requested work, reporting the pending projects to the Business Administrator will provide the two an opportunity to discuss various funding options. If the work is critical, the Business Administrator has direct access to the Board and can alert the Board to the identified need. Should the request prove to be frivolous, the Business Administrator can then support the Supervisor in his decision to reject the request.

IMPLEMENTATION STEPS

- Compile a list of the pending work orders that are more than 30 days old and have a frank discussion with the Business Administrator about the reasons for the delays.
- Immediately implement a process whereby the work order initiators are kept informed about the status of the older work orders and any progress or interim steps that might be taken to address the need in the interim.
- Begin preparing an aged report of work orders on a monthly basis and meet in person to discuss what is needed to complete the work order or the responsible and appropriate reasons for deferring or rejecting the request.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Neither Lead Custodians nor Maintenance Technicians have access to the work order system. The Facilities Supervisor communicates the work to the employee via a hard copy or by phone. All Facility staff have district-issued flip phones so that the Supervisor can communicate directly with the staff throughout the day, but the phones are not smart phones with access to the Internet, therefore the staff are unable to access the work order system to see all work orders pending for their sight.

This has presented problems since the work order system is not only used for repair requests but is also used to alert the custodial staff regarding facility set up for community events. The same work order system is used by the Technology Department for set up of projectors or loud speaker systems for community events; however, IT staff has Internet access and use the system to ensure that events are planned in advance. Lead custodians who are responsible for ensuring that events are set up properly are dependent on the Supervisor to notify them of those needs. Leads gave several examples where the principal had to inform them of a needed set up, as the Supervisor was unavailable or had failed to notify them of the event.

Although facility employees are not using district emails, Technology staff said that all facility employees have district emails. They do not, however have access to computers, therefore the email are not often checked or used.

RECOMMENDATION 5-9:

Provide key maintenance and facility staff with smart phones, grant them direct access to the work order system and email, and give them the ability to actively participate in the prioritization and organization of their workload.

Some training may be required for staff in the use of the smart phone for accessing the work order system; however, following a learning period, staff will be able to plan their days and weeks more effectively. By taking the documentation burden out of the hands of a single person, more detail on progress, parts ordered or used, and the like will be possible. Another benefit to smart phones is the ability of the user to take pictures of the work site so that management is able to see the problem and respond accordingly.

IMPLEMENTATION STEPS

- Obtain approval to purchase smart phones for key facility and maintenance staff.
- Establish a simple set of written guidelines concerning the use of the smart phones and the use of the work order system (i.e., appropriate use, expectations for monitoring the system, expectations for documentation, etc.).
- Set up staff accesses to the work order system and conduct formal training with all staff members on the use of the smart phones and use of the work order system.

- Begin implementing the new process and monitor the manner in which staff is following guidelines during the early months to ensure that they are understanding and following the basic guidelines.
- As the employees gain confidence with the system, allow them greater autonomy and flexibility in prioritizing the work load by location and trade.

FISCAL IMPACT

According to IT, the cost for replacing flip phones with smart phones should be minimal under the state contract. For approximately 20 smart phones at a cost of \$100 per phone, the cost would be approximately \$2,000 with no appreciable change in the monthly cost for service.

Recommendation 5-9:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Replace Phones with Smart Phones	(\$2,000)	\$0	\$0	\$0	\$0	\$0

FINDING

HBSD has an informal and very limited preventive maintenance program which is typically carried out by the lead custodians at each facility. There are no formal lists of equipment showing the interval or type of preventive maintenance required. According to the Facility staff, the lead custodians know what needs to be done and do it. He said that there are operating and maintenance manuals that are given to the maintenance staff for all types of equipment; however, the preventive maintenance intervals for each piece of equipment are not documented, nor are they entered into the work order system so that work orders automatically pop up to remind the staff that an action is required.

The primary types of preventive maintenance discussed by staff and the Supervisor included filter changes and lubrication of boilers and other equipment. When asked how the Facilities Office knows that the work was actually performed, staff stated that when the equipment breaks down he will know that the work was not performed.

RECOMMENDATION 5-10:

Prepare a complete inventory of machinery and equipment owned and operated at each facility and develop a preventive maintenance plan for each asset.

Preventive maintenance in comparison to corrective maintenance is the process of regularly inspecting, servicing, and maintaining machinery and equipment while it is in good working order in an effort to reduce the likelihood of failures. Preventive maintenance can also extend the useful life of the machinery or equipment. While the institutional knowledge of the lead custodians regarding the work to be performed may be extensive, by preparing a complete inventory of the equipment, developing a preventive maintenance schedule, and entering the preventive tasks into the work order system to be prioritized and worked in the queue with other service requests, the district will have documentation that can also be passed down when individuals leave the district.

IMPLEMENTATION STEPS

- Inventory the machinery and equipment at each facility.
- Develop a list of preventive maintenance tasks that need to be performed on each piece of equipment and stipulate the intervals at which the work should be performed.
- Enter the information into the work order system with a recurring date for the activities to be performed.
- Enter the date with the preventive maintenance was performed into the work order system to establish an historic record of the work performed.

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

FINDING

Deferred maintenance in HBSD is accumulating and could at some point result in extraordinary costs when emergency repairs or complete renovations are needed.

The term “deferred maintenance” refers to the practice of postponing some known maintenance needs to save money, adhere to budgets or defer the cost to future budgets. This practice can result in increased costs in future years. For example, roof repairs may be deferred, but unchecked water leaks can ruin floors and walls, thereby resulting in major costs for interior renovations which could have been avoided had the needed work been done to the roof in a timely manner.

Deferred maintenance can also result in health and safety issues. In the example above, roof leaks can potentially result in mold, which in turn can become a major health issue.

When requesting a list of Deferred Maintenance items, the District did not have one prepared, but that Facilities staff regularly kept the Board informed of pending needs. When asked for a list of open work orders that might reflex items of deferred maintenance, the list that was provided contained only those work order submitted since August. A more direct request for a list of deferred maintenance items produced the list shown in **Exhibit 5-16**, which appears to contain some items of deferred maintenance. Primarily the list appears to be a list of future projects that may be in the planning stages and undertaken should funding become available.

This list does not include any deferred maintenance for the Administration Building, which has considerable needs, including torn and seriously worn carpeting.

The staff bathroom at Tulsa Trail has a makeshift door that appears to have been temporarily patched, but needs to be replaced for both aesthetic and safety reasons. The principal and lead custodian said a work order has been in place for some time—along with safety issues dealing with the walkways and the stairs going down through the back play areas—and is used as access from the Administration Building. The sidewalk problem is addressed in 2019-20, and the renovation of the staff bathroom in 2020-21

At Durban, the consultant observed cracked sidewalks as well as deteriorating exterior walls and significant drainage issues. During interviews, Facilities staff asked if the consultant observed *any* safety issues. The Consultant noted that the fencing around the playground at Durban which is falling down in sections and has a number of loose wires sticking out from the fencing materials that could cause injury to a child, he said he would look into it. According to the school staff, work orders for all of these needed repairs have been pending in the system for some time.

EXHIBIT 5-16

DEFERRED MAINTENANCE ITEMS BY SCHOOL

High School	
2016-17	<ul style="list-style-type: none"> • Air Condition Auditorium--\$83,000 • Upgrade Lighting All Classrooms to Led--\$30,000 • Construct Cosmetology Center--\$40,000
2017-18	<ul style="list-style-type: none"> • Renovate High School Library—Create Presentation/Cyber/Media/Maker /Innovation Space--\$450,000 • Renovate High School Science Lab—\$275,000 • Upgrade Access Controls at all Doors/Gates----\$45,000 • Upgrade all Bathroom Facilities in High School----\$40,000
2018-19	<ul style="list-style-type: none"> • Replace Main Gym Rooftop Heating Units--\$175,000 • Renovate High School Science Lab--\$250,000 • Install Tournament Grade Scoreboard At Gymnasium----\$80,000 • Waterproof/Point all Masonry--\$125,000 • Upgrade all Rusted Deteriorated Fencing--\$75,000

	<ul style="list-style-type: none"> Repave/ Restripe all Roadways and Parking Areas--\$175,000
2020-21	<ul style="list-style-type: none"> Renovate High School Science Lab--\$250,000 Replace all Exterior Lighting--\$250,000
Middle School	
2016-17	<ul style="list-style-type: none"> Renovate Middle School Physical Science/ Life Science Lab--\$70,000 Air Condition all Classrooms C Wing and D Wing--\$37,000 Upgrade Lighting in all Classrooms—\$26,000 Replace Floor Tile Hallways A & B Wings —\$25,000 Install Noise Attenuation Band/Chorus Room—\$22,000
2017-18	<ul style="list-style-type: none"> Continue Renovation of the Middle School Physical Science/Life Science Lab--\$180,000 Install New PA/Clock System--\$45,000 Replace all Exterior Doors and Hardware \$78,000 Air Condition all Remaining Classroom Rooms--\$90,000 Air Condition Cafeteria --\$40,000 Upgrade Access Controls at all Doors--\$30,000 Install all New Energy Efficient Windows—\$255,000 Create Competition Soccer Field at Former Field Hockey Field--\$85,000
2018-19	<ul style="list-style-type: none"> Air Condition Gymnasium--\$60,000 Repave all Driveways & Parking Areas \$240,000 Install New Elevator Cab/Machinery—\$200,000
2019-20	<ul style="list-style-type: none"> Create 4K Presentation /Cyber Science/3d Theater at Middle School--\$50,000 Install New Dumpster Enclosure--\$45,000 Reconfigure Nurse Office/Main Office—\$170,000 Replace all Interior Doors Middle School—\$140,000 Replace Front Sidewalks and Curbing (Handicapped Access) --\$130,000
2020-21	<ul style="list-style-type: none"> Remove all Brush and Trees on Hill at Side Adjacent to Middle School -\$25,000 Landscape Hill at Side Adjacent to Middle School—\$30,000
Durban Ave Elementary	
2016-17	<ul style="list-style-type: none"> Upgrade Antiquated Electric Service--\$25,000 Air Condition all Classrooms—\$55,000 Upgrade Lighting in all Classrooms to LED—\$29,000 Upgrade Access Controls at all Doors—\$26,000

EXHIBIT 5-16 (Continued)**DEFERRED MAINTENANCE ITEMS BY SCHOOL**

Durban Ave Elementary (Continued)	
2017-18	<ul style="list-style-type: none"> Remove Unnecessary Playground Equipment—\$12,000 Modify all Exterior Doors and Hardware—\$24,000 Install all New Energy Efficient Windows—\$150,000 Air Condition Cafeteria/Gym—\$50,000 Retrofit Basketball Play Area/Fencing—\$28,000 Install New Pa/Clock System--\$35,000
2018-19	<ul style="list-style-type: none"> Replace Stairway Handrails/Stairway Treads--\$20,000 Air Condition Cafeteria/Gym—\$50,000 Install Elevator--\$100,000 Replace all Exterior Sidewalks and Curbs/Handicapped Access--\$ 75,000
2019-20	<ul style="list-style-type: none"> Repave Entire Parking Lot--\$65,000 Replace all Outside Lighting--\$90,000 Upgrade all Student Bathrooms--\$ 125,000
2020-21	<ul style="list-style-type: none"> Redo Landscaping at Perimeter of Parking Lot--\$28,000
Tulsa Trail School	
2016-17	<ul style="list-style-type: none"> Redesign Reading Garden to be Student Friendly— \$20,000 Install Air Conditioning in all Instructional Spaces—\$80,000 Install Air Conditioning Cafeteria/Gym—\$50,000 Upgrade Access Controls at all Doors—\$25,000 Upgrade Lighting in all Classrooms—\$30,000
2017-18	<ul style="list-style-type: none"> Create a Learner –Active Maker Space Lab at Tulsa Trail School--\$30,000 Reconfigure Bus/Car Drop off & Pick Up—\$280,000 Remove/Replace all Damaged/Stained/Chipped Ceiling Tiles—\$15,000 Install Barriers at Low Roofs as Security Measure--\$15,000
2018-19	<ul style="list-style-type: none"> Re-Roof Tulsa Trail---\$180,000 New Clock and PA System--\$30,000
2019-20	<ul style="list-style-type: none"> Install Wall Mounted Lighting for Parking & Side Driveway Area--\$25,000 Replace Sidewalk at Rear of School—\$30,000
2020-21	<ul style="list-style-type: none"> Renovate Staff Bathrooms—\$25,000

Hudson Maxim School	
2016-17	<ul style="list-style-type: none"> • Install Air Conditioning in Instructional Spaces—\$105,000 • Install Air Conditioning Cafeteria/Gym—\$135,000 • Open Walls to Repair Any Steam Leaks--\$29,000
2017-18	<ul style="list-style-type: none"> • Upgrade Access Controls at All Doors--\$15,000 • Upgrade Lighting in all Classrooms--\$18,000 • Replace Playground Equipment--\$30,000 • Replace Roof Entire School--\$180,000
2018-19	<ul style="list-style-type: none"> • Install State of the Art 21st Century Steam /Technology Complex--\$20,000 • Upgrade Entire Heating System --\$135,000 • Install all New Energy Efficient Windows --\$30,000 • Perform Total Asbestos Abatement --\$144,000
2019-20	<ul style="list-style-type: none"> • Install New First Floor Classroom Floors--\$25,000 • Install Clock and PA System--\$22,000
2020-21	<ul style="list-style-type: none"> • Landscape Rear of Building \$28,000 • Repave front Sidewalk—18,000 • Replace all Interior Doors and Locks--\$85,000

Source: HBSD Facility Office, September 2017.

Exhibit 5-17 shows that the fencing is being moved up to 2017-18 and the sidewalks and railing appear to be deferred to 2020-21. The deteriorating exterior walls and the drainage issues that are contributing to the deterioration are not addressed.

EXHIBIT 5-17**DURBAN EXTERIOR**

Source: Public Consulting Group, 2017.

While a single tour of the facilities could not possibly identify the actual deferred maintenance for each facility, it is clear that there are deferred maintenance issues that are not on the district's radar. Since discontinuing the long-range facility planning efforts, the Board is being approached with specific problems or renovation requests without a clear understanding of the magnitude of the facility related issues facing the District.

RECOMMENDATION 5-11:

Compile a comprehensive, prioritized list of the district's deferred maintenance needs showing the estimated cost to address each item and submit the list with progress updates to the Board on a quarterly basis.

Getting a grasp on the actual deferred maintenance needs of the district, and placing that information up against the growing list of desired projects, will help the Board to make sound decisions, including decisions about how to proceed and the potential funding sources needed and available to meet those needs. Once a comprehensive list of needs and projects is prepared, the Board will then be able to ascertain the related five-year capital budgeting needs. According to the Business Office, the district had some difficulty documenting state reimbursement for facilities. To maximize the available state dollars for these repairs and renovations, the Board needs good data, and they must fully understand the state rules for accessing those funds.

IMPLEMENTATION STEPS

- Inventory all facilities, including the Administration Office, and prepare a comprehensive list of deferred maintenance needs with estimated costs for addressing each need.
- Use the list above, as well as observations and feedback from principals and staff, to determine what projects and cyclical replacements (i.e., boilers, roofs, and the like) with estimated costs will be needed over the coming years.
- Contact state officials and study state guidelines for facility-related funding and determine to what extent HBSD can access state funds and for what projects, and the level of local commitment needed to maximize those funds.
- Update the list of deferred maintenance needs each year during the budget cycle, and provide the Board information on financing options and opportunities.

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

FINDING

HBSD employs a part-time custodian to clean the cafeteria at the high school and regularly performs maintenance for food service machinery and equipment.

Facilities staff stated that Food Service is outsourced, and the contractor pays for the parts used when making the repairs, but are not charged for the cost of the custodian nor the labor that is used when making the repairs. A review of the current vendor contract confirmed that the costs borne by the district and those paid by the vendor are as stated.

The federal Free and Reduced Price Meal Program, however, allows some direct and indirect expenses made on behalf of the Food Service operation to be charged to the Food Service Fund, which is separate and apart from the General Operating Fund of the district.

The HBSD Food Service Fund has operated at a deficit in the past. The outsourcing contract guarantees some profit; however, the fund balance may still be in the red at times. Whether profitable or not, not all allowable direct or indirect costs are being charged to the fund, which could be masking some of the deficit or making it appear that profits are greater than they are.

USDA defines the indirect cost a school district incurs due to meal production and service as follows:

Indirect costs are those costs which are incurred to the benefit of school food service as well as other school functions, but are not readily identifiable to the school food account. Since these costs do contribute to the cost of producing a meal, federal policy allows that they may be claimed for

reimbursement. It is to the advantage of the child nutrition operation to include these costs in their claim for reimbursement so that each program may bear its fair share of the total cost.

Because Food Service revenues can only be used to support the food service operation, reimbursing the General Fund for the full amount allowed is the only way for the school district to recover any part of the costs incurred for providing administrative, financial and human resource services to that organization.

RECOMMENDATION 5-12:

Charge back appropriate and allowable maintenance and custodial expenses to the Food Service Fund.

Rather than masking the true condition of the fund, all food services expenditures should be recorded. As the operational efficiency improves, appropriately charging indirect costs will further lessen the burden on the General Fund, since this Fund can contribute its fair share of the management costs incurred by the district for accounting, payroll, human resources, audit, and procurement offices.

IMPLEMENTATION STEPS

- Identify any allowable direct and indirect costs that can and should be charged back to Food Service.
- Confirm the identified costs with the state to ensure the accuracy and acceptability of those charge backs.
- Ensure that these operating costs are included in the outsourced contract.
- Begin accounting for all Food Service related expenditures and approved indirect costs in the Food Service Fund and include these costs in the reimbursement requests.

FISCAL IMPACT

This recommendation can be accomplished with existing resources. Although the savings are not recognized here due to the fact that the expenses are still being incurred, as profitability improves, the General Operating Fund should no longer be required to support the cost for the part time custodian of approximately \$20,000 annually, and may be able to recoup \$10,000 or more in indirect costs for the cost of utilities and other administrative services.

Recommendation 5-12:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Charge Food Service Funds	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

5.4 CUSTODIAL SERVICES: BUILDINGS AND GROUNDS

While cleanliness is at the core of a well-run custodial operation, it is important to recognize other critical roles played by custodians. Custodians provide an early warning system of trouble or need. For example, custodians must be trained to detect by sight, sound or smell if there is potential trouble brewing: a water leak, a fan motor that is about to burn up, or a gas leak, etc. In addition, they must be able to identify a need for lamp replacement, for graffiti removal, and for repairs of broken items such as toilet flush valves, towel dispensers, door hardware, and the like. Custodians are first line communicators as they must be able to call attention to the problems and needs in a manner that can be clearly understood for a correct and prompt response. In addition, custodians must be able to prepare clearly written, actionable work orders for any reactive maintenance that may be required. Custodians must possess the basic skills to perform minor corrective repairs. Custodians must also complete rudimentary preventive maintenance jobs, such as lamp and filter replacements.

Typically, school boards either outsource custodial services, organize a comprehensive in-house system of services, or use a combination of these two mechanisms. In the hybrid mode, day custodians are frequently in-house employees, whereas the night personnel are outsourced.

There are currently 25 full- and part-time district employees assigned as building custodians and/or grounds maintenance employees. In addition, there is one contract employee that performs janitorial work at the Administration Building on an hourly basis. Building custodians work in shifts, as shown in **Exhibit 5-18**. Because the facilities are in constant use, the high school and middle school have employees working through the night to thoroughly clean the areas that cannot be cleaned properly when the areas are still in use.

Building custodians generally report to the campus principal, but are formally supervised by the Facilities Supervisor. The lead custodians are not supervisors, but do generally oversee the work of other employees assigned to their facility.

EXHIBIT 5-18**CUSTODIAN BUILDING SCHEDULES**

School	First Shift	Second Shift	Third Shift	Fourth Shift
High School	5:30 AM to 2:00 PM	2:00 PM to 10:30 PM	8:30 PM to 5:00 AM	9:00 PM to 5:30 AM
Middle School	6:00 AM to 2:30 PM	2:00 PM to 10:30 PM	8:30 PM to 5:00 AM	
Durban	5:00 AM to 1:30 PM	2:00 PM to 10:30 PM		
Hudson Maxim	6:15 AM to 2:45 PM	2:30 PM to 11:00 PM	Part-time Custodian 4:45 PM to 10:00 PM	
Tulsa Trails	6:00 AM to 2:30 PM	2:00 PM to 11:00 PM		

Source: HBSD Facilities Office, September 2017.

Grounds maintenance employees report directly to the Facility Supervisor and generally have additional duties—such as large delivery, supply deliver and trash collection—as part of their work assignments. Only at Hudson Maxim does the Lead Custodian also maintain the grounds, primarily because the slope of the grounds requires hand mowing—whereas at the other facilities a tractor/riding mower can be used.

The employee breakdown by location and assignment is as follows:

- Grounds
 - Three full-time staff – Grounds maintenance, Field House maintenance, trash collection and deliveries

- Administration Building
 - One part-time contractor – Janitorial
- High School
 - One Lead Custodian – day cleaning and general maintenance
 - Five full-time custodians – general cleaning and maintenance
 - Three part-time custodians – janitorial/cleaning
- Middle School
 - One Lead Custodian – day cleaning and general maintenance
 - Four full-time custodians – general cleaning and maintenance
- Durban Avenue
 - One Lead Custodian – day cleaning and general maintenance
 - Two full-time custodians – general cleaning and maintenance
- Tulsa Trail
 - One Lead Custodian – day cleaning and general maintenance
 - One full-time custodian – general cleaning and maintenance
- Hudson Maxim
 - One Lead Custodian – day cleaning, lawn maintenance and general maintenance
 - One full-time custodian – general cleaning and maintenance
 - One part-time custodian – janitorial/cleaning

FINDING

As shown in **Exhibit 5-19**, while the overall custodial staffing per square foot of space appears to be within industry guidelines at 20,268 per square foot, the high school is well above the average, while the elementary schools appear to be overstaffed. There may be reasons for the differences. For example, at Hudson Maxim, where the lead custodian also maintains the grounds, the difference may be justified.

EXHIBIT 5-19**CUSTODIAL STAFFING PER SQUARE FOOT**

Building	Square Footage	Number of FTE Custodians	Square Feet Per Custodian
High School	196,855	7.5	26,247
Middle School	85,000	5	17,000
Durban Avenue School	55,065	3	18,355
Hudson Maxim School	33,660	2.5	13,464
Tulsa Trail School	32,184	2	16,092
Administration Building	12,735	0.5	25,470
Total	415,499	20.5	20,268

Source: Data for calculation obtained from HBSD, September 2017.

Since both full- and part-time custodians are used throughout the district, reassigning some of the part-time staff to the high school for a portion of their work day may improve the equity of the work load.

RECOMMENDATION 5-13:

Reassign building custodians to achieve a more equitable distribution of work among the campuses.

Given the continual use of the high school facility, in particular, ensuring a more equitable distribution of staff is appropriate.

IMPLEMENTATION STEPS

- Assess the current staffing needs at each facility and reassign staff to more equitably distribute the work load.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although HBSD schools are older, the custodial staff appears to take pride in the appearance and cleanliness of the facilities to which they are assigned. In all cases, the principals and staff applauded the fine work performed by custodial staff and, in particular, the efforts of the lead custodians.

At the high school, the lead custodian was honored with the “Big Shoes” Award for his efforts that went above and beyond the call of duty (see **Exhibit 5-20**).

EXHIBIT 5-20

BIG SHOES AWARD



Source: HBSD, 2017.

Frequently, principals and staff told consultants about instances where the custodial staff ensured the safety and well-being of students. One principal commented that the custodians were part of the school team—their positive attitude and concern for the teachers and student made them a vital part of the school family. Custodians also voiced how they viewed their jobs as being critical to the school’s operation. This pride and sense of ownership was evident in the manner in which they spoke about the schools and the pride they exhibited during school tours.

COMMENDATION

The dedicated building custodians in HBSD take pride in their work and are recognized by staff and principals as being a vital part of the school family.

FINDING

From March 2016 through September 2017 (19 months), Custodial and Maintenance employees worked a total of 8,273 hours of overtime and were paid a total of \$255,158 over their stated salary amounts for the additional time worked (see **Exhibit 5-21**). While most overtime is paid on the mid-month pay check, there are two instances in July and August of 2016 where a single employee was paid overtime on the first of the month as well.

EXHIBIT 5-21

OVERTIME WORKED BY PAY DATE

MARCH 2016 THROUGH SEPTEMBER 2017

Pay Date	Hours Worked	Total Paid
3/15/2016	544.8	\$16,872.64
4/15/2016	409.3	\$11,366.70
5/15/2016	337.5	\$9,716.85
6/14/2016	407.8	\$11,511.92
7/15/2016	320.5	\$8,706.20
7/29/2016	18.5	\$350.76
8/15/2016	174.0	\$5,025.87
8/31/2016	41.0	\$1,326.86
9/15/2016	306.5	\$9,107.14
10/14/2016	422.0	\$13,454.62
11/15/2016	415.5	\$12,850.70
12/15/2016	450.3	\$14,759.56

1/15/2017	788.3	\$28,890.75
2/15/2017	566.3	\$17,671.68
3/15/2017	507.5	\$16,966.79
4/13/2017	424.0	\$11,871.85
5/15/2017	416.0	\$14,076.01
6/15/2017	282.8	\$7,678.88
7/14/2017	465.0	\$13,426.55
8/15/2017	478.0	\$15,334.29
9/15/2017	497.5	\$14,191.85
FY 2017	5,133.0	\$162,737.67
Grand Total	8,272.8	\$255,158.47

Source: HBSD Human Resources Office, September 2017.

* Shaded area comprises FY 2017 statistics; may not add due to rounding

Overtime can be paid as straight time, time and a half and double time—depending on the type of work performed, the date and time of the work, and the number of hours an employee has already worked.

Exhibit 5-22 identifies the number of hours and the actual amount paid for double time, time and a half, and straight time during the same time period.

EXHIBIT 5-22

OVERTIME BY PAYMENT TYPE

MARCH 2016 THROUGH SEPTEMBER 2017

Row Labels	Double Time		Time and a Half		Straight Time	
	Hours	Paid	Hours	Paid	Hours	Paid
3/15/2016	150.3	\$6,195.34	291.8	\$8,749.13	102.8	\$1,928.17
4/15/2016	36.0	\$1,406.24	270.3	\$8,035.63	103.0	\$1,924.83
5/15/2016	29.5	\$1,213.27	234.3	\$7,153.62	73.8	\$1,349.96
6/14/2016	56.5	\$2,087.82	283.5	\$8,186.52	67.8	\$1,237.58
7/15/2016	13.5	\$487.86	254.0	\$7,244.51	53.0	\$973.83
7/29/2016					18.5	\$350.76
8/15/2016	17.5	\$694.92	114.0	\$3,484.57	42.5	\$846.38
8/31/2016			41.0	\$1,326.86		
9/15/2016	35.5	\$1,404.23	196.3	\$6,217.33	74.8	\$1,485.58
10/14/2016	105.5	\$4,255.53	247.8	\$7,834.43	68.8	\$1,364.66
11/15/2016	68.3	\$2,744.31	274.0	\$8,650.03	73.3	\$1,456.36
12/15/2016	151.0	\$6,379.67	212.3	\$6,664.92	87.0	\$1,714.97
1/15/2017	445.8	\$19,034.30	256.0	\$8,159.11	86.5	\$1,697.34
2/15/2017	106.8	\$4,516.54	346.3	\$10,925.54	113.3	\$2,229.60
3/15/2017	184.8	\$8,065.65	215.3	\$6,776.84	107.5	\$2,124.30
4/13/2017	47.5	\$1,883.59	223.8	\$6,980.35	152.8	\$3,007.91
5/15/2017	180.3	\$7,981.17	131.0	\$4,023.51	104.8	\$2,071.33

6/15/2017	15.5	\$571.11	139.0	\$4,578.36	128.3	\$2,529.41
7/14/2017	87.3	\$3,264.11	233.3	\$7,328.71	144.5	\$2,833.73
8/15/2017	158.3	\$6,300.28	240.5	\$7,479.02	79.3	\$1,554.99
9/15/2017	68.8	\$2,440.99	281.8	\$8,862.66	147.0	\$2,888.20
Grand Total	1,958.3	\$80,926.93	4,485.8	\$138,661.65	1,828.8	\$35,569.89

Source: HBSD Human Resources Office, September 2017.

The Employee Contract states the following with regard to overtime:

Overtime

- Overtime pay at the rate of one and a half times (1 ½) the corresponding hourly rate shall be paid for work hours exceeding eight (8) hours per day.

Sundays or Holidays

- In cases where individuals work overtime on a Sunday or Holiday, the employee shall be paid double time. The exception will be work performed in connection with the Sunday Men's Soccer Program. Utilizing the seniority list, the Facilities Supervisor will assign individuals to work ...at a flat rate of \$26 per hour. (Note: According to the Supervisor, a different rate was negotiated, however the Employee Contract does not reflect this change,)

Call Backs

- Any custodial/maintenance employee called in for emergencies that arise after their regular workday or on weekends and holidays, will be guaranteed two (2) hours pay at straight time... Call backs that fall on the contracted holiday will be guaranteed a minimum of four (4) hours pay at the prevailing rate. Work performed will be paid at time and a half (1 ½) on weekdays and Saturdays and at double time on Sundays and contractual holidays.

Snow Removal

- Maintenance employees and day lead custodians, who are required to report to work earlier than their shift, will be compensated at time and a half for time worked prior to their shift. Employees called in on Saturdays will received time and a half (1 ½) and double time on Sundays and contractual holidays for time worked for a minimum of four (4) hours. (Note: According to a signed statement, employees are now paid for Sunday and Holiday work at the same rate as they would be paid if school were in session; however, this change is not reflected in the current Employee Contract.)

As shown in **Exhibit 5-23**, individual employees worked varying numbers of hours. The average amount of overtime paid to each employee over this period ranged from just over \$100 per month to a high of \$1,400 per month.

EXHIBIT 5-23

**OVERTIME BY EMPLOYEE
MARCH 2016 THROUGH SEPTEMBER 2017**

Total Hours Worked	Average Worked Per Month	Total Paid	Average Amount Paid Per Month
1389.5	73.1	\$47,217.89	\$2,485.15
1130.8	59.5	\$36,329.43	\$1,912.08
786.3	41.4	\$25,375.94	\$1,335.58
565.3	29.8	\$19,084.30	\$1,004.44
603.0	31.7	\$12,770.53	\$672.13
335.8	17.7	\$10,973.36	\$577.55
546.5	28.8	\$10,768.19	\$566.75
306.3	16.1	\$9,730.53	\$512.13

238.0	12.5	\$9,498.28	\$499.91
276.5	14.6	\$9,415.35	\$495.54
479.0	25.2	\$9,308.04	\$489.90
146.5	7.7	\$7,951.10	\$418.48
188.5	9.9	\$5,661.84	\$297.99
172.0	9.1	\$5,437.53	\$286.19
120.0	6.3	\$5,360.07	\$282.11
214.0	11.3	\$4,478.19	\$235.69
129.3	6.8	\$4,347.62	\$228.82
125.8	6.6	\$3,993.99	\$210.21
108.5	5.7	\$3,700.36	\$194.76
84.3	4.4	\$2,660.35	\$140.02
1389.5	73.1	\$47,217.89	\$2,485.15
1130.8	59.5	\$36,329.43	\$1,912.08
65.5	3.4	\$2,202.95	\$115.94
38.5	2.0	\$1,715.51	\$90.29
84.8	4.5	\$1,673.47	\$88.08
38.5	2.0	\$1,619.51	\$85.24
32.0	1.7	\$1,202.37	\$63.28
30.5	1.6	\$1,059.27	\$55.75
16.0	0.8	\$935.76	\$49.25
21.5	1.1	\$686.74	\$36.14
8,272.8 Hours	435.4 Per Month	\$255,158.47	\$13,429.39 Per Month

Source: Data from HBSD 2017.

FINDING

HBSD is not accurately accounting for or budgeting for overtime. Prior to the 2016-17 fiscal year, overtime was not recognized in the budget as a separate line item. Instead, it appears that the entire amount was captured on the salary budget line. Beginning in 2016-17, overtime was recognized and recorded in three categories: Maintenance, Custodial and Building and Grounds.

As shown in **Exhibit 5-24**, for 2016-17, a total of \$86,523 was recorded for all three categories in comparison to the \$162,738 recorded in the personnel records for individual staff members above.

EXHIBIT 5-24

OVERTIME BUDGET AND ACTUAL EXPENDITURES

FY 2017 AND FY 2018 (YTD)

Acct Description	Original Appropriation	YTD Transfers	Current Appropriation	Current Outstanding+ Pending	YTD Disbursements - Refunds	Balance
Maintenance/Custodial 2016-17						
SALARY - MAIN O/T	\$0	\$0	\$0	\$0	\$0	\$0
SALARY- CUST O/T	\$0	\$49,982	\$49,982	\$0	\$49,982	\$0
SALARY - B&G O/T	\$0	\$36,542	\$36,542	\$0	\$36,541	\$1
Total Overtime	\$0	\$86,524	\$86,524	\$0	\$86,523	\$1
Maintenance/Custodial 2017-18 (YTD)						
SALARY - MAIN O/T	\$0	\$0	\$0	\$0	\$0	\$0
SALARY- CUST O/T	\$20,000	-\$5,195	\$14,805	\$7,714	\$7,090	\$1
SALARY - B&G O/T	\$10,000	\$5,195	\$15,195	\$0	\$15,195	\$0
Total Overtime	\$30,000	\$0	\$30,000	\$7,714	\$22,285	\$1

Source: HBSD Business Office, September 2017.

As shown, the budget for FY 2018 was set unrealistically low, and is nearly exhausted in the first quarter of the year. Transfers will clearly be required to cover snow removal during the fall and winter months.

RECOMMENDATION 5-14:

Maintain an accurate accounting for all overtime by category and create budgets based on the probabilities that contractually, employees will be needed for snow removal, on call emergencies, and the like.

Given the amount of overtime being used, having an accurate accounting of the true amount being expended and for what purpose is a first step in the processes of controlling those expenditures.

NOTE: Also see Recommendation 5-17 on shared services as an alternative approach to overtime.

IMPLEMENTATION STEPS

- Work with the Human Resources Office to create accounting codes that can be used to accurately record the amount and type of overtime being used.
- Begin recording overtime costs by category and balancing the amounts to the payroll each month.
- Examine the actual projected cost of overtime and authorize the transfer of funds to accurately reflect the projected need.

FISCAL IMPACT

Accurately recording the costs and preparing practical budgets based on existing contractual obligations can be accomplished with existing resources.

FINDING

Current planning and scheduling efforts are not effectively being used to control overtime costs.

During onsite interviews, the most discussed example of poor planning and excessive overtime use was the summer cleaning required at Tulsa Trail School in Summer 2017. According to staff, the summer camp program lasted until August 18, leaving only about two and a half weeks for the deep cleaning and maintenance that is typically done prior to the start of school.

Despite the fact that a contract was signed in Spring 2017 stipulating that the camp would run through this date, no plans were made for addressing this need. Staff said they asked for help in advance and immediately after the camp closed. According to District records, summer work began immediately after the camp closed. It was not, however, until Labor Day weekend that an emergency crew made up of staff from throughout the Maintenance and Custodial area—including the District's most experienced mechanic—came into the school to make heroic

efforts to address the need. At double time for holiday work, this “emergency” situation was extremely costly and was one of the major drivers for the more than \$14,000 expended for overtime in September 2017.

Other examples include times when scheduled community events were not planned for or communicated in a timely manner, requiring staff to work late or come in on weekends to handle the need.

Many schools have events going on in their facilities year-round, particularly at the middle and high schools. To ensure that summer cleaning and maintenance are accomplished, they perform work on those areas of the school that are not in constant use, rotating groups to those areas of the building that have not yet been cleaned. Further, as soon as the school is vacated for the summer, staff has a detailed plan in place that begins on the day that the areas are vacated. In the case of Tulsa Trails, management should have staged summer cleaning crews so that work could begin the next day, rather than waiting until it became a crisis.

RECOMMENDATION 5-15:

Use better planning and scheduling techniques as tools for controlling overtime costs—including the scheduling of summer work crews that move from site to site to accomplish cleaning tasks in a systematic manner.

Knowing the available windows of time in advance of the events is critical. Preparing a master schedule showing critical needs, particularly when contracts for facility use in the summer are known to cause greater needs toward the end of the summer, is a must. Substitutes and summer helpers can be lined up in advance and bringing in teams of individuals from other schools to handle specific tasks can reduce the workload. Having the right people at the right time for the work does not mean that all overtime can be eliminated, but careful planning and scheduling for summer cleaning, in particular, should not require an “all hands-on deck” on the final week before the start of school. Lack of planning should not be adequate justification for unusual and untimely authorization of overtime.

IMPLEMENTATION STEPS

- Prepare a master schedule of major events, including the summer cleaning and maintenance activities, and align the available staffing to assist, including substitutes and summer helpers.
- Begin recording the overtime costs by category and balancing the amounts to the payroll each month.
- Require a justification and Superintendent’s approval for any unusual overtime requests in excess of the planned overtime projected for the month.

FISCAL IMPACT

Accurately recording the costs and preparing practical budgets based on existing contractual obligations can be accomplished with existing resources. The fiscal impact for charging for community use of facilities is addressed in **Section 5.6** of this chapter.

FINDING

The pool of substitutes for custodial positions is limited. According to staff involved in the job posting process, substitute positions of all kinds are perpetually open. Little or no advertising is done to identify candidates.

As candidates come in, they are screened and have background checks. No experience is required, so with few exceptions, they are hired and placed in the substitute pool. Substitutes are paid at a rate established by the Board, which is currently \$11 per hour, but are only paid if they work. Therefore, there is little or no cost to the District for placing any number of people in the pool.

In FY 2017, the district expended \$58,450 for substitute custodial workers; \$80,000 is in budget for FY 2018.

When an employee is ill, or takes time off for vacation or personal purposes, the Lead Custodians are notified. The Supervisor said he calls for substitutes, whereas the Leads said they also attempt to call the substitutes to determine if someone is available to work. The Leads said that substitutes are difficult to locate and are not as productive as regular employees. In the absence of a qualified or available substitute, the work is often performed on an overtime basis by existing staff.

During a school tour, one custodian on duty was working his second consecutive shift of the day to cover for someone who was absent. In this instance, the cost for eight hours of overtime of approximately \$250 for the day far exceeds the \$88 that would have been paid for a substitute. Although a substitute may not be able perform at the same level as the regular custodian, it is possible that a substitute could perform the basic minimum requirements necessary to get through the day.

RECOMMENDATION 5-16:

Aggressively seek to identify qualified substitutes for all facility-related positions—particularly for custodians and consider whether the hourly pay rate is sufficient to attract qualified candidates.

Locating viable candidates for the position of substitute can alleviate the need for overtime. Even if the hourly rate is increased to attract more highly qualified candidates, the overall savings in overtime costs will far exceed those costs.

IMPLEMENTATION STEPS

- Prepare a comprehensive plan for recruiting substitutes for the custodial positions which includes a multi-pronged approach of advertising as well as possible hourly rate increases.
- Present the proposal to the School Board for consideration and approval.
- Begin recruiting and, during the application process, allow lead custodians to interview the candidates to determine the candidate's ability to perform the needed work; establish a more personal connection between the leads and the substitutes and increase confidence in each substitute's ability to do the work.
- Create a comprehensive pool of substitutes and begin using the pool to fill in as needed

FISCAL IMPACT

Assuming that the Board approved a 10 percent increase in the substitute hourly rate, and based on the budget for substitutes of \$80,000 for FY 2018, the cost to the district would be approximately \$8,000. As substitutes are used in place of overtime, the savings could be as much as three times that amount or \$24,000 annually, based on the example discussed above. Therefore, the net impact is estimated as a \$16,000 savings annually for implementing this recommendation.

Recommendation 5-16:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Aggressively Recruit Substitutes	\$0	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000

FINDING

Snow removal, as well as field and lawn maintenance, are functions that all of the local governments in and around Hopatcong must perform; however, at this time the district has not pursued shared service arrangements for the provision of some or all of these services.

According to staff, each of the local governments maintains similar functions, employs people to perform the service, and maintains their own equipment such as mowers, snow plows and the like. There was some indication that one or more of the local governments had outsourced certain activities such as grounds keeping to a vendor with some success; however, all interviewed indicated that outsourcing the function was not desirable since all employees in the facility group, including building custodians, maintenance technicians and mechanics were cross trained to perform all functions. Consequently, they felt they were better able to handle the work at a more reasonable price in-house.

Sharing services among organizations, however, can allow one governmental unit to develop a higher level of expertise and improved efficiencies in a given function, thereby benefiting all of the governmental units in the area. For example, one governmental entity may have the facility, equipment and skilled personnel for lawn care, making it possible for them to expand their capacity to perform these services for other entities.

RECOMMENDATION 5-17:**Explore the possibility for shared services with neighboring governmental entities.**

Since all of the governmental entities in the area are engaged in many of the same facility-related functions, the possibility that mutually beneficial contracts or memoranda of understanding may be possible for such services as snow removal, lawn care, and road maintenance.

IMPLEMENTATION STEPS

- Establish a working group of representatives from the neighboring governmental entities to explore the shared service opportunities.
- Document the cost/benefits for the various options and present the findings to the Board for review and approval, if appropriate.
- Implement the shared services arrangement, if deemed desirable, through a formal contract or memorandum of understanding.
- Assess the costs and benefits of the arrangement(s) to determine if the relationship should continue.

FISCAL IMPACT

No shared services arrangements should be entered into if there are no documented and associated measurable benefits or savings. Savings, however, will not be known until a full assessment of the costs and benefits for any arrangement is recommended by the working group.

FINDING

Cleaning and other supplies are centrally ordered and stored at the storage facility until such time as the items are needed by the schools. This practice is time consuming and costly in terms of employee time needed for centralized ordering, requesting goods from the warehouse, and then delivering the goods to the schools. According to information obtained through interviews, this same practice was used for the ordering of computer paper. Now, the schools are able to order the paper they need directly from the supplier using a pre-approved contract, and the goods are delivered by the supplier directly to the schools.

During school tours, custodians pointed out areas where they store custodial supplies. Some of the storage areas were larger than others—meaning that in some instances the lead must order supplies more frequently. Some of the storage areas, stages and other areas within each facility are also being used to store surplus desks, chairs and other furniture, as well as obsolete furniture and equipment.

RECOMMENDATION 5-18:

Discontinue the practice of centrally storing and delivering supplies to the schools and establish a just-in-time delivery process whereby the vendor delivers custodial supplies directly to the schools.

During the last budget cycle, a position that primarily made deliveries was eliminated. Consequently, this work has fallen to the grounds staff. By adopting a just-in-time delivery system for custodial supplies, the position currently making deliveries can be reassigned to perform the primary work of grounds keeping. Since the schools are already ordering paper for delivery in this manner, the staff should have little difficulty shifting to this process for custodial supplies.

Further, by immediately distributing the remaining supply items in storage, the storage facility can be repurposed to hold surplus equipment or furniture that has a useful life, which frees up space at the schools.

IMPLEMENTATION STEPS

- Contact suppliers to arrange for the just-in-time delivery processes.
- Train campus-level secretaries and lead custodians on any differences in the process for placing orders for custodial supplies and begin the new process as quickly as practical.
- Distribute the supplies currently held in the storage facility to the schools as quickly as possible and discontinue supply deliveries.
- Begin moving surplus but useable furniture and equipment to the storage facility as time permits.

FISCAL IMPACT

Moving to a just-in-time delivery system for custodial supplies can be accomplished with existing resources. Discontinuing the supply deliveries by in-house staff will improve the efficiency of the grounds keeping staff currently being used for this purpose.

FINDING

The position responsible for picking up and delivering mail was eliminated during the last budget cycle. Consequently, the lead custodians are picking up and delivering mail using their personal vehicles. The Employee Contract requires mileage reimbursement. During interviews, the Leads said they are not being reimbursed for picking up and delivering mail; however, the District provided evidence that some mileage reimbursements are being made. Of concern is the District's liability should an accident occur during the course of their delivery efforts. Further, employees stated that if an accident occurs, they are being told that they will have to pay their deductible and let their insurance cover the cost, and only if there is an amount owed above what insurance covers would they be reimbursed.

RECOMMENDATION 5-19:

Discontinue the practice of requiring custodians to use their personal vehicles for mail pick-up without reimbursement for mileage.

A desirable alternative would be to identify a current position that could use a district vehicle for mail pick-up and delivery, but in the absence of that alternative, recognizing the mileage will mitigate the risk for the employees using their own personal vehicle for district business will protect HBSD from risk. In the absence of this alternative, it may also be possible for one lead to pick up the mail for multiple locations in close proximity (i.e., one pick-up for Administration, Tulsa Trail and the High School).

IMPLEMENTATION STEPS

- Review the current district liability policies as they relate to all employees who use to ensure that no adjustments in coverage are required for this small group of employees.
- Determine if there is a position that could be used to pick up and deliver mail in a district vehicle.
- Determine if one lead can pick up and deliver mail for multiple schools in close proximity.
- Begin the process of tracking and reimbursing mileage in the absence of this alternative.

FISCAL IMPACT

Implementing this recommendation will cost approximately \$4,000 annually for mileage reimbursements based on four leads traveling 10 miles per day.

Recommendation 5-19:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Begin Paying Mileage to Employees for Mail Delivery	(\$0)	(\$4,000)	(\$4,000)	(\$4,000)	(\$4,000)	(\$4,000)

FINDING

Inventory and purchasing controls in the facilities area are weak. While no evidence was found of fraud or abuse, the current system is not set up to detect and prevent unintentional errors or intentional abuses. Fixed asset lists are maintained for audit purposes, and there is some indication that, at the end of each year, an inventory is taken. During this inventory process, new assets are added and obsolete items or items that were disposed of during the year are removed. Machinery or equipment not considered a fixed asset is not uniformly tracked or inventoried.

Custodial and maintenance supplies are received and placed in storage at the storage facility or the Maintenance building. Custodians are able to make spot purchases at certain pre-approved stores but for the most part, parts and supplies are centrally ordered and received.

There is no log or other tracking process that tracks when employees take and use the parts or supplies. According to staff, supplies and parts are distributed on an honor system. As supplies or parts are used up, one of the employees will notify the Supervisor and ask that more be ordered. Lead custodians said they are required to periodically inventory the supplies held at their schools, but most felt this was done in order to determine how much will need to be ordered for the coming months.

The work order system has the ability to capture the use of parts and supplies, but the Facilities Supervisor said he does not have the time to enter that information into the system. The accounting system is used to charge the schools for what is used by or for each school; however, in most instances, the general orders are allocated to the campuses based on past use. If an item is specifically ordered to make a repair at a school, that school is charged.

Another undocumented inventory includes surplus furniture and equipment currently stored in spare rooms, stages and other areas throughout the District. The fact that surplus exists at one campus and may be needed by another campus is informally discussed among the lead custodians, but no centralized system exists for a principal to see what may be available before an order is placed for more of the same. Some of the inventories observed during school tours appeared useable and were stored properly, whereas some items were stacked awkwardly and appeared to be damaged and unusable.

Large pieces of furniture and equipment that are obsolete or damaged beyond repair are routinely thrown in dumpsters or taken for recycling. At least one individual said that some obsolete items are offered to staff or are thrown out. One instance was given of a vehicle being sold; however, there was no other evidence that surplus items are routinely auctioned or sold. Currently, one of the cargo containers situated outside of the main storage facility is supposedly full of old air conditioners. The Supervisor indicated that he could not take them to recycling as they contained Freon. Before the air conditioners could be disposed of, the Freon would need to be removed. Because this will be a time consuming, the equipment has occupied the storage space for a number of years. When asked if he had attempted to sell the units, he said he had not but did not think anyone would be interested.

RECOMMENDATION 5-20:

Implement Purchasing and Inventory controls to prevent fraud and abuse, and ensure appropriate use and disposal of district resources; routinely sell surplus property.

Implementing a strong system of internal controls over the inventory and purchasing processes is an important component in controlling losses due to fraud and abuse. Assuming that just-in-time delivery of custodial supplies is implemented, the control issues associated with an unattended warehouse will be eliminated. Placing a system

of controls over the inventory of surplus furniture and equipment, and the disposal of assets could also result in the need for fewer purchases of furniture and equipment and revenues from the sale of those items. Further, having document bills of sale for surplus will show the public that HBSD is actively controlling the assets entrusted to them by its taxpayers.

IMPLEMENTATION STEPS

- Ensure that purchasing guidelines are being strictly adhered to in terms of initiating purchases and receiving and accurately accounting for the purchases.
- Create and publish surplus property guidelines and procedures to include both the request for surplus items to be placed back in general inventory and properly stored at the storage facility, and the request for surplus items to be brought into the schools as needed.
- Identify the surplus, obsolete and damaged furniture, machinery and equipment throughout the district, and begin the process of temporary storage and/or disposal following the guidelines.
- Accumulate the items with some useful life and place the items for sale through a live or on-line auction and sell what can be sold.
- At the end of each school year, reassess the furniture and equipment needs versus the continued need to retain items in storage and properly dispose of the items following the newly establish guidelines.

FISCAL IMPACT

Implementing this recommendation could result in the reduced need to purchase certain equipment that were previously considered surplus by another campus. Routinely selling surplus items could result in some additional revenues for the district. While the actual amount of additional revenue cannot at this time be determine, a conservative estimate of \$2,000 annually is used as a placeholder.

Recommendation 5-20:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Routinely Sell Surplus Property	\$0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000

5.5 ENERGY MANAGEMENT

Successful school district energy management programs typically feature five coordinated elements:

- school board policy and procedures establishing program goals, guiding principles and standards for use by school administration, faculty, and support staff;
- teamwork and management approaches, including roles and responsibilities at the campus and district level, performance measurement and verification, duties for key staff, and recognition and incentive programs;

- conservation guidelines for the ethical use of energy in school classrooms, offices and specialized spaces such as media centers, cafeterias and athletic facilities;
- equitable energy acquisition processes such as billing review, utility rate management and market-based commodity purchases; and
- energy efficiency plans and projects to retro-fit older, wasteful equipment and building systems and to operate and maintain equipment at optimum levels.

The Hopatcong Borough School District has two innovative energy management programs which have saved the district hundreds of thousands of dollars.

- HBSD installed a Solar Power System that generates electricity for the district at a cost of 5 cents per KWH, as compared to 13 cents from the local power company.
- HBSD has a centralized system of climate controls for its buildings that is web-based and allows the Supervisor of Buildings and Facilities to make temperature adjustments remotely to ensure comfort as well as power savings.

As shown in **Exhibit 5-25**, HBSD is unique among its peers in implementing efficient energy programs.

EXHIBIT 5-25

DOES YOUR SCHOOL DISTRICT HAVE SOLAR ENERGY OR CENTRALIZED CLIMATE CONTROL SYSTEMS?

School District	Solar Energy	Centralized Climate Control System
Hopatcong	Yes	Yes
Glen Ridge	No	No
Hackettstown	No	No
Pitman	Yes, in limited # of schools	No
Waldwick	No	No

Source: Telephone rates made by PCG, September 2017.

FINDING

On May 2, 2011, the Board of Education of the Borough of Hopatcong approved the installation of solar power equipment at all schools in the district. At that May meeting, the School Board also approved an amendment to its Long-Range Facilities Plan incorporating solar energy to generate electricity for 90 percent of the District's needs. A Solar Power and Services Agreement was signed with Sun Edison Organization, LLC, and continues to be operational in the 2017-18 school year.

The solar systems at Hopatcong schools involve two rooftop arrays (Durban Avenue and Middle School) and one large ground mount system supporting the High School and the Administrative Building. Tulsa Trail School and the Maintenance Shop and Storage Shed did not cost the school district. In fact, the costs of legal fees and a technical consultant were also paid by the developer. Furthermore, the district has no financial obligations with regard to the maintenance and operation of the solar system. The district has a single obligation and that was to purchase all of the electricity generated by the 1.2-megawatt facility at the rate of \$0.05 per kilowatt hour which is about one third of the rate the district was paying in 2012.

COMMENDATION

HBSD is commended for operating an efficient solar energy system.

FINDING

A centralized Climate Control System was implemented in HBSD in 2008 following an Energy Audit conducted by Atlantic Energy Services (AES). The objectives set forth for the audit were to:

- reduce energy costs for the district's facilities;
- maintain or improve existing environment within facility;
- consistent with guidelines for performance contracting in New Jersey State Public Schools; and
- provide and improve operational control of the district's equipment and systems.

Additional benefits to HBSD included:

- work performed under a normal, properly planned and executed schedule and not under an emergency situation;
- procurement not subject to low bid process for goods and services – provides best value in lieu of lowest costs;
- guarantees quality engineering, construction and long-term performance under a turnkey approach; and
- portion of project debt service met by New Jersey SCC.

The recommended set of measures for the project cost \$1,154,432 and resulted in \$130,890 in guaranteed annual savings—resulting in an overall simple payback of 15.0 years.

Recommended Energy Conservation measures also included:

- Lighting System Upgrades and Control in all School Buildings;
- Energy Management System;
- Building Envelope Tightening in all School Buildings;
- Photovoltaic alternate electricity production; and
- Boiler Replacement.

HBSD installed an energy management system to provide direct digital control of the mechanical equipment—including boilers, pumps, motors, drives and exhaust fan zones. This included actuators on air handling units, unit ventilators, cabinets unit heaters and all space controls. This system provides a graphic interface such that facility engineers can program and operate equipment from a computer terminal that is included in this measure.

Installing an energy management system had the following benefits in HBSD:

- Computer controlled facility operation – does not require an engineer to start equipment in the morning and turn off in the evening.
- Optimum stop/start – based on actual facility operation schedule, the system will provide the optimum start and stop times for the mechanical equipment. This will ensure equipment only runs when it is necessary, thus savings as much energy as possible.
- Monitoring and Demand Control – the EMS system will monitor the equipment in use and shift operation of selected equipment if the facility is approaching its demand limit, according to the rate schedule.
- Alarm Monitoring – improper equipment operation is reported to a central location, as it happens in order to inform and allow proper corrective procedure to be taken.
- Remote Monitoring – the system installed in your facility can be remotely accessed from a central control location, thus enabling control over many facilities from one location.

The total annual costs for energy in FY 2012 were \$351,917 and in FY 2017 were \$213,000.

COMMENDATION

HBSD is commended for implementing an effective centralized climate control system as well as other energy efficiency devices (e.g., LED lights, double paned windows, new boilers, unit ventilators, etc.).

FINDING

The Supervisor of Facilities, who will retire in Spring 2018, has not cross-trained any other HBSD employee on how to use the climate control system. With his impending retirement, it is critical that another employee immediately be trained on the energy savings system.

RECOMMENDATION 5-21:

Immediately begin cross training an existing staff member on the operation and monitoring of the Solar Power System and the Building Monitoring System to ensure that those systems continue to be fully operational following the departure of the Supervisor of Facilities.

No electronic system should operate with only one employee being trained on how to use it. Obviously, the new person hired to be in charge of facilities should be trained to run this system. The facilities secretary should also be cross trained to run the system by the current facilities supervisor before his departure.

IMPLEMENTATION STEPS

- The Facilities Supervisor should cross-train his secretary to operate and monitor both the solar power system and the climate control system in Fall 2017.
- The Facilities Supervisor should train his replacement to operate and monitor the two systems in Spring 2018.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

5.6 COMMUNITY USE OF FACILITIES

Public school facilities—especially auditoriums, athletic fields, cafeterias and meeting/seminar rooms—are significant assets in any community. The well-kept and attractive facilities in HBSD are frequently booked by the community for events ranging from after-hours and weekend civic organization meetings, fundraisers, athletic leagues, picnics, and other events.

As can be seen in **Exhibit 5-26**, most peer school districts charge for community use of facilities.

EXHIBIT 5-26**FACILITIES USE BY COMMUNITY AND FEES CHARGED**

District	Allow Community to Use Facilities	Facility Use Fee
Hopatcong	YES	Rarely charges community for use of facilities; charges have decreased in recent years; no set fee schedule in board policy or procedure.
Glen Ridge	Yes	District charges; however, fees vary on case by case basis.
Hackettstown	Yes	No charge for use of facilities.
Pitman	Yes	AUDITORIUM & LOBBY (H.S. only) High School \$200 per hour; Middle School \$150 per hour; Rehearsals \$125 per hour; ALL-PURPOSE ROOMS; Elementary Schools \$80 per hour; GYMNASIUMS High/Middle \$100 per hour; CAFETERIAS High/Middle \$250 (4 hours); KITCHEN High/Middle \$100 (4 hours); CLASSROOMS All Schools \$50 (4 hours).
Waldwick	Yes	\$15 per person outside; \$10 per person inside.

Source: Telephone calls made by PCG, September 2017.

A policy is in place in HBSD to govern facilities (see <http://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=7510&search=facility+use&id=1c63af26bfb749f4a908bcceef12c99f>). This is shown in **Exhibit 5-27**. The HBSD application for Facilities Use follows in **Exhibit 5-28**.

EXHIBIT 5-27**DISTRICT POLICY 7510****USE OF SCHOOL FACILITIES**

Section: Property

Date Created: June, 1992

Date Edited: January, 2017

The Board of Education, fully recognizing that the school facilities are the property of the community, will not permit the **use** of said facilities for individual, partnership, or corporate profit at the taxpayer's expense. For the purpose of this policy, "school facilities" also includes school grounds. Nor will the Board condone any activity which will interfere with, or be detrimental to, the educational program.

No organization which is not under the jurisdiction of the Hopatcong Board of Education shall be permitted to utilize school facilities without an approved Facilities Usage Form signed by the Business Administration. No verbal approvals for **use** of school facilities shall be valid.

The individual or organization to whom the **use** of the premises is granted shall assume full liability for any damage to the property. The **user** shall also assume full liability for the preservation of order at all times on the premises and for the observance of all regulations. The signer of the application shall have or represent full authority or be a regularly appointed executive officer for the organization requesting **use** of the facility and shall agree to all the terms hereof.

The school district shall provide a copy of Policy and Regulation 2431.4 – Prevention and Treatment of Sports-Related Concussions and Head Injuries to all youth sports team organizations that operate on school grounds or in school facilities. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that **uses** school facilities or operates on school grounds if the youth sports team organization provides the school district proof of an insurance policy in the amount of not less than \$50,000 per person, per occurrence; insuring the youth sports team organization against liability for any bodily injury suffered by a person. The youth sports team organization must also provide a statement of compliance with the school district's Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

For the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

All **users** are required to maintain, in addition to any insurance required by law, Comprehensive Liability Insurance, in an amount not less than \$1,000,000 per occurrence. The Hopatcong Board of Education must be named as an additional insured on this policy. A certificate of insurance as described must be provided to the Hopatcong Board of Education before the **facility** is used. In addition, by making this application, **user** agrees, that should this application be granted, **user** will indemnify, hold harmless, and defend the Hopatcong Board of Education against any and all demands, claims, damages, fees, cost and liabilities of any kind (including but not limited to attorney’s fees) to the fullest extent permitted by law. (See New Jersey Statutes Annotated 18A:20-34 and 18A:20-35)

It shall be the responsibility of the Business Administrator/Board Secretary and Athletic Director to approve or reject all requests for outside **use** of school facilities in accordance with the regulations of this Board. Rejections may be appealed to the Superintendent, then to the Board. Since use of facilities by school organizations is at the direction of the respective principal, she/he shall inform the secretary of such use in order to facilitate proper scheduling.

N.J.S.A. 18A:20-20; N.J.S.A. 18A:20-34

Adopted: 29 June 1992

Revised: 28 June 2004

Revised: 27 October 2008

Revised: 21 May 2012

EXHIBIT 5-28**HBSD SCHOOL FACILITY/FIELD UTILIZATION REQUEST FORM**

Organizational Name: _____

Person In Charge (must be in attendance)

Alternate Person In Charge

_____	Name	_____
_____	Cell #	_____
_____	Email	_____

Facility Requested: _____

Date(s) Requested: _____ Time Requested: _____

of Chaperones: _____ Description of function of each Chaperone: _____

Type of Activity: _____

Estimated Attendance: _____ Cost of Admission: _____

Requests for Special Equipment: **BE SPECIFIC!!!**

Identify Accommodations Required for Spectator:

Access for Participants and Spectators is Requested Via: (To be completed by Facility Supervisor)

Sponsor signifies that he or she understands and will abide by the regulations of the Board of Education for use of school facilities and that any infraction may cause immediate cancellation of the use of the school facility. The sponsor shall also assume full liability for any damage to property. Board Policy/Regulations for use of school facilities (please read carefully). All activities must be over and all persons out of building by 9:00 p.m. on weekdays and 3:00 p.m. on Saturday, unless extended by permission of the Board of Education. Custodial charges, if necessary, will be assessed at a per hour rate in accordance with Board Policy/Regulations with the total number of hours needed determined by the Facilities Supervisor. Custodial fees will be charged for any times other than normal custodial working hours. Please initial after reading: _____

EXHIBIT 5-28 (Continued)**HBSD SCHOOL FACILITY/FIELD UTILIZATION REQUEST FORM**

**** As required by our insurance carrier, a current certificate of liability insurance must be provided prior to building usage naming the Hopatcong Board of Education as additional insured. As required by the NJ Uniform Fire Code (N.J.A.C. 5:70-2.7 (a)), all applicants must obtain an approved application for permit signed by the Hopatcong Fire Marshall prior to building usage. Any equipment or supplies used, which are not requested or identified on this form, will be subject to fees. **Verbal authorizations for use of school facilities are NOT VALID. Only fully executed copies of this form shall be honored.** School facilities will not be available when ground is covered with snow, when school is closed, or when needed for school function.**

Please initial after reading: _____

Upon completion, this form should be returned to Chris Buglovsky (HHS Athletic Director) or the School Principal of the building where the activity will take place for processing and approval.

*****Office Use Only*****

_____ Approved Disapproved Reassigned _____

Athletic Director/Principal

Date

_____ Approved Disapproved Reassigned _____

Bus. Admin./Facilities Supervisor

Date

*Reassignment: _____

(If your approval has been granted with a reassignment indicated, please be advised that the reassignment was necessary to ensure that you would have an appropriate facility or field made available for your use).

Additional Comments:

Custodial Charges: _____

Other Charges: _____

Total: _____

Designated Custodial Staff Members to be Contacted:

Name: _____

Telephone: _____

ALL DOCUMENTATION MUST BE RECEIVED AT LEAST 10 DAYS PRIOR TO EVENT

EXHIBIT 5-28 (Continued)**HBSD SCHOOL FACILITY/FIELD UTILIZATION REQUEST FORM**

With a continued emphasis on student safety it is paramount that we take every precaution necessary to provide a safe, secure, and effective means in which we can host any outside function within our facilities. With that in mind we want to take this opportunity to notify you of some important changes to all of our facilities within our school district. Effective immediately, all exterior doors to our buildings will remain locked after school hours.

This policy change will require that each group utilizing our facility appoint a “site coordinator” to monitor limited access to the selected building for the purposes of their scheduled activity. Listed below are the parameters for which we are requiring all of our organizations to follow as well as signed documentation in awareness of organizational responsibility:

- All doors both entering and exiting the building will be locked and secured by the District.
- At no time should doors be propped open to allow entry into the building.
- The “Site Coordinator” or Coach should define a clear time window during which players/participants may arrive for a practice or activity. The coach or Coordinator will remain at the entrance doors and grant access to only those that are part of his/her program. All organizations will designate both an arrival and departing time for their function on a nightly basis. It is with this intention that all participants will either enter or exit the facility at the same time.
- While in the facility it is the responsibility of each group to reinforce with their participants/families that their access is limited to the practice/meeting room location and the nearest restrooms. All children must be properly supervised.
- Failure to follow these regulations may result in an organization losing permission to utilize District facilities.

These regulations are by no means meant to impede or distract any of our prospective community organizations. They are simply an attempt to provide safety measures both within and around our district’s school buildings with the intent of supervising all those entering and exiting our facilities. We truly appreciate and value the effort that you and your organization put forward for the families of our community and understand the importance of our collective efforts necessary in order to meet these safety requirements.

Organizational Name: _____

Signature of Person in Charge: _____

Date: _____

Principal/AD Signature: _____

Date: _____

Bus. Admin/Facilities Signature: _____

Date: _____

EXHIBIT 5-28 (Continued)**HBSD SCHOOL FACILITY/FIELD UTILIZATION REQUEST FORM****AUDITORIUM FACILITY USAGE AGREEMENT**

Beginning September 2016, any school or town sponsored event that is planning on selling food or beverages during programs held within our High School Auditorium, are required to utilize the High School Cafeteria as the designated eating area. At no point, will food be allowed into our High School Auditorium.

By no means is our District restricting the sale of food and beverages at functions such as plays and concerts. However, we are requiring all eating and drinking stations to be found within our High School Cafeteria, which is a Department of Health approved facility for these purposes.

Listed below are the parameters for which we are requiring all of our organizations to follow as well as signed documentation in awareness of organizational responsibility:

- While in the facility, it is the responsibility of each group to reinforce with their participants/families the prohibition of all food and beverages within the High School Auditorium.
- While in the facility, it is the responsibility of the Assigned Person in Charge to properly administer all food and beverage (if being sold) usage within the High School Cafeteria during any event that is intending on using the High School Auditorium.
- Failure to follow these regulations may result in an organization losing permission to utilize District facilities.

These regulations are by no means meant to impede or distract any of our prospective community organizations. We truly appreciate and value the effort that you and your organization put forward for the families of our community and understand the importance of our collective efforts necessary in order to meet these safety requirements.

Organizational Name: _____

Signature of Person in Charge: _____

Date: _____

Principal/AD Signature: _____

Date: _____

Bus. Admin/Facilities Signature: _____

Date: _____

FINDING

According to policy, the Athletic Director (AD) is primarily responsible for facilities use and management. The job description of the AD contains one responsibility which states:

Singularly handle ALL facility building requests for entire district, while working in collaboration with all custodians and facility staff, in order to effectively schedule, coordinate, and facilitate ALL events held within entire District through use of RSchool scheduling device, facility work orders, technology work orders, and hard paper copies.

The AD receives requests from the community, enters the data in the RSchool scheduling device, obtains approval of the school principal where the event will take place, and submits the hard-copy form to the Facilities Supervisor who determines if there is a charge for the event. The AD does not receive feedback as to whether a fee has been charged.

According to Business Office, the fees collected between the 2014-15 and 2017-18 school years have declined, as shown in **Exhibit 5-29**.

EXHIBIT 5-29
INCOME FROM COMMUNITY USE OF HBSD FACILITIES
2014-15 TO 2017-18 SCHOOL YEARS

Year	Description	Amount
2014-15	Coop	\$32,400
	Power Dance	\$2,970
	DayPlus	\$30,000
2014-15 Total		\$65,370¹
2015-16	Coop	\$21,600
	Youth Travel Basketball	\$648
	Days Plus	\$30,000
2015-16 Total		\$52,248²
2016-17	DayPlus	\$35,000 ³
2016-17 Total		\$35,000
2017-18	Use of Facility Income	\$0
2017-18 Total		\$0

Source: HBSD Business Office, September 2017.

¹No individual records could be found for 2014-15.

²166 facilities requests were found for 2015-16.

³Invoices for 24 additional events were made on September 2017 for the 2016-17 school year.

Following the onsite visit during the week of September 11, 2017, the Facilities Supervisor sent copies of the following three invoices which were processed in September 2017 for the September 2016-17 school year:

- An invoice dated September 19, 2017, addressed to Paul D. Pinsonault Memorial Foundation for the Chief's Challenge 5K Run/Walk Scholarship Fundraiser for 1 custodian @ 5 hours = 5 man hours (Sunday, October 23, 2016); 5 hours @ 58.00 for a total amount of \$290.
- An invoice dated September 14, 2017, addressed to Hopatcong Hawks Soccer Club for 10 custodians @ 8.5 to 9.25 hours each = 86 man hours (for Sundays between 1/8/17 – 4/9/17; 10 Sundays total); 86 hours @ 58.00 for a total amount of \$4,988.
- An invoice dated September 14, 2017, addressed to Hopatcong Hawks Soccer Club for 13 custodians @ 8.5 to 9.25 hours each = 90 man hours (for Saturdays between 1/4/17 – 4/8/17; 13 Saturdays total); 90 hours @ 48.00 for a total amount of \$4,320.
- **Total for three outdated invoices for 2016-17 = \$9,598 (24 events).**

Needless to say, processing invoices several months to almost one year after an event is inappropriate, and, in fact, may be disrespectful for a school district to submit to a community facilities user.

RECOMMENDATION 5-22:

Establish a fee structure for community use of HBSD facilities in Board Policy or Administrative Procedure, assign responsibility for such policy to the Athletic Director (as stated in his job description), have the AD coordinate with the Business Office on invoicing the community facilities user within two weeks after the event as stated in policy or administrative procedure.

A sample cost chart that could be contained in an administrative procedure is shown in Exhibit 5-30. It makes no sense for a school district to determine costs on a case-by-case basis. To be fair to all community organizations and associations, fees should be established upfront and adhered to by the assigned HBSD administrator (the Athletic Director).

IMPLEMENTATION STEPS

- Establish fees for community use of facilities for the 2018-19 school year.
- Have fees approved by the Board in Spring 2018.
- Advertise fees in the community.
- Consistently implement and invoice established fees.

EXHIBIT 5-30**EXAMPLE COST SCHEDULE FOR USE OF SCHOOL BUILDINGS****(COST COMPUTED ON A MINIMUM OF 2 HOURS)****CIVIC ACTIVITIES**

Groups such as church, civic, and charitable organizations (Preparation & Cleanup Fee):

Elementary Buildings:	\$100.00/night – 2 hour session
Secondary Buildings:	\$150.00/night – 2 hour session

These rates apply only Monday through Friday until 10:00 p.m. when schools are in session.
During Saturdays, Sundays and Holidays, commercial rates apply.

COMMERCIAL ACTIVITIES

Business, political, and civic organizations, etc., charging an admission:

Cost Schedule – ELEMENTARY SCHOOLS

	Without Heat/A.C.	With Heat/A.C.
Weekdays	\$100.00 per hour*	\$175.00 per hour*
	\$60.00 per hour/cleanup	\$70.00 per hour/cleanup
Saturdays, Sundays & Holidays	\$150.00 per hour*	\$225.00 per hour*
	\$80.00 per hour/cleanup	\$85.00 per hour/cleanup

Cost Schedule – SECONDARY SCHOOLS

	Without Heat/A.C.	With Heat/A.C.
Weekdays	\$150.00 per hour*	\$225.00 per hour*
	\$65.00 per hour/cleanup	\$75.00 per hour/cleanup
Saturdays, Sundays & Holidays	\$200.00 per hour*	\$300.00 per hour*
	\$85.00 per hour/cleanup	\$90.00 per hour/cleanup

*Add ½ hour prior and ½ hour after time requested for permit.

Source: Toledo Public Schools, 2015.

FISCAL IMPACT

Obtaining accurate data on community use of facilities from HBSD was difficult at best. The Public Consulting Group determined that approximately \$10,000 was charged for 24 events in the 2015-16 school year. Assuming that about 175 community events occur annually, then \$70,000 in fees can be projected.

Recommendation 5-22:	One-Time Investment/ Savings	Year 1	Year 2	Year 3	Year 4	Year 5
Establish a fee structure for community use of facilities	\$0	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000

APPENDIX A: STAFF SURVEY RESULTS

This appendix represents the HBSD staff survey results during the Operational Efficiency Audit. These surveys were conducted on our server and allowed for staff to respond anonymously. Staff invitations to respond to the survey were sent and collected in three areas, Central Office Administrators, Principals/Vice-Principals, and Teachers.

Exhibit A-1 shows the length of time staff have worked in the district by role.

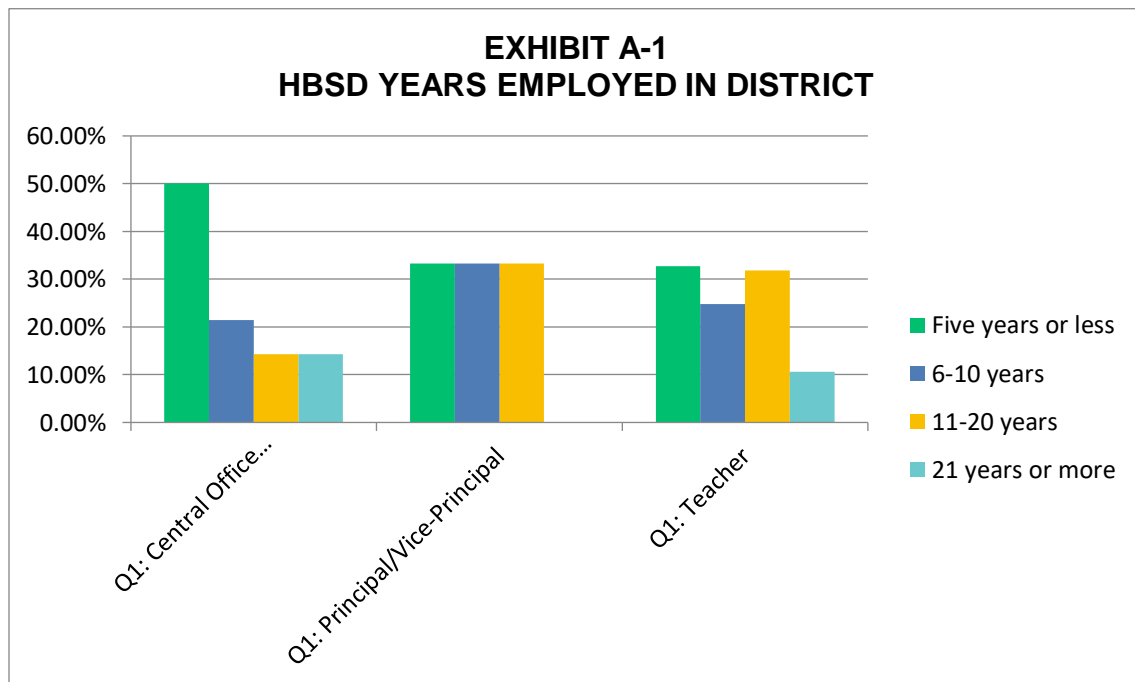


Exhibit A-2 provides the results of how staff responded to the overall quality of education provided to the community in HBSD.

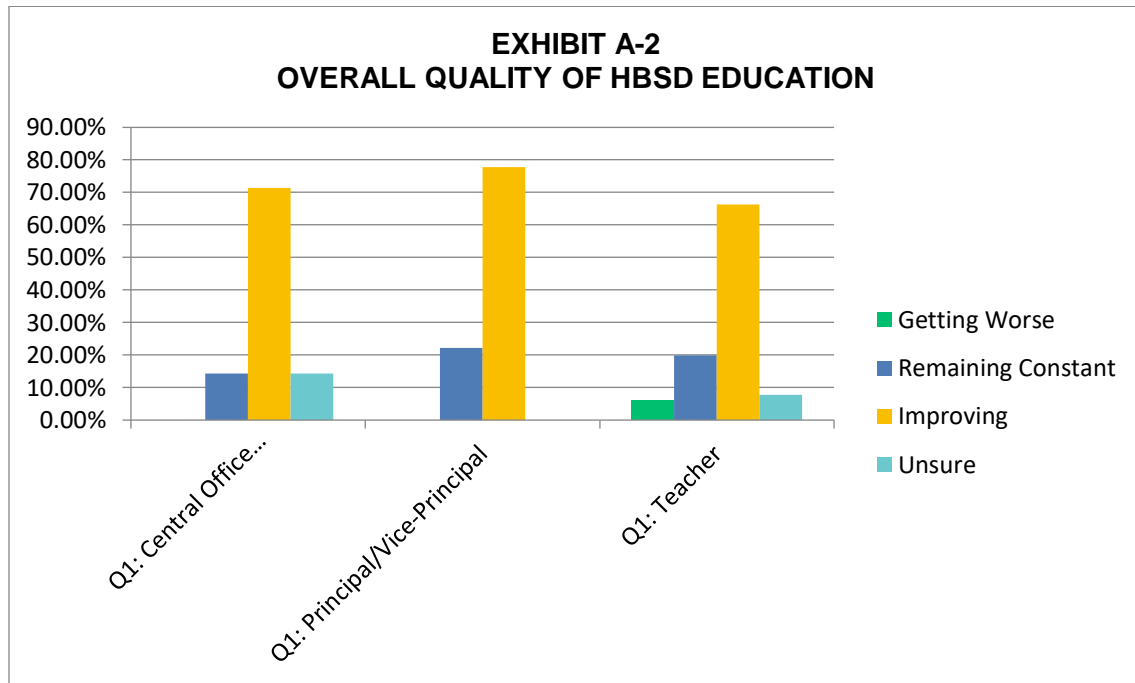


Exhibit A-3 provides the results for grades given to Central Office Administrators.

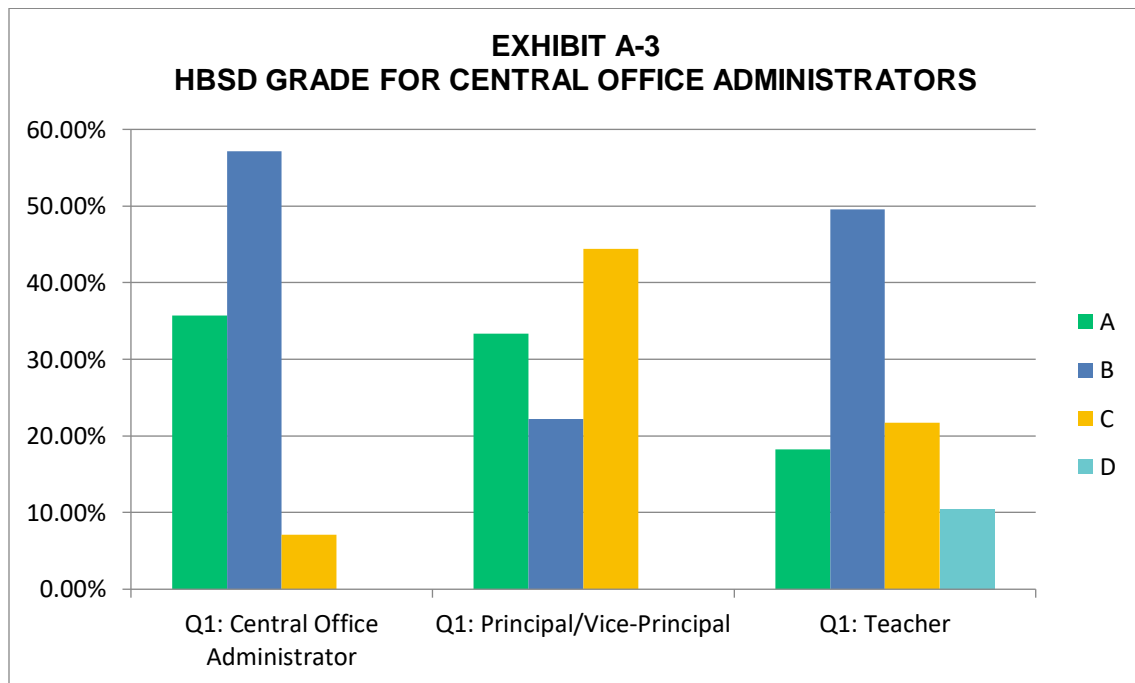


Exhibit A-4 provides the results for various questions related to the overall thoughts for working in HBSD.

**EXHIBIT A-4
HBSD STAFF RESPONSES ON JOB SATISFACTION**

I have the authority to perform my job responsibilities.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	14.29%	57.14%	28.57%
Principal/Vice-Principal	0.00%	22.22%	11.11%	33.33%	33.33%
Teacher	2.65%	6.19%	9.73%	49.56%	31.86%
I am satisfied with my job.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	0.00%	50.00%	42.86%
Principal/Vice-Principal	0.00%	0.00%	22.22%	33.33%	44.44%
Teacher	0.00%	9.73%	11.50%	49.56%	29.20%
I feel that the workload is evenly distributed.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	21.43%	35.71%	21.43%	14.29%
Principal/Vice-Principal	11.11%	22.22%	22.22%	22.22%	22.22%
Teacher	15.93%	23.89%	19.47%	31.86%	8.85%
I feel that my work is appreciated by my supervisor(s).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	14.29%	0.00%	28.57%	57.14%
Principal/Vice-Principal	0.00%	22.22%	11.11%	44.44%	22.22%
Teacher	4.42%	8.85%	19.47%	37.17%	30.09%
I feel that teachers who do not meet expected work standards are disciplined.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	14.29%	7.14%	42.86%	35.71%	0.00%
Principal/Vice-Principal	0.00%	44.44%	0.00%	44.44%	11.11%
Teacher	24.11%	26.79%	32.14%	15.18%	1.79%
I feel that I am an integral part of this school district team.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	0.00%	57.14%	42.86%
Principal/Vice-Principal	0.00%	11.11%	22.22%	11.11%	55.56%
Teacher	3.57%	8.04%	15.18%	50.89%	22.32%

EXHIBIT A-4 (Continued)
HBSD STAFF RESPONSES ON JOB SATISFACTION

Our teachers and administrators have excellent working relationships.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	14.29%	50.00%	35.71%	0.00%
Principal/Vice-Principal	0.00%	11.11%	11.11%	55.56%	22.22%
Teacher	3.70%	14.81%	34.26%	39.81%	7.41%
Most administrative practices are highly effective and efficient.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	35.71%	57.14%	0.00%
Principal/Vice-Principal	0.00%	11.11%	33.33%	44.44%	11.11%
Teacher	8.33%	27.78%	26.85%	29.63%	7.41%
Administrative decisions are made promptly and decisively.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	14.29%	50.00%	21.43%	7.14%
Principal/Vice-Principal	0.00%	25.00%	12.50%	50.00%	12.50%
Teacher	7.41%	26.85%	36.11%	24.07%	5.56%
Central Office Administrators are easily accessible and open to input.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	0.00%	7.14%	64.29%	21.43%
Principal/Vice-Principal	25.00%	25.00%	0.00%	37.50%	12.50%
Teacher	7.41%	17.59%	31.48%	35.19%	8.33%
Teachers and staff are empowered with sufficient authority to perform their responsibilities effectively.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	23.08%	69.23%	7.69%
Principal/Vice-Principal	0.00%	0.00%	12.50%	50.00%	37.50%
Teacher	1.85%	9.26%	28.70%	50.93%	9.26%
Our school district has too many committees.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	23.08%	38.46%	30.77%	7.69%
Principal/Vice-Principal	12.50%	37.50%	12.50%	37.50%	0.00%
Teacher	0.00%	20.56%	44.86%	26.17%	8.41%

EXHIBIT A-4 (Continued)
HBSD STAFF RESPONSES ON JOB SATISFACTION

Central office administrators are responsive to school needs.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	14.29%	71.43%	14.29%
Principal/Vice-Principal	0.00%	50.00%	0.00%	37.50%	12.50%
Teacher	3.70%	17.59%	39.81%	35.19%	3.70%
Sufficient student services are provided (e.g., counseling, speech therapy, health).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	21.43%	64.29%	14.29%
Principal/Vice-Principal	0.00%	0.00%	12.50%	37.50%	50.00%
Teacher	5.66%	11.32%	12.26%	59.43%	11.32%
Our schools have the materials and supplies necessary for instruction.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	28.57%	50.00%	14.29%
Principal/Vice-Principal	0.00%	0.00%	50.00%	0.00%	50.00%
Teacher	4.72%	16.04%	16.04%	56.60%	6.60%
I know who to contact in the central office to assist me with curriculum and instruction matters.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	14.29%	50.00%	28.57%
Principal/Vice-Principal	0.00%	0.00%	12.50%	25.00%	62.50%
Teacher	2.83%	5.66%	16.04%	59.43%	16.04%
Our curriculum is broad and challenging for most students.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	42.86%	42.86%	7.14%
Principal/Vice-Principal	0.00%	12.50%	25.00%	50.00%	12.50%
Teacher	3.77%	6.60%	19.81%	60.38%	9.43%
Our teachers know the material they teach.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	35.71%	50.00%	14.29%
Principal/Vice-Principal	0.00%	0.00%	0.00%	62.50%	37.50%
Teacher	0.00%	5.71%	8.57%	57.14%	28.57%

EXHIBIT A-4 (Continued)
HBSD STAFF RESPONSES ON JOB SATISFACTION

Our teachers have adequate supplies and equipment needed to perform their jobs effectively.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	35.71%	50.00%	7.14%
Principal/Vice-Principal	0.00%	0.00%	25.00%	37.50%	37.50%
Teacher	3.77%	17.92%	25.47%	48.11%	4.72%
Our district provides curriculum guides for all grades and subject areas.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	35.71%	57.14%	7.14%
Principal/Vice-Principal	0.00%	25.00%	12.50%	12.50%	50.00%
Teacher	5.66%	11.32%	24.53%	52.83%	5.66%
The district has effective programs for the following: Special Education	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	28.57%	42.86%	28.57%
Principal/Vice-Principal	0.00%	0.00%	12.50%	37.50%	50.00%
Teacher	3.81%	10.48%	9.52%	60.00%	16.19%
Our students-to-teacher ratio is reasonable.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	14.29%	21.43%	50.00%	14.29%
Principal/Vice-Principal	0.00%	0.00%	0.00%	75.00%	25.00%
Teacher	4.72%	10.38%	14.15%	65.09%	5.66%
Our students-to-teacher ratio is reasonable.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.69%	23.08%	53.85%	15.38%
Principal/Vice-Principal	0.00%	0.00%	0.00%	75.00%	25.00%
Teacher	4.81%	10.58%	15.38%	63.46%	5.77%

EXHIBIT A-4 (Continued)
HBSD STAFF RESPONSES RELATED TO EDUCATION SERVICE DELIVERY

We provide a quality education that meets or exceeds state and federal mandates.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	7.14%	28.57%	50.00%	7.14%
Principal/Vice-Principal	0.00%	0.00%	25.00%	50.00%	25.00%
Teacher	0.94%	7.55%	24.53%	57.55%	9.43%
Our evaluation and eligibility determination process for special education is timely and comprehensive.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	35.71%	50.00%	14.29%
Principal/Vice-Principal	0.00%	25.00%	12.50%	25.00%	37.50%
Teacher	3.81%	10.48%	36.19%	36.19%	13.33%
Special education teachers receive adequate staff development in cooperative planning and instruction.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	28.57%	71.43%	0.00%
Principal/Vice-Principal	0.00%	50.00%	0.00%	50.00%	0.00%
Teacher	6.67%	27.62%	40.00%	22.86%	2.86%
We provide appropriate assessments for English language learners.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	42.86%	57.14%	0.00%
Principal/Vice-Principal	12.50%	25.00%	12.50%	50.00%	0.00%
Teacher	2.86%	15.24%	46.67%	31.43%	3.81%

Exhibit A-5 provides the results for various questions related to HBSD Human Resource (HR) Management.

**EXHIBIT A-5
HBSD STAFF RESPONSES RELATED TO HR MANAGEMENT**

Our salary levels are competitive.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	14.29%	21.43%	42.86%	14.29%
Principal/Vice-Principal	12.50%	12.50%	12.50%	50.00%	12.50%
Teacher	7.55%	18.87%	18.87%	48.11%	6.60%
We have an effective employee recognition program.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	14.29%	64.29%	14.29%	0.00%
Principal/Vice-Principal	0.00%	37.50%	25.00%	37.50%	0.00%
Teacher	6.60%	28.30%	37.74%	26.42%	0.94%
I know who to contact in the central office to assist me with professional development.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	14.29%	71.43%	7.14%
Principal/Vice-Principal	0.00%	0.00%	0.00%	62.50%	37.50%
Teacher	3.77%	14.15%	24.53%	48.11%	9.43%
I know who to contact in the central office to assist with licensure, promotion opportunities, etc.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	14.29%	64.29%	14.29%
Principal/Vice-Principal	0.00%	12.50%	12.50%	37.50%	37.50%
Teacher	3.77%	26.42%	33.96%	27.36%	8.49%
Quality professional development is available to me.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	14.29%	0.00%	28.57%	57.14%	0.00%
Principal/Vice-Principal	0.00%	25.00%	25.00%	25.00%	25.00%
Teacher	12.38%	21.90%	27.62%	32.38%	5.71%

Exhibit A-6 provides the results for various questions related to HBSD Facilities Use and Operations.

**EXHIBIT A-6
HBSD STAFF RESPONSES RELATED TO FACILITIES**

Our school buildings provide a healthy environment.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	35.71%	35.71%	28.57%
Principal/Vice-Principal	0.00%	12.50%	37.50%	12.50%	37.50%
Teacher	5.77%	13.46%	26.92%	47.12%	6.73%
All of our schools are reviewed annually to ensure the proper space is provided to serve our students.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	0.00%	42.86%	42.86%	7.14%
Principal/Vice-Principal	12.50%	12.50%	25.00%	25.00%	25.00%
Teacher	4.85%	11.65%	38.83%	43.69%	0.97%
Our facilities are clean and well maintained.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	7.14%	50.00%	35.71%
Principal/Vice-Principal	0.00%	12.50%	12.50%	62.50%	12.50%
Teacher	4.85%	18.45%	18.45%	45.63%	12.62%
Parents, citizens, students, teachers, and staff provide input into facility planning.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	14.29%	64.29%	21.43%	0.00%
Principal/Vice-Principal	0.00%	12.50%	62.50%	25.00%	0.00%
Teacher	17.31%	24.04%	37.50%	21.15%	0.00%

Exhibit A-7 provides the results for various questions related to HBSD Financial Management.

**EXHIBIT A-7
HBSD STAFF RESPONSES RELATED TO FINANCIAL MANAGEMENT**

Funds are managed wisely to support education in this school district.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	14.29%	42.86%	42.86%	0.00%
Principal/Vice-Principal	12.50%	25.00%	12.50%	25.00%	25.00%
Teacher	14.56%	29.13%	45.63%	10.68%	0.00%
My school allocates financial resources equitably and fairly.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	7.14%	42.86%	50.00%	0.00%
Principal/Vice-Principal	0.00%	37.50%	0.00%	37.50%	25.00%
Teacher	12.38%	27.62%	39.05%	19.05%	1.90%
Our purchasing department provides me with what I need.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	0.00%	57.14%	35.71%	0.00%
Principal/Vice-Principal	0.00%	37.50%	25.00%	25.00%	12.50%
Teacher	9.71%	16.50%	35.92%	33.01%	4.85%
Our purchasing process is easy.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	7.14%	7.14%	35.71%	42.86%	7.14%
Principal/Vice-Principal	12.50%	25.00%	37.50%	12.50%	12.50%
Teacher	15.38%	23.08%	36.54%	22.12%	2.88%

Exhibit A-8 provides the results for various questions related to HBSD Transportation Management.

**EXHIBIT A-8
HBSD STAFF RESPONSES RELATED TO TRANSPORTATION MANAGEMENT**

We have a simple method of requesting buses for special events and trips.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	8.33%	16.67%	58.33%	16.67%
Principal/Vice-Principal	0.00%	25.00%	25.00%	50.00%	0.00%
Teacher	13.59%	23.30%	41.75%	20.39%	0.97%
Bus drivers maintain discipline on the buses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	33.33%	66.67%	0.00%
Principal/Vice-Principal	0.00%	0.00%	75.00%	25.00%	0.00%
Teacher	1.98%	7.92%	65.35%	22.77%	1.98%
Buses are clean.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	33.33%	66.67%	0.00%
Principal/Vice-Principal	0.00%	0.00%	62.50%	37.50%	0.00%
Teacher	0.00%	5.94%	61.39%	29.70%	2.97%
Buses arrive early enough for students to eat breakfast at school.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	41.67%	58.33%	0.00%
Principal/Vice-Principal	0.00%	12.50%	37.50%	50.00%	0.00%
Teacher	5.88%	11.76%	49.02%	31.37%	1.96%
Buses are safe.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	8.33%	91.67%	0.00%
Principal/Vice-Principal	0.00%	0.00%	0.00%	87.50%	12.50%
Teacher	0.00%	2.97%	62.38%	31.68%	2.97%

Exhibit A-9 provides the results for various questions related to HBSD Administrative and Instructional Technology.

**EXHIBIT A-9
HBSD STAFF RESPONSES RELATED TO ADMINISTRATIVE AND
INSTRUCTIONAL TECHNOLOGY**

We provide adequate technology-related staff development.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	8.33%	16.67%	8.33%	41.67%	25.00%
Principal/Vice-Principal	0.00%	25.00%	12.50%	50.00%	12.50%
Teacher	1.98%	17.82%	13.86%	58.42%	7.92%
Our school district requests my input on the long-range technology plan.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	8.33%	25.00%	41.67%	16.67%	8.33%
Principal/Vice-Principal	0.00%	37.50%	37.50%	12.50%	12.50%
Teacher	15.69%	42.16%	24.51%	16.67%	0.98%
Our school district provides adequate technical support.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	0.00%	66.67%	33.33%
Principal/Vice-Principal	0.00%	12.50%	37.50%	25.00%	25.00%
Teacher	3.88%	14.56%	17.48%	43.69%	20.39%
I have adequate equipment and computer support to conduct my work effectively and efficiently.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	8.33%	0.00%	50.00%	41.67%
Principal/Vice-Principal	0.00%	12.50%	12.50%	50.00%	25.00%
Teacher	3.88%	6.80%	13.59%	59.22%	16.50%
Administrative computer systems are easy to use.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	16.67%	58.33%	25.00%
Principal/Vice-Principal	0.00%	0.00%	12.50%	75.00%	12.50%
Teacher	1.96%	7.84%	46.08%	39.22%	4.90%
We effectively integrate technology into the curriculum in our district.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	33.33%	66.67%	0.00%
Principal/Vice-Principal	0.00%	12.50%	0.00%	75.00%	12.50%
Teacher	0.00%	8.82%	18.63%	55.88%	16.67%

Exhibit A-10 provides the results for various questions related to HBSD Food Services.

**EXHIBIT A-10
HBSD STAFF RESPONSES RELATED TO FOOD SERVICES**

Food service provides nutritious and appealing meals and snacks.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	16.67%	66.67%	8.33%	8.33%
Principal/Vice-Principal	0.00%	12.50%	50.00%	37.50%	0.00%
Teacher	9.80%	22.55%	37.25%	27.45%	2.94%
Food services encourages student participation through customer satisfaction surveys.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	25.00%	66.67%	8.33%	0.00%
Principal/Vice-Principal	0.00%	25.00%	37.50%	37.50%	0.00%
Teacher	8.00%	12.00%	66.00%	14.00%	0.00%
Cafeteria staff are helpful and friendly.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	50.00%	41.67%	8.33%
Principal/Vice-Principal	0.00%	0.00%	12.50%	62.50%	25.00%
Teacher	0.98%	5.88%	30.39%	45.10%	17.65%
Cafeteria facilities are clean and neat.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Central Office Administrator	0.00%	0.00%	33.33%	58.33%	8.33%
Principal/Vice-Principal	0.00%	0.00%	0.00%	75.00%	25.00%
Teacher	1.96%	4.90%	19.61%	59.80%	13.73%

APPENDIX B – COMMUNITY INPUT

In your opinion, please briefly explain the major challenges Hopatcong School District (HSD) is facing, and why?

- Even though the schools continue to improve in my ways, the district can't seem to shake negative opinions from inside and outside of the town.
- Lack of leadership and understanding of the community. The superintendent on leave and the Board see this community as something it is not. The majority of our students will not go to college but rather into the work force. We are not preparing them properly.
- From what I've heard, parents are happy with their children's' education through middle school, but are not happy with the education provided by the high school. Because of this, students are opting to take advantage of the Choice Schools program and we are losing a lot of students.
- Low test scores, low rating, families using school choice, high special education and low-income population, lack of parent involvement; need for a new superintendent that will look towards our future.
- Parent participation and constructive feedback- this is not a HSD problem in the way of something they are doing wrong but I strongly believe it is the reason for some of the challenges that they face. This participation in programs, obtaining and understanding communications, contacting schools to provide feedback or ask questions.

Lack of sports, electives, and other programs that parents and students feel they would benefit from over past several years many sports and electives that students enjoyed have been removed.

Communication - HSD strives to make progress in these areas but parents are still seeing a lot of information being sent home via paper and this avenue of communication is not well accepted. Also, misinformation or incomplete information is provided, which decreases the level of trust that parents have in the information being provided.

- Scheduling in the HS is disjointed. We offer things the kids can't take because of scheduling conflicts and assume it will be worked out by the next year. If everyone has to take Spanish why are there only 2 sections of Spanish 2 available? We also offer classes as part 1 and offer no part 2. We need to scale back some electives and focus on academics first. Colleges don't want to see how many electives you took but they do want to see how many academic courses you took (Honors and AP).
- The Board of Education is not working for the good of the students.
- A school board that is made up mostly of people who are not invested in the children of Hopatcong.
- The biggest challenge we face is that the current school board is dominated by a political PAC organization whose only goal is to cut taxes. Time and time again these board members have shown that all they care about is the tax rate. They only plan for the moment and do not consider the long-range ramifications of their actions. Case in point. The last two budget cycles saw a zero percent increase in the school tax and a negative 1 percent decrease in the school tax. At the same time, they increased spending. The entire world knows that the federal government and state were going to decrease funding. Instead of planning for that, they relied

on a surplus and grants which are one-time sources to balance the budget. All this to return \$22 residents. The state made the cut in funding and they produced more gimmicks to balance the budget. Next year's budget is going to rely on more one-time gimmicks as they believe you will magically find hundreds of thousands of dollars in administrative costs.

- They often site state published data of our so-called peer groups of administrative costs per pupil. The problem with that is there is no state guidance as to what are administrative costs. Even state officials admit that these per pupil cost tables are garbage because there are too many district specific factors that make district comparisons yield false data. For example, there are only 16 school districts that have a higher percentage of special needs and at-risk students. In our high school that total is around 50% and yet we graduate 88 percent of the students. We have always had a reputation of caring for this group. The cost for doing that is much higher than that of other students. Not one of those 16 districts in our peer group. So how can any right-thinking person make decisions on the bases of corrupt data. If one looks at just our data, you find that administrative costs are only 9.7 percent of the budget. Anyone who knows anything about managing a business will tell you that 9.7% is a very good number. Most are in the 15% range. And if you use percentage of budget as a measure, we go from being 48 out of 49 to 26 out of 49. So, the challenge is to replace these puppets with board members who are committed to a through and efficient education and not the taxes on their expensive lake front properties. At the end of the day, all of us pay the same rate per \$100 of assessment.
- Mass exodus of declining student body yet budget continues to increase, why? Why are so many administrators required for such a small student population? Does a curriculum director really have 12 months of work to substantiate the over 100K+ salary? Why are we not asking for them to also perform in-classroom support to cut down on the need for substitute teaching? Is procurement being handled correctly and efficiently? Are we seeking multiple bids not tied to friendships and family members or favors owed? Do we even have a 5, 10-year, or beyond strategic plan that is specific and actionable?
- The district is top heavy. Too many administrators, a principal in every school, office staff in every school, overloaded with administration on curriculum and in Admin Bldg. Not every school needs a principal. No need for vice principals. No need for 5 STEAM Advisors in HS. Teachers do not do anything without a stipend. There are half as many students in the district as there were 15 years ago. We need to consolidate schools, eliminate administration and reduce costs. Classes are held with less than five students. My son attended a class with two students. Waste. And the answer is not "More AP courses". You do not have enough AP kids to fill the classes you have - especially when guidance schedules AP classes against each other. Students cannot take the classes they wish to take. It is a failing district that should be consolidated. Bullying is ridiculous. The current HIB does not protect the student who is bullied and the current administration and staff does NOTHING to help the student who is bullied.
- Mismanagement of funds. Too much money at the top and not enough getting to where it needs to be.
- The community needs some fixing. Better public image and desire to call Hopatcong home. Pride in the town will help to increase pride in school. More parent involvement and emphasis on academic achievement.
- Hopatcong has 2 major challenges. One is itself and its own reputation. People in Hopatcong and neighboring towns look down at our school system. We have made great strides in our district over the last few years. But people have these old misconceptions. Second is our BOE is filled with people more concerned about bringing down the taxes to give back to the towns people so they are taking away from the district. The district needs to move forward but as long

as the current BOE, which is manned by people who have chosen other schools to send their children, to people with outside agendas, and people with taxes on their mind, our district will flounder. We need to enhance our district to make it competitive with the other choice schools.

- Lack of technology in comparison to neighboring school systems. I believe it is because money is mishandled and certain members of the BOE are more concerned about their property taxes on the lake and truly don't care about our school system.
- My children are out of school now, but I really don't understand the big push for the Chromebooks that I understand the students now have. I don't think especially younger children should be spending so much time looking at computer screens. My kids even in college always opted to purchase real books rather than e-books.
- I personally believe, as wonderful as STEAM is, that we are really not looking at our kids. 47% of our graduates attend a 4-year college. Less than half. We are a blue-collar town, which is great, and we need industrial courses; auto shop, electrical, real woodshop classes. We could be THAT school, who offers THOSE courses, and we may attract other districts who want to come to us instead of leaving us.
- Self-serving board members, who are only concerned about their lakefronts taxes
- The BOE's personal agenda to cut their taxes by taking away the district's money is a major challenge. These board members are not looking out for the best interests of our children. The district also needed a highly qualified leader who is present and ready to tackle budget issues and make decisions in the best interest of our students.
- Moving forward with STEAM. We have a BOE more concerned about their property taxes than the education of Hopatcong students.
- The current BOE has an agenda to lower their property taxes. With a board that doesn't care about the kids, it will only get worse.

The common core is not working.

- Academics: reputation-wise, it's poor. No two ways about it--whether we like it or not, that is what everyone thinks. And when the test results come out, it confirmed that our kids come out at the bottom. Even the Honors students don't do well when they apply to colleges. Our SAT scores are low, even for the top kids.

Money: We spend more than almost everyone else, and my goodness, we still come out at the bottom.

- Somehow, public opinion needs to change because there is so much negative speech about Hopatcong. Maybe better publicity? More articles published? More positive feed on the Hopatcong Police social media page? It all effects the perspective of Hopatcong.

The school calendar should be more user friendly regarding seeing website on mobile phone.

- Supplies are always in short demand. We are a school, we need ink, labels, tape, etc. Why can't each building have things that are needed on a daily basis?
- Declining enrollment, decline in property tax revenue as people abandon homes or move, double up with other family members so that one home houses two or more families, decline in revenue from property taxes and businesses, parents sending students to Choice schools as

now costs per student is paid out to other districts, cost to educate special needs children out costs the amount of amount received.

- Parents who complain too much while not really understanding how a school system really operates. Many parents just want the district to cut, cut, cut taxes without a second thought. Others just want to throw more money the problems. I believe our schools have an unfair reputation and portrayal in the media due to test scores. We need a better way to assess how our students are really doing.

Please also briefly note HSD's major accomplishments and why.

- The district has incorporated more opportunities for students in all grades. A few opportunities are broader course offerings, more clubs, interesting and unique events at the elementary schools, Camp Innovate, and Chromebook.
- Hopatcong's Special Education programs are outstanding. Again, they are looked down on by the administration noted above as those students don't meet the boards vision.
- I think the use of technology at every grade level is amazing. The use of the smart board, computers, iPads, and Chromebooks shows that the district is aware of the changing culture our graduates will walk into and are trying to prepare them with knowledge as well as technology.
- Commitment to student achievement, advances in STEAM, introduction of new writing and reading workshop, Chromebook initiative.
- HSD has been advertising more frequently about BOE Meetings, and Parent Advisory meetings trying to get more parents involved.

HSD this year provided school supplies for everyone. Although the information provided was lacking (see communication issue above) it was a great campaign unfortunately I think this fell short because of the communication issues.

- Reinstating some of the AP courses they cut.
- Excellent faculty.
- Under the guidance of superintendent on leave, the district has been making great strides forward to improving student achievement. By any measure, students are increasing their skills. She has aggressively pursued grants to introduce new programs, provided increased teacher training to improve their skills, created an organization that knows what is expected of them and has in every instance put the needs of the students above the politics of the board. She has brought pride back into the district. You can see it in the faces of the students, staff and parents. Relations have never been better between the administration and the staff. Unfortunately, she is being forced to retire by the board because she puts the students above the politics. I fear that all she has accomplished will be undone for the sake of lowering taxes.
- Resurrection of some college credit programs, maker-space, summer programs to keep kids engaged.
- NONE.

- The previous superintendent, who's on medical leave currently, put back the AP classes, enrichment programs, and SAT prep classes. She also put the honors track back in the middle school with plans to implement one in the lower grades. She purchased iPads and Chromebooks for all kids starting in 1st grade.
- One great example is the music program. The marching band has grown and those kids seem to excel in a variety of areas. Parents are involved and teachers. HSD has made great progress with bringing new programs to the schools.
- Maker space, chrome books, steam, fit, the connection with the community college. These things are in place to help make us more competitive but it needs to keep moving forward.
- I only have experience with the high school, but I think my children received a good education there from some great teachers. My children have gone on to do very well in college and beyond.
- Special education department is wonderful because we start in preschool and continue until they reach the age of 21. Elementary schools are fantastic they have books and beyond, makers space, science fairs. Unfortunately, this all ends when they reach middle school.
- Chromebooks, extracurriculars.
- HSD has many wonderful highly qualified teachers who have a genuine interest in educating our children and who go above and beyond to get funding to bring in programs. The Chrome Book initiative is also a great accomplishment and gives the students a great advantage.
- The superintendent currently on medical leave has tried to forge ahead with moving our school curriculum into the future despite an uncooperative BOE.
- Bringing back trades is a bonus. Keeping class room sizes smaller allows for better teaching.
- It is a top district for special needs and special education. It has been achieved at the expense of the rest of the student body. If we were able to create a top-recognized special ed program, why can't we create a top notch academic program? It seems like academics are not valued. Athletes are lauded in the high school, but the academic kids are not (at least until recently, after loud complaints from parents).
- The test scores have moved in a positive direction therefore affecting our placement on the state list.
- New board members are a plus especially the president since he was a product of the Hopatcong Schools.
- I truly believe that getting Hopatcong's name out into the state as an action school shows innovation.
- Many people criticize the of the PR that comes with initiatives but if HSD is selected then we must be doing something right!
- Hiring wonderful teachers & staff that care a great deal about our students. I believe after our kids; the teachers are our greatest assets. An amazing pre-school disabled program. Implementation of full day Kindergarten. Successful Camp Innovate Program. Ensuring all of our students have access to technology so they can learn/compete in the world market when

they get there. I have 4 children who have attended all of the schools save the HS, and I believe there is success in all the schools.

What are some key insights (positive or negative) that you would like PCG to know about HSD?

- I still hear people talking about how much better choice schools are than Hopatcong; however, these same people offer very few details about what make the choice schools better. If these claims have any truth, can we please find out what t these other schools are doing or offering that Hopatcong is not? I also wish that there were more elective opportunities in the Middle School; things like Home Economics, which I know some of the choice school provide.
- Hopatcong has EXTREMELY dedicated teachers who give of their time and their own resources to help their students. The administration I have noted has made them feel unappreciated and worthless.
- The ease of talking to the principals is great. The School Board is open to hearing from anyone on any subject, and they are quick to give you the avenues to solve your problems as well as follow up with you to make sure your issues are being handled. I had an issue last school year, and I found that the members of the school board listened to what I had to say, let me know who to follow up with, aided me in going through the proper channels to have my issue addressed, and then followed up with me to make sure my issue was handled and if there was anything else I needed.

- We are our worst enemy. So many townspeople speak negatively about our town and school system.

We need to be current with the programs other districts are using and our curriculum needs to constantly be updated. Reading and Writing Workshop has been around for a decade.

- We should lengthen the school day by a 1/2 hour to bridge the learning gap. Most neighboring schools go a full 7 hours.

We need a niche to draw people to the district - like a math academy, IB program, auto-shop or trade program.

We should move to block scheduling in the MS and HS since they are taking more than one period of math and English as it is. Students should not move as coherent from period to period. An advanced math student should not be forced to take advanced English. There should be computer electives offered at the middle school level.

- Child Study Team process is great and participants within the district are excellent to work with.

We as parents WANT to keep our children here but we need to also provide them all that we can - we need to find ways to bring back sports, electives and other after activities that make parents want to stay in town for schooling.

- We have academic support for students in elementary schools (sometimes 3 days a week) but then they get to middle school and there is no academic support. We have a study center but it is only available to students at lunch for 15 minutes for extra help. We have all these STEAM initiatives for students but we still have students struggling to read and do math. We need to work on the basics before we take them to a level that is above them. We are missing that middle step for these learners. Study skills and organizational skills are just as important to students coming into the middle school.

- Hopatcong is a good district that needs to give more positive feedback to their teachers, and needs to develop a stronger discipline policy for HS and MS and enforce it.
- Test scores are increasing.

Programs (especially camp innovate) have instilled in the students a desire to learn.

The STEAM initiative has been extremely successful.

Our Arts Infusion program has been held as a model to follow by the state.

Some of our teachers have been given national recognition for programs they developed.

Chief pride is back.

The Board claims that they want to be transparent yet their actions prove otherwise.

The board is supposed to be independent, but they bow to the will of a political PAC and the Borough Administration.

There are too many personal relationships between the Board, the political PAC, the Borough and the local Republican Club.

The Board on numerous occasions has violated their own Code of Ethics to get what they want, not what is needed.

The newest members of the Board do not have a clue on how a school district is supposed to work.

- Too many buildings for the population we have, too much overhead. Teachers are not the problem, inept superintendents and too many administrative leaders is the problem.
- The Board is clueless about what is really happening in the schools. They approved programs thinking they are implemented but they are not. The Board believes that the Administration is effective. The students insult the Administration and mock them and they don't even know it. Look on Snap Chat and see how bad the students mock the principals. They are clueless. And the Bullying is rampant and almost no HIB's filed. Admin does not see what is going on or just wants to turn their heads away.
- There is nothing positive in this district.
- Administrators are making far too much money. If someone looked at other districts with comparable taxes, there's a glaring difference between them and Hopatcong's programs, test scores, and graduation rates. They have top notch programs and higher graduation rates. Why?
- Positives would be how wonderful the kids are and that they all deserve the very best. Negatives are a little more complicated because a majority of issues are outside of school (home life, parent involvement, etc.).
- Our BOE. Or at least 7 out of the 9 have a private agenda to lower taxes and they should be replaced with people that actually care about our children's education.

- I hope you find a new superintendent who will be a lot better than the previous one, although honestly it would be hard to find anyone worse, so the new one will have to be an improvement.
- The current BOE is working for the best interest of the district and all the students. We are overrun with administration; however, they can't seem to see why the students are leaving the district. I don't believe any of the administration lives in town, nor do they have kids in the district. It's much different when your child is living the day to day.
- Sneaky board of education.
- This is a wonderful school district that needs people who are fully invested in our children. We need to make sure the budget is not being wasted and that it goes to the children and the teachers.
- We have a high special education population which drives up costs and people move to our town because of our excellent programs and child study team.
- We are a working class, family oriented community. The minority (being the wealthy) seem to be making very important decisions for the majority. Communication can always be better.
- School lunches are a bit costly. I'd prefer to see water free and not slushies. Ask the students. Parents are always willing to volunteer their time and money for the betterment of the students. This is a beautiful thing but goes unnoticed, because our board is too busy bashing our schools. The negative I see again, is most of the BOE monopolizing all elected positions. I am unsure why ethics committees have not been formed to look further into this but should be reviewing. The fun of learning has been ruined by common core. Bring back old-fashioned math.
- Not everyone is going to college. Let's leave those decisions to the families. We can always use new trades, or start the shared program with vo-tech again.
- It feels hopeless. Our expenses are so high because we've lost so many students. We are a poor town with a low commercial tax base, so property owners have to shoulder the financial burden of the school district. But residents can't shoulder the tax burden anymore, so what do we do? The academic students are gone for the most part. We have left the more academically challenged students left. The district has a reputation for being academically poor, and it's a reputation that is hard to leave behind. It's difficult to attract families to our town because the academic results look bad. Families either buy homes elsewhere or they send their children to school somewhere else.
- Great teachers and friendly neighbors. The teachers care about the students and want them to succeed. The principals are always present with regard to student activities.
- Morale is low and communication is lacking.
- Principals and administration do MANY jobs, too many jobs. They are spread too thin within their assigned buildings. Another key insight is the bullying and uncompromising demands that the union puts on the district. Regardless of union SAYS the administrations says about employees behind doors and during negotiations, the administration always does the right thing based on all of the factors.
- I am not sure the union always has the children's learning as its top priority, but the administration does. The local union does not make anything easy to deal with.

- I believe the district has made many improvements over the last few years, but there is a lot of work that needs to be done. I for one am curious as to how we can allocate our dollars to benefit students the most. I'm looking forward to the results of this audit.



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