

EDUCATION

STATE BOARD OF EDUCATION

Evaluation of the Performance of School Districts

Proposed Amendments: N.J.A.C. 6A:30-1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 5.7, 6.2, 6.6, and 7.2

Proposed Repeals: N.J.A.C. 6A:30-3.4 and 8

Proposed Repeals and New Rules: N.J.A.C. 6A:30 Appendices A and B

Proposed New Rule: N.J.A.C. 6A:30 Appendix C

Authorized By: Christopher Cerf, Acting Commissioner, Department of Education.

Authority: P.L. 2005, c. 235 and P.L. 2007, c. 16; and N.J.S.A. 18A:7A-1 et seq.

Calendar Reference: See Summary below for explanation of exception to calendar requirement.

Proposal Number: PRN 2011- 255.

Submit written comments by February 17, 2012 to:

Paula Bloom

County Office Administrative Unit

New Jersey Department of Education

River View Executive Plaza

Building 100, P.O. Box 500

Trenton, New Jersey 08625-0500

The agency proposal follows:

Summary

The Department of Education is proposing to amend the current rules at N.J.A.C. 6A:30, Evaluation of the Performance of School Districts, that implement a monitoring and evaluation system for public school districts and county special services school districts.

Public Law 2005, c. 235 and Public Law 2007, c. 16 amended N.J.S.A. 18A:7A-1 et seq. to establish a new monitoring and evaluation system of public school districts, entitled the New Jersey Quality Single Accountability Continuum (NJQSAC). Public Law 2007, c. 16 sets forth the procedure for promulgating rules and regulations to implement the new monitoring system for the 36-month period following enactment of the legislation (January 24, 2007). N.J.S.A. 18A:7A-53.1 provides that the Commissioner could, for a period of 12 months following the effective date of the statute, adopt, immediately upon filing with the Office of Administrative Law, rules and regulations deemed necessary to implement the law. All such rules so adopted by the Commissioner expired no later than 12 months following the effective date of the statute, and thereafter had to be amended, adopted or re-adopted during the following 24-month period by the Commissioner in accordance with the provisions of P.L. 1968, c. 410, N.J.S.A. 52:14B-1 et seq. All rules and regulations adopted by the Commissioner as described above will expire no later than 36 months following the effective date of P.L. 2007, c. 16, and must thereafter be amended, adopted or readopted by the State Board.

Pursuant to these requirements, in February 2007, the Commissioner of the Department of Education adopted rules that were effective immediately upon filing in order to quickly implement NJQSAC. The Commissioner then readopted the rules with amendments on March 11, 2008, amended the rules on January 20, 2009, and amended the rules and adopted new

rules on January 19, 2010 in accordance with the provisions of N.J.S.A. 52:14B-1 et seq. On June 24, 2010, the State Board readopted the rules with amendments pursuant to N.J.S.A. 52:14B-1 et seq., as required by P.L. 2007, c. 16, to continue the implementation of NJQSAC.

The NJQSAC monitoring and evaluation system for public school districts establishes a comprehensive single accountability system. Under NJQSAC, public school districts are evaluated in five key component areas of school district effectiveness—instruction and program, fiscal management, governance, personnel, and operations—to determine the extent to which a thorough and efficient education is being provided. The standards and criteria used to evaluate school districts will assess both actual achievement and progress toward proficiency, local capacity to operate without State intervention, and the need for support and assistance provided by the State. Under NJQSAC, once a public school district is identified as requiring assistance in one or more of the five areas of school district effectiveness, the Department and the district will work collaboratively to improve district performance in those targeted areas. The measures used to achieve this goal include evaluations of the district by the Department, collaborative development of a district improvement plan, close monitoring of the implementation of the plan, and the provision of technical assistance as appropriate. In circumstances where a district fails to develop or implement an improvement plan as required, or other emergent circumstances warrant, the Department may seek full or partial intervention in the district to effect the changes necessary to build local capacity to provide a thorough and efficient education.

NJQSAC provides an in-depth assessment of district practices and capacity in each of the five areas of school district effectiveness. As a result, the Department is able to target remedial measures, such as technical assistance, partial or full intervention, to those areas of need in a

particular school district. In addition, NJQSAC provides clear guidelines for initiating and withdrawing from partial or full State intervention in a public school district.

An NJQSAC Task Force comprised of educators, administrators and district board members from throughout the State, as well as Department staff, reviewed all components of the NJQSAC rules and proposed amendments to create a process that focuses on the critical components of school district effectiveness. The proposed amendments to the NJQSAC process will allow districts to focus attention and resources on factors that directly impact student achievement, fiscal accountability and local district governance. The amendments to the NJQSAC process create a more concise self-evaluation for districts as well as an accountability tool for the Department. The Department and the NJQSAC Task Force members evaluated existing requirements and focused on the factors that most affect student achievement and college and career readiness. The Task force also examined how to create a less cumbersome process for districts. As a result, the Department proposes to repeal the current Appendices A and B and also proposes three new documents: the NJQSAC District Performance Review (DPR) (Appendix A), the NJQSAC DPR for the County Special Services School Districts (Appendix B), and the Statement of Assurance (Appendix C).

Appendices A and B are the DPR documents that are used to self-evaluate and monitor the five key component areas, instruction and program, fiscal management, governance, personnel, and operations. In addition to the evaluation of indicators in the DPR, the Department is proposing a supplemental accountability tool called the Statement of Assurance (SOA, Appendix C), which districts will complete annually. Districts will use the SOA during the intervening years of the NJQSAC process, as a self-assessment tool for the five key component

areas. During the NJQSAC monitoring year, the Department will also use the SOA to evaluate the five key component areas of school district effectiveness. Many of the operations and personnel indicators of the existing DPRs will be relocated to the proposed Statement of Assurance as well as some instruction and program, fiscal management and governance indicators.

As the Department has provided a 60-day comment period in this notice of proposal, this notice is exempted from the rulemaking calendar requirement, pursuant to N.J.A.C. 1:30-3.3(a)5. The following summary provides a brief overview of the proposed amendments and new rules:

Subchapter 1. Purpose, Scope and Definitions

N.J.A.C. 6A:30-1.2 Definitions

The amendments to N.J.A.C. 6A:30-1.2 set forth an amended definition for “Statement of Assurance” and a new definition for “declaration page.” In the current District Performance Review (DPR) documents, the “Statement of Assurance” was the section that verified the accuracy of the responses on the school district’s DPR self assessment. The amended term defined by this definition is “declaration page.” An amendment to the term defined was made so not to confuse it with the proposed new document titled “Statement of Assurance,” as described below in the Summary under the section headed “Appendix C. Statement of Assurance.” Therefore, the Department proposes to amend the definition of “Statement of Assurance” to describe the purpose of the proposed new document.

Subchapter 2. NJQSAC Components of School District Effectiveness Indicators

N.J.A.C. 6A:30-2.2 Quality performance indicators of school district effectiveness

The Department proposes to delete all references to N.J.A.C. 6A:30-3.4 as that section is proposed to be repealed, as discussed below. Any references to that section will no longer be relevant.

Subchapter 3. Comprehensive Review of Public School Districts

N.J.A.C. 6A:30-3.1 General requirements

The general requirements of this section will remain the same; however, the Department proposes to delete the initial clause of the first sentence in subsection (a) because it is no longer relevant, as the Statewide transition to NJQSAC has occurred. The clause reads, “Once the initial transition to the NJQSAC monitoring and evaluation system pursuant to N.J.A.C. 6A:30-8 has been completed,...” The subsection will now begin with “The Commissioner shall conduct...” The Department also proposes to delete all references to N.J.A.C. 6A:30-3.4 and 8 as both are proposed for repeal, as discussed below. Any references to those rules will no longer be relevant.

Additionally, the Department proposes to add new subsection (e) in reference to the proposed Appendix C, Statement of Assurance. The new subsection will provide guidance to districts for the proper use of the proposed Statement of Assurance document.

N.J.A.C. 6A:30-3.2 District Performance Review

The general requirements of this section will remain the same. The term “statement of assurance” has been replaced throughout the section with “declaration page,” where appropriate.

The Department also proposes to delete all references to N.J.A.C. 6A:30-3.4 and 8 as both are proposed for repeal. Any references to those rules will no longer be relevant.

N.J.A.C. 6A:30-3.3 Review and evaluation of District Performance Reviews

The general requirements of this section will remain the same. The term “declaration page” has been added throughout to replace “statement of assurance.”

N.J.A.C. 6A:30-3.4 Comprehensive review of public school districts in Need of Improvement Status

The Department is proposing to repeal N.J.A.C. 6A:30-3.4 because it requires an immediate comprehensive review of school districts that were designated “Districts in Need of Improvement.” This requirement is no longer necessary, as these reviews have occurred.

Subchapter 4. Performance Continuum

N.J.A.C. 6A:30-4.1 General requirements

The Department proposes to extend the deadline for the final determination for school districts that have undergone a comprehensive review during that school year, from April 30 to June 30. This allows the district to have more time to complete the self-evaluation and submit it to the Executive County Superintendent. This amendment also allows more time for an in-depth evaluation and report of the district's compliance with all required elements of NJQSAC.

Additionally, the Department proposes to delete the following portion of the first sentence in subsection (a) because it is no longer relevant, as all public school districts have been fully phased into the NJQSAC process: "...or where the Commissioner is phasing a public school district into the NJQSAC process pursuant to N.J.S.A. 18A:7A-53 and N.J.A.C. 6A:30-8.2(a)..."

Subchapter 5. Improvement Activities to Support Student Achievement in Public School

Districts

N.J.A.C. 6A:30-5.7 Assistance provided to public school districts through the NJQSAC district improvement plan

The Department proposes to delete N.J.A.C. 6A:30-5.7(c)4 as it references N.J.A.C. 6A:30-3.4 and 8 and both the referenced section and subchapter are proposed for repeal. Any references to those rules will no longer be relevant.

Subchapter 6. Intervention Activities

N.J.A.C. 6A:30-6.2 Factors for Initiating State Intervention

N.J.A.C. 6A:30-6.6 Procedure for Initiating Full State Intervention

The Department proposes to add language at N.J.A.C. 6A:30-6.2(b) and 6.6(a) which does not allow a district, that has a State fiscal monitor, appointed by the Commissioner of Education pursuant to N.J.S.A. 18A:7A-55 et al., to score above a 49 percent in the Fiscal Management component of the DPR.

Subchapter 7. Withdrawal from Partial or Full State Intervention

N.J.A.C. 6A:30-7.2 Procedures for transition to partial State intervention or to local control

The Department proposes to delete the reference to N.J.A.C. 6A:30-8.3 as Subchapter 8 is proposed to be repealed. Any references to that subchapter will no longer be relevant.

Subchapter 8. Transition of All Public School Districts to the NJQSAC Monitoring and Evaluation System

The Department proposes to repeal the entire subchapter, N.J.A.C. 6A:30-8. This subchapter states the process by which all public school districts shall be transitioned into the NJQSAC evaluation cycle. As of the date of these amendments, all public school districts have been transitioned into the NJQSAC cycle. This section is no longer relevant.

N.J.A.C. 6A:30 Appendix A

The Department proposes to repeal all of Appendix A. Due to the extensive modifications to the existing District Performance Reviews (DPR) and the addition of the Statement of Assurance into the NJQSAC process, a proposed new version of the DPR (Appendix A) has been created. Previously, the five key component areas on which school districts were evaluated were separated into five DPRs. The Department proposes to create one DPR document for ease of use and consistency of review. A detailed comparison of the current indicators to the proposed new indicators follows:

Instruction and Program DPR – Section A

A1: The Department proposes to relocate this indicator to the new Instruction and Program indicator 1.

New Indicator 1a: The Department proposes to relocate the current indicator A1 to the proposed new Instruction and Program indicator 1. Additional documentation for verification was added. The point value for this indicator will be three.

New Indicator 1b: The Department proposes to create this indicator to account for third grade Adequate Yearly Progress (AYP) in Language Arts Literacy. The point value for this indicator will be one.

New Indicator 1c: The Department proposes to create this indicator to account for eighth grade AYP in Language Arts Literacy. The point value for this indicator will be one.

A2: The Department proposes to relocate this indicator to the new Instruction and Program indicator 2. Additional documentation for verification was added.

New Indicator 2: The Department proposes to relocate the current indicator A2 to the proposed new Instruction and Program indicator 2. The point value for this indicator will be three.

A3a and b: The Department proposes not to include this indicator as written because an alternative, more equitable calculation for progress in State assessment Language Arts Literacy (LAL) is being proposed to replace this indicator at the new Instruction and Program indicator 3a through 3h.

New Indicator 3a through h: The Department proposes to create this indicator as written to reflect the changes proposed in the calculation of student progress in state assessment scores within each district in LAL. The Department also proposes to create directions to guide the districts and Department staff on the proper way to score this indicator. The point value of this indicator will fluctuate depending upon which proficiency level of LAL the district has reached. Point allocation is dependent on how the total school population performs on the state assessment. Below is the proposed point distribution for this indicator for the school year 2011-2012:

≥ 95 percent	10 points
≥ 85 - 94.9 percent	Eight points
≥ 75 - 84.9 percent	Six points
< 75 percent but makes at least five percent progress	Five points
< 75 percent but makes at least four percent progress	Four points
< 75 percent but makes at least three percent progress	Three points
< 75 percent but makes at least two percent progress	Two points
< 75 percent but makes at least one percent progress	One point

A4: The Department proposes to repeal this indicator; it was previously left blank.

A5a and b: The Department proposes not to include this indicator as written because an alternative, more equitable calculation for progress in state assessment Mathematics is being proposed to replace this indicator at the new Instruction and Program indicator 4a through 4h.

New Indicator 4a through h: The Department proposes to create this indicator to reflect the changes proposed in the calculation of student progress in state assessment scores within each district in Mathematics. The Department also proposes to create directions to guide the districts and Department staff on the proper way to score this indicator. The point value of this indicator will fluctuate depending upon which proficiency level of Mathematics the district has reached. Point allocation is dependent on how the total school population performs on the state assessment. Below is the proposed point distribution for this indicator for the school year 2011-2012:

≥ 95 percent	10 points
≥ 85 - 94.9 percent	Eight points
≥ 75 - 84.9 percent	Six points
< 75 percent but makes at least five percent progress	Five points
< 75 percent but makes at least four percent progress	Four points
< 75 percent but makes at least three percent progress	Three points
< 75 percent but makes at least two percent progress	Two points
< 75 percent but makes at least one percent progress	One point

A6: The Department proposes to relocate existing indicator A6 to Instruction and Program indicator 5.

New Indicator 5: The Department proposes to relocate the current indicator to this indicator. The point value for this indicator will be two.

A7: The Department proposes to relocate existing indicator A7 to A6. The Department proposes to amend the indicator by deleting the word “district’s” as it is unnecessary.

New Indicator 6: The Department proposes to relocate the current indicator A7 with amendments, to this indicator. The point value for this indicator will be four.

New Indicator 7a through 7d: The Department proposes to relocate language from indicator F1a to this section in order to evaluate student performance based on the adjusted cohort graduation rate with other student performance indicators. The maximum point value for this indicator will be four. Scoring for this indicator will be graduated based on the percentage of high school students that graduate by way of the High School Proficiency Assessment (HSPA).

Below is the proposed point distribution for this indicator:

≥ 95 percent	Four points
≥ 90 - 94.9 percent	Three points
≥ 85 - 89.9 percent	Two points
≥ 80 - 84.9 percent	One point

A8a through e: The Department proposes to combine the requirements of the current indicator A8a through e into one comprehensive indicator monitoring the analysis and use of student achievement data. The new proposed indicator is Instruction and Program indicator 8.

New Indicator 8: The Department proposes to relocate the current indicator A8a through e, with amendments, to this indicator. The point value for this indicator will be three.

A9a: The Department proposes to amend this indicator to include “Common Core State Standards (CCSS)” when referencing the “New Jersey Core Curriculum Content Standards (NJCCS).” The Department proposes the following additional amendments to this indicator:

- Delete second bullet point; “Lack of district/school assessments or the use of assessments not aligned to the curriculum and the NJCCCS,” because all schools are required to align all assessments with the NJCCS.
- Delete two bullet points because they are unnecessary since all schools are required to teach every student to the aligned curricula. The deleted indicator reads as follows:
 - “Students with disabilities are not taught the aligned curriculum or unaligned materials are used,” and
 - “ELLs are not taught the aligned curriculum or unaligned materials are used”.
- Include the following new language in indicator A9a identifying two additional causes for subgroup populations not meeting AYP:
 - Annual Measurable Achievement Objective (AMAO) for making progress; and
 - Attaining English Language Proficiency.
- Renumber the indicator to 9.

New Indicator 9: The Department proposes to relocate the current indicator A9a with amendments to this indicator. The point value for this indicator will be four.

A9b: The Department proposes to amend this indicator to include “Common Core State Standards (CCSS)” when referencing the “New Jersey Core Curriculum Content Standards (NJCCS).” The Department proposes the following additional amendments to this indicator:

- Delete two bullet points because they are unnecessary since all schools are required to teach every student to the aligned curricula. The deleted indicator reads as follows:
 - “Students with disabilities are not taught the aligned curriculum or unaligned materials are used,” and
 - “ELLs are not taught the aligned curriculum or unaligned materials are used”.
- Include the following new language in A9a identifying two additional causes for subgroup populations not meeting AYP:
 - Annual Measurable Achievement Objective (AMAO) for making progress; and
 - Attaining English Language Proficiency.
- Renumber the indicator to 10.

New Indicator 10: The Department proposes to relocate the current indicator A9b with amendments to this indicator. The point value for this indicator will be four.

A10a: The Department proposes to relocate the information in this indicator to the new indicator A11.

New Indicator 11: The Department proposes to relocate the current indicator A10a to this indicator. The point value for this indicator will be four.

A10b: The Department proposes not to include this indicator because districts currently submit DINI Plans to the Title I Office for review so it is duplicative monitoring by the Department.

A11a: The Department proposes not to include this indicator to allow districts flexibility in addressing standard efficiencies.

A11b: The Department proposes not to include this indicator as it is monitored by the Title I Office in the Department so it is duplicate monitoring through the NJQSAC process.

A12a through e: The Department proposes to combine the information in this indicator into one statement for ease in monitoring. The Department proposes to renumber indicator A12a through e to Instruction and Program indicator 12.

A12f and A13: The Department proposes to relocate the requirements in this indicator to the proposed Instruction and Program Statement of Assurance item 1. The information in these indicators is assessed annually and is better accounted for in the SOA.

New Indicator 12: The Department proposes to relocate the information from current indicator A12a through e to the proposed new indicator 12. The point value for this indicator will be four.

Instruction and Program DPR – Section B

B1: The Department proposes to relocate this indicator to the proposed new Instruction and Program Statement of Assurance item 3 with amendments to clarify that the district must provide the date that the curriculum was created or revised and approved by the district board. The Department also proposes to add Common Core State Standards “CCSS” to the language of the indicator.

B2: The Department proposes to relocate the information in this indicator with some changes in language for clarity, to the Instruction and Program indicator 13. The Department also proposes to add “CCSS” to the indicator.

New Indicator 13: The Department proposes to create a new indicator from the current indicator B2 with amendments, as previously noted. Additional documentation for verification was added. The point value for this indicator will be three.

B3: The Department proposes to relocate this indicator to the proposed new Instruction and Program indicator 14 with amendments to the language for clarity in understanding.

New Indicator 14: The Department proposes to create a new indicator from the current indicator B3, with amendments, as previously noted. Additional documentation for verification was added. The point value for this indicator will be three.

B4, B5, B6, and B7: The Department proposes to combine the information in these indicators into one concise new Instruction and Program indicator 15, to monitor articulation of the curricula.

New Indicator 15: The Department proposes to create this new indicator from the current indicators B4, B5, B6, and B7 to ensure that curriculum in each of the content areas being monitored is integrated horizontally and vertically among all grades, content areas, schools and grade level transition points. The point value for this indicator will be three.

B8: The Department proposes to replace this indicator with language from the current indicator F5 in Instruction and Program, to reflect high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1. The Department also proposes to relocate the amended indicator from B8 to the proposed new Instruction and Program indicator 16.

New Indicator 16: The Department proposes to create a new Instruction and Program indicator from the current indicator B8 including the amendments, as previously noted. The point value for this indicator will be two.

Instruction and Program DPR-Section C

C1a: The Department proposes to relocate the information from this indicator, with amendments to the language to more concisely monitor the supervision of instructional strategies. The

proposed new indicator 19a is a combination of the requirements from the current C1a and C1c indicator.

New Indicator 17a: The Department proposes to create a new indicator by combining information in the current C1a and C1c indicator to more concisely monitor the district supervision of instructional strategies. The point value for this indicator will be six.

C1b: The Department proposes to relocate this indicator, with amendments, to a proposed new Instruction and Program indicator 18b. The Department proposes to amend the indicator language to clarify the purpose of the indicators, and to reference the Common Core Standards (CCS).

New Indicator 17b: The Department proposes to create a new indicator from the current indicator C1b, with amendments, as previously described. Additional documentation for verification was added. The point value for this indicator will be six.

C1c: The Department proposes to combine the requirements of this indicator with requirements from the current indicator C1a to more concisely monitor the supervision of instructional strategies. The Department proposes to renumber the proposed indicator to 17a.

C1d: The Department proposes not to include this indicator if the new indicators 17a and 17b are satisfied and implemented then this would be duplicate information.

C2: The Department proposes not to include this indicator in order to allow districts flexibility in the development of individual teacher lesson plans.

C3: The Department proposes not to include this indicator as feedback on student performance is provided on a regular basis through Statewide assessments and other reporting mechanisms to the parents and guardians. The intent of this indicator is located in the proposed Instruction and Program, Statement of Assurance item 1.

C4: The Department proposes not to include this indicator because the intent is in the proposed amendments of indicators C1b, C1c and the Instruction and Program indicator 17.

C5a through e, C6a through d, C7a and b, and C8: The Department proposes to relocate these indicators with additional information from the current indicators D1b and D3a through d to the proposed new Instruction and Program indicator 17. These indicators address the district's capacity to meet the educational needs of different subgroup populations.

New Indicator 18: The Department proposes to renumber the current indicator C5, with amendments, to the proposed new Instruction and Program indicator 18. The new indicator monitors the district's ability to meet the educational needs of different subgroup populations. Additional documentation for verification was added. The point value for this indicator will be six.

New Indicator 19: The Department proposes to relocate this indicator from the Operations indicators C5a and C5b because student attendance is a gauge of the district's capacity to educate students and can be indicative of student performance. The point value for this indicator will be two.

New Indicator 20: The Department proposes to relocate this indicator from the Operations DPR because attendance is indicative of the district's capacity to educate students and it can be indicative of student performance. The point value for this indicator will be two.

Instruction and Program-Section D

D1a: The Department proposes not to include this indicator because it is duplicative monitoring of a bilingual, ESL or English Language Services plan that is annually submitted to the Department for approval.

D1b: The Department proposes to amend this indicator and relocate the information to the proposed Instruction and Program indicator 17.

D1c and d: The Department proposes not to include this indicator because the intent can be found in the new Instruction and Program indicator 9.

D2a and b: The Department proposes not to include this indicator because it is a duplicative report submission. This report is submitted by the Office of Special Education in the Department.

D3a through d: The Department proposes to amend these indicators and relocate the information about the district's ability to meet the educational needs of subgroup populations to the proposed Instruction and Program indicator 17.

Instruction and Program-Section E

The Department proposes not to include these indicators as written due to a duplication of work already performed by the Office of Early Childhood Education in the Department. A Statement of Assurance item number 5 has been created for the verification of the approval of a pre-school education program by the Division of Early Childhood Education.

Instruction and Program-Section F

F1a: The Department proposes to amend this indicator to reflect the Adjusted Cohort Graduation Rate and relocate the indicator to the proposed Instruction and Program indicator number 7a through 7d.

F1b: The Department proposes to delete this indicator because the deadline to implement the graduation rate has passed and is currently the only measure recognized by the Department.

F2a: The Department proposes not to include this indicator because the information can be calculated and confirmed through the monitoring of proposed new Instruction and Program indicator 7.

F2b: The Department proposes not to include this indicator because the “Special Review Assessment (SRA),” is no longer used in New Jersey.

F3a and b: The Department proposes not to include these indicators due to duplication of monitoring by the Office of Career and Technical Education in the Department and Federal monitoring.

F3c: The Department proposes to relocate this requirement to the Instruction and Program Statement of Assurance item 5 because it requires monitoring more frequently than only during the NJQSAC cycle.

F4a: The Department proposes to relocate the requirements for alternative education to the proposed Instruction and Program indicator 17. The indicator will monitor curriculum, instructional materials, and technology and media resources for all students.

F4b: The Department proposes not to include this indicator due to the redundancy with current indicator F4a, which is being relocated to Instruction and Program indicator 17.

F4c through e: The Department proposes to incorporate the information from this indicator into the proposed Instruction and Program indicator 17.

F5 and F6: The Department proposes to relocate the requirements of these indicators to Instruction and Program, Statement of Assurance item 2 because they are annual requirements pursuant to N.J.A.C. 6A:8-5.1 and should be assessed as such.

New Indicator 21: The Department proposes to create a new indicator that allows a district to receive points based on the Statement of Assurance for Instruction and Program. The maximum point value for this indicator will be 10. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with five items	10 points
Compliance with four items	Eight points
Compliance with three items	Six points
Compliance with two items	Four points
Compliance with one item	Two points
Compliance with no items	0 points

Fiscal Management DPR – Section A

A1a: The Department proposes relocating this indicator to the proposed Governance indicator 3a as it is the responsibility of the district board of education to align the policies and procedures for budgeting and financial planning with district priorities.

A1b: The Department proposes to relocate the information from this indicator to the proposed Fiscal Management Statement of Assurance item 1 because the budget calendar is developed annually and should be monitored as such.

A1c and d: The Department proposes to combine the requirements of this indicator into one proposed Governance indicator 3b.

A2a: The Department proposes to relocate information from this indicator to the proposed new Governance indicators 3a through 3c.

A2b: The Department proposes not to include this indicator as it is included in the Standard Operating Procedure Manual, which is assessed in the proposed new Fiscal Management indicator 2.

A2c and e: The Department proposes to relocate the information in this indicator to the Fiscal Management Statement of Assurance item 2 because the requirements are more effectively monitored on an annual basis.

A3: The Department proposes to relocate this requirement to the Fiscal Management Statement of Assurance item 5; a district rarely receives additional funding for new programs not related to health and safety items or awards of additional State aid and grants for new purposes not included in the original budget.

Fiscal Management DPR-Section B

B1a and b: The Department proposes to combine the requirements of this indicator and include them as the proposed new Fiscal Management indicator number 1. The Department also proposes to add language to the new indicator to reflect the entire process of the Board Secretary's and Treasurer's reports through submission of the report to the board within 60 days.

New Indicator 1: The Department proposes to create a new indicator combining language from the current indicator B1a and B1b to describe the entire process and purpose of the budget status report. The Department also proposes to add language to reflect the transition of the process through submission of the report to the district board within 60 days. The point value for this indicator will be two.

B2a through h: The Department proposes not to include this indicator because it is a component of the district's Standard Operating Procedures Manual, which includes a system of internal controls that will be monitored in the proposed new Fiscal Management indicator 2.

B3: The Department proposes not to include this indicator because it is a component of the district's Standard Operating Procedures Manual, which includes a system of internal controls that will be monitored in the proposed new Fiscal Management indicator 2.

B4b, c, e, and j: The Department proposes not to include this indicator because it is a component of the district's Standard Operating Procedures Manual, which includes a system of internal controls that will be monitored in the proposed new Fiscal Management indicator 2.

B4a: The Department proposes to relocate this information to Fiscal Management Statement of Assurance item 9 for annual accountability purposes.

B4d: The Department proposes to relocate this information to Fiscal Management Statement of Assurance item 10 for annual accountability purposes.

B4f through i: The Department proposes not to include this indicator because of practices within the school district with no regulatory basis. Each school district board ensures that the district has appropriate budgeting software, check signing devices and procedures for handling cash receipts for smooth fiscal operations.

New Indicator 2: The Department proposes to create this indicator to monitor N.J.A.C. 6A:23A-6.4 and 6.6. This allows for the district's standard operating procedures and system of internal controls to be monitored together for efficiency. Additional documentation for verification was added. The point value for this indicator will be two.

B5 a through g: The Department proposes not to include this indicator as the information is a component of the annual audit, which is monitored in the proposed new Fiscal Management 4 and 5.

B6: The Department proposes not to include this indicator as it a component of monitoring the District's Standard Operating Procedures Manual and the system of internal controls that is the proposed new Fiscal Management indicator 2.

B7: The Department proposes to relocate this indicator to the proposed new Fiscal Management indicator number 3.

New Indicator 3: The Department proposes to create this new indicator from the current Fiscal Management indicator B7, with amendments. Additional documentation for verification was added. The point value for this indicator will be two.

B8a through f: The Department proposes not to include this indicator because the items are already provided to the Department annually for review; this modification will reduce duplicate submission of reports.

Fiscal Management DPR-Section C

C1: The Department proposes to relocate this indicator to the proposed new Fiscal Management indicator 4.

New Indicator 4: The Department proposes to relocate current indicator C1 to the proposed new Fiscal Management indicator 4. The point value for this indicator will be two.

C2a: The Department proposes to relocate this indicator with amendments to the proposed new Fiscal Management indicator 5a. The Department also proposes to remove the following language, “the district has submitted the Certificate of Implementation of the CAP by June 30,” to clarify which year the indicator is addressing.

New Indicator 5a: The Department proposes to relocate the amended current indicator C2a to new Fiscal Management indicator 5a. The point value for this indicator will be three.

C2b and c: The Department proposes to relocate this indicator to the new Fiscal Management indicator 5b and c.

New Indicator 5b and c: The Department proposes to relocate current indicator C2b and c to the new Fiscal Management indicator 5b and c. The point value for each section of this indicator will be three.

C2d and C3: The Department proposes to combine these indicators because they are closely related and to increase efficiency in monitoring. The Department also proposes to relocate the amended indicator to the proposed indicator 5d.

New Indicator 5d: The Department proposes to create this indicator from the requirements found in the current C2d and C3 indicators. This will include language regarding end-of-year

over-expenditures and deficit balances. The point value for each section of this indicator will be two.

Fiscal Management-Section D

D1a and b: The Department proposes to amend the language of this indicator for clarity of understanding and consistency in tense use. The Department also proposes to relocate this indicator to the proposed new indicator 6a and b.

New Indicators 6a and b: The Department proposes to relocate indicators D1a and b with minor amendments for clarity of understanding and consistency in tense use. Additional documentation for verification was added. The point value for each section of this indicator will be one.

D1c: The Department proposes to amend this indicator to more accurately reflect the role of the school district, in reference to the district funds that were not spent by the nonpublic schools. The Department proposes to relocate the amended indicator to the proposed new Fiscal Management indicator 6c.

New Indicator 6c: The Department proposes to relocate amended indicator D1c to the proposed new Fiscal Management indicator 6c. Additional documentation for verification was added. The point value for this indicator will be one.

D1d: The Department proposes not to include this indicator because if the NCLB and IDEA grant funds are being spent as budgeted, then this indicator has been met; otherwise, the district has previously submitted a waiver to the Department. All references to Title IV funding have been repealed as the grant no longer exists.

D2a through c: The Department proposes not to include this indicator because they do not apply to all districts. The Department also proposes to relocate the requirements in this indicator to the proposed Fiscal Management Statement of Assurance item 6, so it can be more appropriately assessed, for applicable districts.

D3a through e The Department proposes not to include this indicator because the intent will be monitored in the proposed new Fiscal Management indicator 6a, 6b, and 6c.

D3f: The Department proposes to relocate this indicator to the proposed new Fiscal Management indicator 6d.

New Indicator 6d: The Department proposes to relocate indicator D3f to the proposed new Fiscal Management indicator 6d. Additional documentation for verification was added. The point value for this indicator will be one.

D3g: The Department proposes not to include this indicator because Federal funds are no longer disbursed in advance, but rather in a reimbursement method, so interest would not accumulate.

D4a through d: The Department proposes to relocate this indicator to the new Fiscal Management indicator 7a through d.

New Indicator 7a through d: The Department proposes to relocate the current indicators D4a through d to the new Fiscal Management indicator 7a through d. The point value for each section of the indicator will be two.

Fiscal Management – Section E

E1a through h: The Department proposes not to include this indicator as it is not directly related to any Federal or State statute and code, but rather an assessment of best practices in fiscal management efficiencies.

E2a through h: The Department proposes not to include this indicator because of duplicate monitoring by the Department during the annual budget reviews.

E3 and E4: The Department proposes not to include this indicator because of duplicate monitoring by the Department during the annual budget reviews.

E5: The Department proposes not to include this indicator as it is not directly related to any Federal or State statute and code, but rather an assessment of best practices in fiscal management efficiencies.

New Indicator 8: The Department proposes to create this indicator by combining Operations DPR indicator A1b and c. Assessment of the implementation of Long Range Facilities Plans is more appropriately monitored in the Fiscal Management DPRs because of the close relationship between fiscal management and facilities management. The point value for this indicator will be one.

New Indicator 9a through c: The Department proposes to relocate Operations DPR indicator A3a through c to this location for monitoring under the Fiscal Management DPR. The point value for 9a and 9c will be two and the point value for 9b will be four.

New Indicator 10: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Fiscal Management. The maximum point value for this indicator will be ten. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with 10 items	10 points
Compliance with nine items	Nine points
Compliance with eight items	Eight points
Compliance with seven items	Seven points
Compliance with six items	Six points
Compliance with five items	Five points
Compliance with four items	Four points
Compliance with three items	Three points
Compliance with two items	Two points

Compliance with one item	One point
Compliance with no items	0 points

Governance DPR-Section A

A1 and A2: The information contained in these indicators duplicate the requirements found in the proposed Instruction and Program section of the SOA, so the Department proposes not to include these indicators. All students must master both the NJCCS and the CCSS, so there is no need to monitor the board's development of this information.

A3: This indicator is common practice in the development of curriculum and is not necessary to monitor through the NJQSAC process. All responsibilities concerning equality of education including the Equity Plan will be assessed in the Governance Statement of Assurance item 1.

A4: The Department proposes to monitor the responsibilities of a chief school through the proposed new Governance indicators 2 and 3.

Governance DPR-Section B

B1: The Department proposes not to include this information in NJQSAC because it is too broad to require a district board to provide documentation to support success in this indicator and cannot be effectively monitored. N.J.S.A. 18A:11-1 requires the district board of education to uphold all rules and regulations of the State Board and Commissioner.

B2: The Department proposes not to include this information in NJQSAC because it is a training requirement that is conducted on an annual basis through the New Jersey School Boards Association and not the Department.

B3: The Department proposes to relocate the requirements in this indicator to the proposed Governance Statement of Assurance item 3. The requirements must be conducted and accounted for on an annual basis.

B4: The Department proposes to relocate the requirements in this indicator to the proposed Governance Statement of Assurance item 3. The requirements must be conducted and accounted for on an annual basis.

B5: The Department proposes to account for the information in this indicator in the proposed Governance Statement of Assurance item 4. The requirements must be conducted and accounted for on an annual basis.

Governance DPR-Section C

C1, C2, and C3: The Department proposes to combine the requirements of these indicators and relocate the information to the proposed Governance Statement of Assurance item 5. The requirements must be conducted and accounted for on an annual basis.

C4: The Department proposes to account for the information in this indicator in the proposed Governance Statement of Assurance item 4. It is an ethics requirement demonstrated in the meeting minutes that are accounted for in the SOA.

C5: The Department proposes to relocate the information in this indicator to a proposed Governance Statement of Assurance item 2 because this is a policy that needs little modification once it is established by the district board.

C6: The requirements of contracting services and goods are located in the proposed Fiscal Management indicators 4 and 5, pertaining to the annual audit so the Department is proposing not to include this as a separate indicator, to avoid duplicate monitoring.

Governance DPR-Section D

D1, D2, and D3: The Department proposes to combine these indicators into one indicator for clarity and conciseness in monitoring. The information is relocated to the new Governance indicator 1.

New Indicator 1: The Department proposes combining the information from the current D1, D2, and D3 indicators and creating one new Governance indicator 1. The new indicator monitors board development and adoption of policies and procedures. The point value for this indicator will be eight.

D4: The Department proposes not to include this indicator in the proposed DPR because the intent of this indicator is located in the Operations section of the Statement of Assurance requirements concerning student health and safety policies and procedures.

D5: The Department proposes to relocate the information in this indicator to the proposed Governance Statement of Assurance item 3 because it is an annual requirement.

Governance DPR-Section E

E1: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring this requirement was relocated.

E2: The Department proposes to account for the School Ethics Act in the proposed Governance Statement of Assurance item 5. This information is also reviewed annually in the school board member training conducted by the New Jersey School Boards Association.

E3: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

E4: The Department proposes to account for the School Ethics Act in the proposed Governance Statement of Assurance item 5. This information is also reviewed annually in the school board member training conducted by the New Jersey School Boards Association.

E5: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

E6: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

E7: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

Governance DPR-Section F

F1, F2, F3, F4, and F5: The Department proposes to combine the information from these indicators and create a new Governance indicator 2 that will encompass the entire evaluative process for the chief school administrator.

New Indicator 2: The Department proposes combining the information from the current indicators F1 through F5 and creating one proposed new Governance indicator 2. The new indicator monitors the board evaluation process of the chief school administrator. The point value for this indicator will be seven.

F6 and F7: The Department proposes to not include this information in the QSAC process because board member self-evaluation is a component of the annual board training conducted through the New Jersey School Boards Association and should not be monitored through the QSAC process.

F8: The Department proposes to relocate the requirements of this indicator to the Governance Statement of Assurance item 7 because the activity occurs on an as needed basis throughout the school year, pursuant to N.J.S.A. 18A:7-8 and N.J.A.C. 6A:23A-3.1.

Governance DPR-Section G

G1: The Department proposes to not include this indicator because it is duplicative of proposed Governance Statement of Assurance item 4.

G2 and G3: The Department proposes to combine the requirements of these indicators into one Governance Statement of Assurance item 8. This indicator will hold districts accountable to require chief school administrator recommendations and board approvals for appointments, renewals, removal and transfers of all school staff.

G4: The Department proposes not to include this indicator in the proposed DPR. If the school board is supporting and protecting school personnel in the performance of their duties, it will be evident in the district budget that is monitored in the Fiscal Management section of the DPR.

G5: The Department proposes not to include this indicator in the proposed DPR because it is common practice of school district boards and is a critical component of the chief school administrator's job responsibility. Any actions taken will be evident in the board meeting minutes that are accounted for in the proposed Governance Statement of Assurance item 4.

G6: The Department proposes not to include this indicator in the proposed DPR because it is an overall description of a board of education responsibility. Compliance with these requirements will be evident in the board meeting minutes that are accounted for in the proposed Governance Statement of Assurance item 4.

Governance DPR-Section H

H1: This indicator does not address a board activity; it addresses the chief school administrators budget planning; therefore, this information should not be monitored in the Governance

indicators but is more appropriately monitored in the planning of instruction and program needs of the district, which is located in the new Instruction and Program indicator 17.

H2: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 10 because this information would be more appropriately monitored annually.

H3: The Department proposes to relocate this indicator, as written, to the proposed new Governance indicator 3c.

New Indicators 3a and b: The Department proposes to combine current Fiscal Management DPR Section A indicator A1a and A1c to create this indicator. The new indicator addresses the board's responsibility to plan the district budget based on resources, priorities and any corrective action plans developed as a result of the annual audit. The new indicator takes into account the needs of students and student subgroup performance. The point value of each section of this indicator will be six.

New indicator 3c: The Department proposes to create a new indicator from the current indicator H3. The point value of this indicator will be six.

H4: The Department proposes not to include this indicator in the proposed DPR because of duplication of Department monitoring. It is monitored through the annual audit conducted by an

outside agency. Confirmation of the annual audit and development of a corrective action plan is monitored through proposed Fiscal Management indicators 4 and 5.

H5: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 9, as it is an annual activity and has been moved for monitoring efficiency.

H6: The Department proposes to amend the language of this indicator and relocate it to the new Governance indicator 4. The current statement includes “each board member”; the new language reads “The Board.”

New Indicator 4: The Department proposes to create the new indicator from the current H6 indicator, with amendments as previously described. The point value of this indicator will be seven.

New Indicator 5: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Governance. The maximum point value for this indicator will be ten. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with 10 items	10 points
Compliance with nine items	Nine points
Compliance with eight items	Eight points
Compliance with seven items	Seven points

Compliance with six items	Six points
Compliance with five items	Five points
Compliance with four items	Four points
Compliance with three items	Three points
Compliance with two items	Two points
Compliance with one item	One point
Compliance with no items	0 points

Governance DPR-Section I

I1, I2, I3, and I4: The Department proposes not to include these indicators in the proposed DPR because the intent is accounted for in the proposed Governance Statement of Assurance item 4.

I5: The Department proposes not to include this indicator in the proposed DPR because not every board policy requires public or citizen input and policies that do require input are monitored through the proposed new Governance indicator 1.

I6: The Department proposes not to include this indicator in the proposed DPR because the intent is accounted for in the proposed new Governance indicator 1.

I7: The Department proposes not to include this indicator in the proposed DPR because it is the responsibility of the board to make available to the public the disclosure statements on an annual basis.

I8: The Department proposes to add the requirements of this indicator to the Governance Statement of Assurance item 7 because it is done on an as-needed basis. If this requirement is only monitored during the QSAC cycle, then it may not be monitored in a timely enough manner for the public to know.

I9: The Department proposes not to include this indicator in the proposed DPR because it is a job responsibility of the district business administrator accounted for in the individual employment contract and evaluated accordingly. This is not the responsibility of the school board.

Personnel DPR – Section A

A1a through c: The Department proposes not to include this indicator because the intent is assessed in the proposed Governance Statement of Assurance item 8.

A1d: The Department proposes to relocate this requirement to the proposed Personnel Statement of Assurance item 2 to ensure annual accountability of this information.

A1e: The Department proposes to relocate this information to the Personnel Statement of Assurance item 4 to ensure annual accountability of this information.

A2a, b, and c: The Department proposes to relocate the information from this indicator into the proposed Personnel item 5 to ensure annual accountability of this information.

A3a, b, and c: The Department proposes not to include this indicator, as it is considered in staff hiring and not based on statutory and regulatory requirements and should not be monitored in the NJQSAC process.

A4a through e: The Department proposes not to include this indicator because of duplicate monitoring at the Federal level. Highly Qualified Teachers are a Federal requirement of NCLB and are not in New Jersey statutes or rules.

Personnel DPR – Section B

B1a, B1c, and B1d: The Department proposes to relocate these requirements to the proposed Personnel Statement of Assurance item 5 to ensure annual accountability of N.J.A.C. 6A:32-4.4 and 4.5.

B1b: The Department proposes not to include this indicator separate from the Professional Development Plan because it is an element of that plan and should be monitored at the same time.

B2a through c: The Department proposes not to include this indicator because it is duplicative of the proposed Governance Statement of Assurance item 1.

B3a through c: The Department proposes not to include this indicator because it is duplicative of the proposed Governance Statement of Assurance item 1.

B4a and c: The Department proposes to relocate the information in this indicator to the proposed Personnel Statement of Assurance item 6 to ensure annual accountability of paraprofessional staff hiring and professional development activities.

B4b: The Department proposes not to include this indicator because of duplicate monitoring at the Federal level under NCLB.

B5a through c: The Department proposes to relocate these requirements to the proposed Personnel Statement of Assurance item 3. The relocation of these requirements will ensure annual accountability for the medical examination requirements for new employees.

B6a and b: The Department proposes not to include this indicator because it is incorporated into the proposed Operations Statement of Assurance item 1.

B7: The Department proposes not to include this indicator because it is part of all district employment contracts and should not be monitored through NJQSAC.

Personnel DPR-Section C

C1a and b: The Department proposes not to include this indicator because of duplicative monitoring of these plans by the County Professional Development Board and duplicate submission to the Department.

C1c through I; C3a through c; C4a through e; and C5a through f: The Department proposes to combine the requirements in these indicators to create the proposed Personnel Statement of Assurance item 6 that addresses all professional development requirements for all district staff pursuant to N.J.A.C. 6A:9-15 and 16.

C2: The Department proposes not to include this indicator because it is a requirement within the professional development plans that will be assessed through the proposed Personnel Statement of Assurance item 6.

New Indicator 1: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Personnel. The maximum point value for this indicator will be ten. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with five items	10 points
Compliance with four items	Eight points
Compliance with three items	Six points
Compliance with two items	Four points
Compliance with one item	Two points
Compliance with no items	0 points

Operations DPR-Section A

A1a: The Department proposes not to include this indicator because of duplicate plan submission to the Department.

A1b and c: The Department proposes to relocate this indicator, with amendments, by combining the requirements, to create one concise indicator. This indicator will be the new Fiscal Management indicator 8.

A2a through c: The Department proposes not to include this indicator because of duplicate Department monitoring of the Comprehensive Maintenance Plan.

A3a through c: The Department proposes to relocate this indicator to the proposed Fiscal Management indicator 9a through c.

Operations DPR- Section B

B1 and B2: The Department proposes to relocate the information in these indicators the proposed Operations Statement of Assurance item 2. The requirements must be conducted and accounted for on an annual basis.

Operations DPR-Section C

C1a: The Department proposes to relocate this indicator to the Operations Statement of Assurance item number 19.

C1b and c: The Department proposes not to include this indicator as it includes prescriptive elements of the safety and security plan development that is already monitored in the SOA.

C1d: The Department proposes not to include this indicator because all training requirements are located in the proposed Operations Statement of Assurance item 1.

C2a, b, c, and d: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 4 because this information will be more appropriately accounted for annually.

C2e: The Department proposes not to include this indicator because it does not apply to the majority of school districts and when applicable, is already monitored by the Department.

C2f: The Department proposes not to include this indicator because the intent is captured in the proposed Operations Statement of Assurance item 4 and will be more appropriately accounted for annually.

C3: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 3 because distribution of the Code of Student Conduct will be more appropriately accounted for annually.

C4: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 6 because this information will be more appropriately accounted for annually.

C5a and b: The Department proposes to relocate this indicator to the proposed new Instruction and Program indicators 21 and 22, because student attendance can be a gauge of the district's capacity to educate students and can be indicative of the level of student performance.

C6a and b: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 5 because the information will be more appropriately accounted for annually.

C7: The Department proposes not to include this indicator to reduce duplication of Department monitoring.

C8: The Department proposes to relocate this indicator to the proposed Operations Statement of Assurance item 9 because the information will be more appropriately accounted for annually.

C9: The Department proposes to relocate the information from this indicator to the proposed Operations Statement of Assurance item 8. This requirement is not applicable to all districts and will be accounted for, when applicable, within the proposed Statement of Assurance.

C10: The Department proposes not to include this indicator because of duplicate Department monitoring of student transportation incidents.

C11: The Department proposes not to include this indicator because it has no impact on student achievement.

Operations DPR-Section D

D1: The Department proposes to include this indicator in the SOA, Operations item number 11.

D2: The Department proposes not to include this indicator because it is not applicable to every district. The requirement only applies to those districts with nonpublic schools within its school district. The public school does not provide “medical services” to nonpublic schools.

D3: The Department proposes not to include this indicator because it is not monitored by the Department of Education but rather by the New Jersey Department of Health and Senior Services.

D4: The Department proposes not to include this indicator because it can be easily spot checked by any Department staff member.

D5 and D6: The Department proposes not to include these indicators as not every student must receive a medical examination prior to enrolling in the school district if they show evidence of such exam being done prior to entering the district.

D7: The Department proposes not to include this indicator because it is only applicable to students participating in athletics.

Operations DPR-Section E

E1a through c: The Department proposes to include these indicators by combining and amending the language into one Statement of Assurance, Operations item number 20.

E1d: The Department proposes not to include this indicator because the intent can be found in the proposed amendments to the Instruction and Program indicator 19.

E2: The Department proposes not to include this indicator because of duplicate Department monitoring of the technology plan.

E3a: The Department proposes to relocate the information to the proposed Operations Statement of Assurance item 12 because the guidance and academic counseling programs must be reviewed and approved by the board annually and should be accounted for as such.

E3b: The Department proposes to relocate these requirements to the proposed Operations Statement of Assurance item 13 because the career education and counseling programs must be reviewed and approved by the board annually and should be accounted for as such.

E4a through e: The Department proposes to relocate the requirements in these indicators to the proposed Operations Statement of Assurance item 14. This will ensure annual accountability for all of the requirements pursuant to N.J.A.C. 6A:16-8.

E5: The Department proposes to relocate the requirements in this indicator to the proposed Operations Statement of Assurance item 18. This will ensure annual accountability for all of the requirements pursuant to N.J.S.A.18A:40A-8.

E6: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 16 because they are more appropriately monitored annually.

E7: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 15 because it is more appropriately monitored annually.

E8: The Department proposes to relocate the requirements to the Operations Statement of Assurance, item 17 to ensure accountability on an annual basis.

New Indicator 1: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Operations. The maximum point value for this indicator will be 10. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with 20 items	10 points	Compliance with nine items	4.5 points
Compliance with 19 items	9.5 points	Compliance with eight items	Four points
Compliance with 18 items	Nine points	Compliance with seven items	3.5 points
Compliance with 17 items	8.5 points	Compliance with six items	Three points
Compliance with 16 items	Eight points	Compliance with five items	2.5 points
Compliance with 15 items	7.5 points	Compliance with four items	Two points
Compliance with 14 items	Seven points	Compliance with three items	1.5 points
Compliance with 13 items	6.5 points	Compliance with two items	1.0 points
Compliance with 12 items	Six points	Compliance with one item	.5 points
Compliance with 11 item	5.5 points	Compliance with no items	0 points
Compliance with 10 items	Five points		

N.J.A.C. 6A:30 Appendix B

The Department proposes to repeal all of Appendix B. Due to the extensive amendments to the existing County Special Services School District, District Performance Reviews (DPRs) and the addition of the Statement of Assurance into the NJQSAC process, a new version of the DPR (Appendix B) has been proposed. In addition to the comparison described in the discussion of Appendix A above, the County Special Services School District, DPR includes indicators

specific to this type of district. A detailed comparison of the current indicators to the proposed new indicators follows.

Instruction and Program DPR – Section A

A1a through c: The Department proposes to combine the requirements of the current A1a through c into one comprehensive indicator monitoring the analysis and use of student achievement data. The new proposed indicator will be at Instruction and Program indicator 1.

New Indicator 1: The Department proposes to relocate the current indicator A1, with amendments, to this indicator. The point value for this indicator will be four.

A2a: The Department proposes to amend this indicator to include “Common Core Standards (CCS)” when referencing the “New Jersey Core Curriculum Content Standards (NJCCS).” The Department proposes the following additional amendments to this indicator:

- Delete second bullet point, “Lack of district/school assessments or the use of assessments not aligned to the curriculum and the NJCCCS,” because all schools are required to align all assessments with the NJCCS.
- Delete two bullet points because they are unnecessary since all schools are required to teach every student to the aligned curricula. The deleted indicator reads as follows:
 - “Students with disabilities are not taught the aligned curriculum or unaligned materials are used,” and

- “ELLs are not taught the aligned curriculum or unaligned materials are used”.
- Include the following new language in A9a identifying two additional causes for subgroup populations not meeting AYP:
 - Annual Measurable Achievement Objective (AMAO) for making progress; and
 - Attaining English Language Proficiency.
- Renumber the indicator 2.

New Indicator 2: The Department proposes to relocate the current indicator A2a with amendments to this indicator. The point value for this indicator will be four.

A2b: The Department proposes to amend this indicator to include “Common Core Standards (CCS)” when referencing the “New Jersey Core Curriculum Content Standards (NJCCS).” The Department proposes the following additional amendments to this indicator:

- Delete two bullet points because they are unnecessary since all schools are required to teach every student to the aligned curricula. The deleted indicator reads as follows:
 - “Students with disabilities are not taught the aligned curriculum or unaligned materials are used,” and
 - “ELLs are not taught the aligned curriculum or unaligned materials are used”.

- Include the following new language in A9a identifying two additional causes for subgroup populations not meeting AYP:
 - Annual Measurable Achievement Objective (AMAO) for making progress; and
 - Attaining English Language Proficiency.
- Renumber the indicator to 2.

New Indicator 3: The Department proposes to relocate the current indicator A2b with amendments to this indicator. The point value for this indicator will be four.

A3a: The Department proposes to relocate this indicator to the new Instruction and Program indicator 4.

New Indicator 4: The Department proposes to relocate the current indicator A3a, with amendments, to this indicator. The point value for this indicator will be four.

A4a: The Department proposes not to include this indicator to allow districts flexibility in addressing standard efficiencies.

A5 a through f: The Department proposes to combine the information of this indicator for efficiency in monitoring. The Department proposes to renumber A5a through f to Instruction and Program indicator 5.

New Indicator 5: The Department proposes to relocate the information from current indicator A5a through f to the proposed new indicator 4. The point value for this indicator will be four.

A6: The Department proposes to relocate this indicator to the proposed new Instruction and Program indicator 6.

New Indicator 6: The Department proposes to create this indicator from the current Instruction and Program indicator A6. The point value for this indicator will be five.

Instruction and Program DPR – Section B

B1: The Department proposes to relocate this indicator to the proposed new Instruction and Program Statement of Assurance item 3 with amendments to clarify that the district must provide the date that the curriculum was created or revised and approved by the district board. The Department also proposes to add Common Core State Standards “CCSS” to the language of the indicator.

B2: The Department proposes to relocate this indicator to the new Instruction and Program indicator number 7 and amend the language for clarity. The Department also proposes to add “Common Core State Standards (CCSS)” to the indicator.

New Indicator 7: The Department proposes to create a new indicator from the current indicator B2 with amendments, as previously noted. The point value for this indicator will be three.

B3: The Department proposes to relocate this indicator to the new Instruction and Program indicator 8 with amendments to the language for clarity in understanding.

New Indicator 8: The Department proposes to create a new indicator from the current indicator B3 with amendments, as previously noted. The point value for this indicator will be three.

B4, B5, B6, and B7: The Department proposes to combine the information of these indicators into one concise new Instruction and Program indicator 9 to monitor articulation of the curricula.

New Indicator 9: The Department proposes to create this new indicator from the current B4, B5, B6 and B7 to ensure that curriculum in each of the five areas being monitored is integrated horizontally and vertically among all grades, content areas, schools and transition points. The point value for this indicator will be three.

B8: The Department proposes to replace this indicator with the language from the current indicator F5 in Instruction and Program, to reflect current high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1. The Department also proposes to relocate the amended indicator from B8 to the proposed new Instruction and Program indicator 10.

New Indicator 10: The Department proposes to create a new Instruction and Program indicator 10 from the current indicator B8 including the amendments, as previously noted. The point value for this indicator will be two.

Instruction and Program DPR – Section C

C1a: The Department proposes to relocate the information from this indicator with amendments to the language to more concisely monitor the supervision of instructional strategies. The proposed new indicator 11a is a combination of the requirements from the current C1a and C1c indicators.

New Indicator 11a: The Department proposes to create a new indicator by combining information in the current C1a and C1c indicators, to more concisely monitor the supervision of instructional strategies. The point value for this indicator will be six.

C1b: The Department proposes to relocate this indicator, with amendments, to a proposed new Instruction and Program indicator 11b. The Department proposes to amend the indicator language to clarify the purpose of the indicators and to reference the Common Core Standards (CCS).

New Indicator 11b: The Department proposes to create a new indicator from the current indicator C1b with amendments as previously described. The point value for this indicator will be six.

C1c: The Department proposes to combine the requirements of this indicator with requirements from the current indicator C1a to improve conciseness in monitoring the supervision of instructional strategies. The Department proposes to renumber the proposed indicator to 11a.

C1d: The Department proposes not to include this indicator if the new indicators 11a and 11b are satisfied and implemented then this would be duplicate information.

C2: The Department proposes not to include this indicator in order to allow districts flexibility in the development of individual teacher lesson plans.

C3: The Department proposes not to include this indicator as feedback on student performance is provided on a regular basis through statewide assessments and other reporting mechanisms to the parents and guardians. The intent of this indicator is also located in the proposed Instruction and Program, Statement of Assurance item 1.

C4: The Department proposes not to include this indicator because the intent is in the proposed amendments of indicators C1b and C1c and the new Instruction and Program indicator 12.

C5a through e, C6a through d, C7a and b, and C8: The Department proposes to relocate these indicators to proposed new Instruction and Program indicator 12. All of these indicators address the district's capacity to meet the educational needs of all subgroup populations and there is no need to separate each subgroup.

New Indicator 12: The Department proposes to create this indicator as a comprehensive indicator to monitors the district’s ability to meet the educational needs of all subgroup populations. The point value for this indicator will be six.

C9, C10, C11, C12, and C13: The Department proposes to relocate the information from these indicators, as written, to the new Instruction and Program indicators numbers 13 through 17. These indicators are specific to special education instruction.

New Indicators 13 through 17: The Department proposes to relocate current indicators C9 through C13 to these new proposed in the Instruction and Program section. The point value for these indicators is as follows:

- Indicator 13 will be seven points
- Indicator 14 will be six points
- Indicator 15 will be six points
- Indicator 16 will be seven points
- Indicator 17 will be six points.

New Indicator 18: The Department proposes to relocate this indicator from the Operations indicator C5a and C5b because student attendance is a gauge of the district’s capacity to educate students and can be indicative of student performance. The point value for this indicator will be two.

New Indicator 19: The Department proposes to relocate this indicator from the Operations DPR because student attendance is a gauge of the district’s capacity to educate students and can be indicative of student performance. The point value for this indicator will be two.

New Indicator 20: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Instruction and Program. The maximum point value for this indicator will be 10. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with five items	10 points
Compliance with four items	Eight points
Compliance with three items	Six points
Compliance with two items	Four points
Compliance with one item	One point
Compliance with no items	0 points

Fiscal Management DPR – Section A

A1a: The Department proposes relocating this indicator to the proposed Governance DPR indicator 3a, as it is the responsibility of the district board of education to align the policies and procedures for budgeting and financial planning with district priorities.

A1b: The Department proposes to relocate the information from this indicator to the proposed Fiscal Management, Statement of Assurance item 1 because the budget calendar is developed annually and should be monitored as such.

A1c and d: The Department proposes to combine the requirements of these indicators into one proposed Governance indicator 3b.

A2a: The Department proposes relocate information from this indicator to the proposed new Governance DPR indicators 3a through 3c.

A2b: The Department proposes not to include this indicator as it is included in the Standard Operating Procedure Manual, which is assessed in the proposed new Fiscal Management indicator 2.

A2c and d: The Department proposes to relocate the information in this indicator to the Fiscal Management Statement of Assurance item 2 because the requirements are more effectively monitored on an annual basis.

A3: The Department proposes to relocate this requirement to the Fiscal Management Statement of Assurance item 5; a district rarely receives additional funding for new programs not related to health and safety items or awards of additional state aid and grants for new purposes not included in the original budget.

Fiscal Management DPR-Section B

B1a and b: The Department proposes to combine the requirements of these indicators and include them as the proposed new Fiscal Management indicator number 1. The Department also proposes to add language to the new indicator to reflect the entire process of the Board Secretary's and Treasurer's reports through submission of the report to the board within 60 days.

New Indicator 1: The Department proposes to create a new indicator combining language from the current indicator B1a and B1b to describe the entire process and purpose of the budget status report. The Department also proposes to add language to reflect the transition of the process through submission of the report to the district board within 60 days. The point value for this indicator will be two.

B2a through h: The Department proposes not to include this indicator as it includes components of the district's Standard Operating Procedures Manual that includes a system of internal controls that will be monitored in the proposed new Fiscal Management indicator 2.

B3: The Department proposes not to include this indicator because it is a component of the district's Standard Operating Procedures Manual that includes a system of internal controls that will be monitored in the proposed new Fiscal Management indicator 2.

B4b, c, e, and j: The Department proposes not to include this indicator because it is a component of the district's Standard Operating Procedures Manual, which includes a system of internal controls that will be monitored in the proposed new Fiscal Management indicator 2.

B4a: The Department proposes to relocate this information to Fiscal Management Statement of Assurance item 9 for annual accountability purposes.

B4d: The Department proposes to relocate this information to Fiscal Management Statement of Assurance item 10 for annual accountability purposes.

B4f through i: The Department proposes not to include this indicator because it reflects a practice within the school district with no regulatory basis. Each school district board ensures that the district has appropriate budgeting software, check signing devices and procedures for handling cash receipts for smooth fiscal operations.

New Indicator 2: The Department proposes to create this indicator to monitor N.J.A.C. 6A:23A-6.4 and 6.6. This allows for the district's standard operating procedures and system of internal controls to be monitored together for efficiency. The point value for this indicator will be two.

B5a through g: The Department proposes not to include this indicator because it is a component of the annual audit, which is monitored in the proposed new Fiscal Management 4 and 5.

B6: The Department proposes not to include this indicator as it a component of monitoring the District's Standard Operating Procedures Manual and the system of internal controls that is the proposed new Fiscal Management indicator 2.

B7: The Department proposes to relocate this indicator to the proposed new Fiscal Management indicator number 3.

New Indicator 3: The Department proposes to create this new indicator from the current Fiscal Management indicator B7. The point value for this indicator will be two.

B8a through f: The Department proposes not to include this indicator because the items are already provided to the Department annually for review; this modification will reduce duplicate submission of reports.

Fiscal Management DPR-Section C

C1: The Department proposes to relocate this indicator to the proposed new Fiscal Management indicator 4.

New Indicator 4: The Department proposes to relocate current indicator C1 to the proposed new Fiscal Management indicator 4. The point value for this indicator will be two.

C2a: The Department proposes to relocate this indicator with amendments to the proposed new Fiscal Management indicator 5a. The Department also proposes to remove the following language, “the district has submitted the Certificate of Implementation of the CAP by June 30,” to clarify which year the indicator is addressing.

New Indicator 5a: The Department proposes to relocate the amended current indicator C2a to new Fiscal Management indicator 5a. The point value for this indicator will be three.

C2b and c: The Department proposes to relocate these indicators to the new Fiscal Management indicators 5b and c.

New Indicator 5b and c: The Department proposes to relocate current indicator C2b and c to the new Fiscal Management indicator 5b and c. The point value for each of section of this indicator will be three.

C2d and C3: The Department proposes to combine these indicators because they are closely related and to increase efficiency in monitoring. The Department also proposes to relocate the amended indicator to the proposed indicator 5d.

New Indicator 5d: The Department proposes to create this indicator from the requirements found in the current C2d and C3 indicators. This will include language regarding end-of-year over expenditures and deficit balances. The point values for each these indicators will be two.

Fiscal Management-Section D

D1a and b: The Department proposes to amend the language of this indicator for clarity of understanding and consistency in tense use. The Department also proposes to relocate this indicator to the proposed new indicator 6a and b.

New Indicators 6a and b: The Department proposes to relocate indicators D1a and b with minor amendments for clarity of understanding and consistency in tense use. The point value for each section of this indicator will be three.

D1c: The Department proposes to amend this indicator to more accurately reflect the role of the school district, in reference to the district funds that were not spent by the nonpublic schools. The Department proposes to relocate the amended indicator to the proposed new Fiscal Management indicator 6c.

New Indicator 6c: The Department proposes to relocate amended indicator D1c to the proposed new Fiscal Management indicator 6c. The point value for this indicator will be three.

D1d: The Department proposes not to include this indicator because if the NCLB and IDEA grant funds are being spent as budgeted, then this indicator has been met; otherwise, the district has previously submitted a waiver to the Department. All references to Title IV funding have been repealed as the grant no longer exists.

D2a through c: The Department proposes not to include this indicator because it does not apply to all districts. The Department also proposes to relocate the requirements in the indicator to the proposed Fiscal Management Statement of Assurance item 6, so it can be more appropriately assessed, for applicable districts.

D3 a through e: The Department proposes not to include this indicator because their intent will be monitored in the proposed new Fiscal Management indicator 6a, 6b, and 6c.

D3f: The Department proposes to relocate this indicator to the proposed new Fiscal Management indicator 6d.

New Indicator 6d: The Department proposes to relocate indicator D3f to the proposed new Fiscal Management indicator 6d. The point value for this indicator will be three.

D3g: The Department proposes not to include this indicator because Federal funds are no longer disbursed in advance but rather, in a reimbursement method, so interest would not accumulate.

D4 a through d: The Department proposes to relocate this indicator to the new Fiscal Management indicator 7a through d.

New Indicators 7a through d: The Department proposes to relocate the current indicator D4a through d to the new Fiscal Management indicator 7a through d. The point value for each of these indicators will be two.

Fiscal Management – Section E

E1a through h: The Department proposes not to include this indicator, as it is not directly related to any Federal or State statute and rule, but rather an assessment of best practices in fiscal management efficiencies.

E2a through g: The Department proposes not to include this indicator because of duplicate monitoring by the Department during the annual budget reviews.

E3: The Department proposes not to include this indicator because of duplicate monitoring by the Department during the annual budget reviews.

E4: The Department proposes not to include this indicator, as it is not directly related to any Federal or State statute and rule, but rather an assessment of best practices in fiscal management efficiencies.

New Indicator 8: The Department proposes to create this indicator by combining Operations DPR indicator A1b and c. Assessment of the implementation of Long Range Facilities Plans is more appropriately monitored in the Fiscal Management DPRs because of the close relationship between fiscal management and facilities management. The point value for this indicator will be one.

New Indicators 9a through c: The Department proposes to relocate Operations DPR indicator A3a through c to this location for monitoring under the Fiscal Management DPRs. The point value for indicators 9a and 9c will be two and the point value for indicator 9b will be four.

New Indicator 10: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Fiscal Management. The maximum point value for this indicator will be 10. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with 10 items	10 points
Compliance with nine items	Nine points
Compliance with eight items	Eight points
Compliance with seven items	Seven points
Compliance with six items	Six points
Compliance with five items	Five points
Compliance with four items	Four points
Compliance with three items	Three points
Compliance with two items	Two points
Compliance with one item	One point
Compliance with no items	0 points

Governance DPR-Section A

A1 and A2: The information contained in these indicators duplicate the requirements found in the proposed Instruction and Program section of the DPR, so the Department proposes not to

include these indicators. All students must master both the NJCCS and the CCS, so there is no need to monitor the board's development of this information.

A3: This indicator is common practice in the development of curriculum and is not necessary to monitor through the NJQSAC process. All responsibilities concerning equality of education including the Equity Plan will be assessed in the Governance Statement of Assurance item 1.

A4: The Department proposes to monitor the responsibilities of a chief school through the proposed new Governance indicators 2 and 3.

Governance DPR-Section B

B1: The Department proposes not to include this information in NJQSAC because it is too broad to require a district board to provide documentation to support success in this indicator and cannot be effectively monitored. N.J.S.A. 18A:11-1 requires the district board of education to uphold all rules and regulations of the State Board and Commissioner.

B2: The Department proposes not to include this information in NJQSAC because it is a training requirement that is conducted on an annual basis through the New Jersey School Boards Association and not the Department.

B3: The Department proposes to relocate the requirements in this indicator to the proposed Governance Statement of Assurance item 3. The requirements must be conducted and accounted for on an annual basis.

B4: The Department proposes to relocate the requirements in this indicator to the proposed Governance Statement of Assurance item 3. The requirements must be conducted and accounted for on an annual basis.

B5: The Department proposes to account for the information in this indicator in the proposed Governance Statement of Assurance item 4. The requirements must be conducted and accounted for on an annual basis.

Governance DPR-Section C

C1, C2, and C3: The Department proposes to combine the requirements of these indicators and relocate the information to the proposed Governance Statement of Assurance item 5. The requirements must be conducted and accounted for on an annual basis.

C4: The Department proposes to account for the information in this indicator in the proposed Governance Statement of Assurance item 4. It is an ethics requirement demonstrated in the meeting minutes that are accounted for in the SOA.

C5: The Department proposes to relocate the information in this indicator to a proposed Governance Statement of Assurance item 2 because this is a policy that needs little modification once it is established by the district board.

C6: The requirements governing contracting services and goods are located in the proposed Fiscal Management indicators 4 and 5, pertaining to the annual audit so the Department is proposing not to include this as a separate indicator, to avoid duplicate monitoring.

Governance DPR-Section D

D1, D2, and D3: The Department proposes to combine these indicators into one indicator for clarity and conciseness in monitoring. The information is relocated to the new Governance indicator 1.

New Indicator 1: The Department proposes combining the information from the current D1, D2, and D3 indicators and creating one new Governance indicator 1. The new indicator monitors board development and adoption of policies and procedures. The point value for this indicator will be eight.

D4: The Department proposes not to include this indicator in the proposed DPR because the intent of this indicator is located in the Operations section of the Statements of Assurance requirements concerning student health and safety policies and procedures.

D5: The Department proposes to relocate the information in this indicator to the proposed Governance Statement of Assurance item 3 because it is an annual requirement.

Governance DPR-Section E

E1: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

E2: The Department proposes to account for the School Ethics Act in the proposed Governance Statement of Assurance item 5. This information is also reviewed annually in the school board member training conducted by the New Jersey School Boards Association.

E3: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

E4: The Department proposes to account for the School Ethics Act in the proposed Governance Statement of Assurance item 5. This information is also reviewed annually in the school board member training conducted by the New Jersey School Boards Association.

E5: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

E6: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

E7: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 4. The meeting minutes and board actions are recorded and made public after each board meeting; therefore, for efficiency in monitoring, this requirement was relocated.

Governance DPR-Section F

F1, F2, F3, F4, and F5: The Department proposes to combine the information from these indicators and create a new Governance indicator 2 that will encompass the entire evaluative process for the chief school administrator.

New Indicator 2: The Department proposes combining the information from the current indicators F1 through F5 and creating one proposed new Governance indicator 2. The new

indicator monitors the board evaluation process of the chief school administrator. The point value for this will be seven.

F6 and F7: The Department proposes to not include this information in the NJQSAC process because board member self-evaluation is a component of the annual board training conducted through the New Jersey School Boards Association and should not be monitored through the NJQSAC Process.

F8: The Department proposes to relocate the requirements of this indicator to the Governance Statement of Assurance item 7 because the activity occurs on an as-needed basis throughout the school year, pursuant to N.J.S.A. 18A:7-8 and N.J.A.C. 6A:23A-3.1.

Governance DPR-Section G

G1: The Department proposes to not include this indicator because it is duplicative of proposed Governance Statement of Assurance item 4.

G2 and G3: The Department proposes to combine the requirements of these indicators into one Governance Statement of Assurance item 8. This indicator will hold districts accountable to require chief school administrator recommendations and board approvals for appointments, renewals, removal and transfers of all school staff.

G4: The Department proposes not to include this indicator in the proposed DPR. If the school board is supporting and protecting school personnel in the performance of their duties, it will be evident in the district budget, which is monitored in the Fiscal Management section of the DPR.

G5: The Department proposes not to include this indicator in the proposed DPR because it is common practice of school district boards and is a critical component of the chief school administrator's job responsibility. Any actions taken will be evident in the board meeting minutes that are accounted for in the proposed Governance Statement of Assurance item 4.

G6: The Department proposes not to include this indicator in the proposed DPR because it is an overall description of a board of education responsibility. Compliance with these requirements will be evident in the board meeting minutes that are accounted for in the proposed Governance Statement of Assurance item 4.

Governance DPR-Section H

H1: This indicator does not address a board activity; it addresses the chief school administrators budget planning; therefore, this information should not be monitored in the Governance indicators but is more appropriately monitored in the planning of instruction and program needs of the district, which is located in the new Instruction and Program indicator 19.

H2: The Department proposes to relocate the requirements of this indicator to the proposed Governance Statement of Assurance item 10 because this information would be more appropriately monitored annually.

H3: The Department proposes to relocate this indicator, as written, to the proposed new Governance indicator 3c.

New Indicators 3a and b: The Department proposes to combine current Fiscal Management DPR Section A indicator A1a and A1c to create this indicator. The new indicator addresses the board's responsibility to plan the district budget based on resources, priorities and any corrective action plans developed, as a result of the annual audit. The new indicator takes into account the needs of students and student subgroup performance. The point value of each section of this indicator will be six.

New Indicator 3c: The Department proposes to create a new indicator from the current indicator H3. The point value of this indicator will be six.

H4: The Department proposes not to include this indicator in the proposed DPR because of duplication of Department monitoring. It is monitored through the annual audit conducted by an outside agency. Confirmation of the annual audit and development of a corrective action plan is monitored through proposed Fiscal Management indicators 4 and 5.

H5: The Department proposes to relocate the requirements of this indicator to the proposed Governance, number 10, as it is an annual activity and has been moved for monitoring efficiency.

H6: The Department proposes to amend the language of this indicator and relocate it to the new Governance indicator 4. The current statement includes “each board member”; the new language reads “The Board.”

New Indicator 4: The Department proposes to create the new indicator from the current H6 indicator, with amendments as previously described. The point value of this indicator will be seven.

New Indicator 5: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Governance. The maximum point value for this indicator will be 10. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with 10 items	10 points
Compliance with nine items	Nine points
Compliance with eight items	Eight points
Compliance with seven items	Seven points
Compliance with six items	Six points
Compliance with five items	Five points
Compliance with four items	Four points

Compliance with three items	Three points
Compliance with two items	Two points
Compliance with one item	One point
Compliance with no items	0 points

Governance DPR-Section I

I1, I2, I3, and I4: The Department proposes not to include these indicators in the proposed DPR because the intent is addressed in the proposed Governance Statement of Assurance item 4.

I5: The Department proposes not to include this indicator in the proposed DPR because not every board has policies that require public or citizen input and policies that do require input are monitored through the proposed new Governance indicator 1.

I6: The Department proposes not to include this indicator in the proposed DPR because the intent held accountable for in the proposed new Governance indicator 1.

I7: The Department proposes not to include this indicator in the proposed DPR because it is the responsibility of the board to make available to the public the disclosure statements on an annual basis.

I8: The Department proposes to add the requirements of this indicator to the Governance Statement of Assurance item 7 because it is done on an as-needed basis. If this requirement is

only monitored during the NJQSAC cycle, then it may not be monitored in a timely enough manner for the public to know.

I9: The Department proposes not to include this indicator in the proposed DPR because it is a job responsibility of the district business administrator accounted for in the individual employment contract and evaluated accordingly. This is not the responsibility of the school board.

Personnel DPR – Section A

A1a through c: The Department proposes not to include this indicator because the intent is assessed in the proposed Governance Statement of Assurance item 8.

A1d: The Department proposes to relocate this requirement to the proposed Personnel Statement of Assurance item 2 to ensure annual accountability of this information.

A1e: The Department proposes to relocate this information to the Personnel Statement of Assurance item 4 to ensure annual accountability of this information.

A2a, b, and c: The Department proposes to relocate the information from this indicator into the proposed Personnel Statement of Assurance item 1 to ensure annual accountability of this information.

A3a, b, and c: The Department proposes not to include this indicator, as it is considered a best practice in staff hiring and not based on statutory and regulatory requirements and therefore should not be monitored in the NJQSAC process.

A4a through c: The Department proposes not to include this indicator because of duplicate monitoring at the Federal level. Highly Qualified Teachers are a Federal requirement of NCLB and are not in New Jersey statutes or regulations.

Personnel DPR – Section B

B1a, B1c, and B1d: The Department proposes to relocate these requirements to the proposed Personnel Statement of Assurance item 5 to ensure annual accountability of N.J.A.C. 6A:32-4.4 and 4.5.

B1b: The Department proposes not to include this indicator separate from the Professional Development Plan because it is an element of that plan and should be monitored at the same time.

B2a through c: The Department proposes not to include this indicator because it is duplicative of the proposed Governance Statement of Assurance item 1.

B3a through c: The Department proposes not to include this indicator because it is duplicative of the proposed Governance Statement of Assurance item 1.

B4a and c: The Department proposes to relocate the information in this indicator to the proposed Personnel Statement of Assurance item 1 to ensure annual accountability of paraprofessional staff hiring and professional development activities.

B4b: The Department proposes not to include this indicator because of duplicate monitoring at the Federal level under NCLB.

B5a through c: The Department proposes to relocate these requirements to the proposed Personnel Statement of Assurance item 3. The relocation of these requirements will ensure annual accountability for the medical examination requirements for new employees.

B6a and b: The Department proposes not to include this indicator because is incorporated into the proposed Operations Statement of Assurance item 1.

B7: The Department proposes not to include this indicator because it is part of all district employment contracts and should not be monitored through the NJQSAC.

Personnel DPR-Section C

C1a and b: The Department proposes not to include this indicator because of duplicative monitoring of these plans by the County Professional Development Board and duplicate submission to the Department.

C1c through I; C3a through c; C4a through e; and C5a through f: The Department proposes to combine the requirements in these indicators to create the proposed Personnel Statement of Assurance item 6 that addresses the entire professional development requirements for all district staff pursuant to N.J.A.C. 6A:9-15 and 16.

C2: The Department proposes not to include this indicator because it is a requirement within the professional development plans that will be assessed through the proposed Personnel Statement of Assurance item 6.

New Indicator 1: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Personnel. The maximum point value for this indicator will be 10. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with five items	10 points
Compliance with four items	Eight points
Compliance with three items	Six points
Compliance with two items	Four points
Compliance with one item	Two points
Compliance with no items	0 points

Operations DPR-Section A

A1a: The Department proposes not to include this indicator because of duplicate plan submission to the Department.

A1b and c: The Department proposes to relocate this indicator, with amendments, by combining the requirements, to create one concise indicator. This indicator will be the new Fiscal Management indicator 8.

A2a through c: The Department proposes not to include this indicator because of duplicate Department monitoring of the Comprehensive Maintenance Plan.

A3a through c: The Department proposes to relocate this indicator to the proposed Fiscal Management indicators 9a through c.

Operations DPR- Section B

B1a: The Department proposes to relocate this indicator to the Operations Statement of Assurance item number 19.

B1b and c: The Department proposes not to include this indicator as it contains prescriptive elements of the safety and security plan development that is already monitored in the SOA.

B1d: The Department proposes not to include this indicator because all training requirements are located in the proposed Operations Statement of Assurance item 1.

B2a, b, c, and d: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 4 because this information will be more appropriately accounted for annually.

B2e: The Department proposes not to include this indicator because it does not apply to the majority of school districts and when applicable is already monitored by the Department.

B2f: The Department proposes not to include this indicator because the intent is captured in the proposed Operations Statement of Assurance item 4 because this information will be more appropriately accounted for annually.

B3: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 3 because this information will be more appropriately accounted for annually.

B4: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 6 because this information will be more appropriately accounted for annually.

B5a and b: The Department proposes to relocate this indicator, to the proposed new Instruction and Program indicators 19 and 20, because student attendance can be a gauge of the district's capacity to educate students and can be indicative of the level of student performance.

B6a and b: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 5 because the information will be more appropriately accounted for annually.

B7: The Department proposes not to include this indicator to reduce duplication of Department monitoring.

B8: The Department proposes to relocate this indicator to the proposed Operations Statement of Assurance item 9 because the information will be more appropriately accounted for annually.

B9: The Department proposes to relocate the information from this indicator to the proposed Operations Statement of Assurance item 8. This requirement is not applicable to all districts and will be accounted for, when applicable, within the proposed Statement of Assurance.

B10: The Department proposes not to include this indicator because of duplicate Department monitoring of student transportation incidents.

B11: The Department proposes not to include this indicator because it has no impact on student achievement.

Operations DPR-Section C

C1: The Department proposes to include this indicator in the SOA, Operations item number 11.

C2: The Department proposes not to include this indicator because it is not applicable to every district. The requirement only applies to those districts with nonpublic schools within its school district. The public school does not provide “medical services” to nonpublic schools.

C3: The Department proposes not to include this indicator because it is not monitored by the Department of Education but rather by the New Jersey Department of Health and Senior Services.

C4: The Department proposes not to include this indicator because it can be easily spot checked by any Department staff member.

C5 and C6: The Department proposes not to include these indicators as not every student must receive a medical examination prior to enrolling in the school district if they show evidence of such exam being done prior to entering the district.

C7: The Department proposes not to include this indicator because it is only applicable to students participating in athletics.

Operations DPR-Section D

D1a through c: The Department proposes to include these indicators by combining and amending the language into one Statement of Assurance, Operations item number 20.

D1d: The Department proposes not to include this indicator because the intent can be found in the proposed amendments to the Instruction and Program indicator 1.

D2: The Department proposes not to include this indicator because of duplicate Department monitoring of the Technology Plan.

D3a: The Department proposes to relocate the information to the proposed Operations Statement of Assurance item 12 because the guidance and academic counseling programs must be reviewed and approved by the district board annually and should be accounted for as such.

D3b: The Department proposes to relocate these requirements to the proposed Operations Statement of Assurance item 13 because the career education and counseling programs must be reviewed and approved by the district board annually and should be accounted for as such.

D4a through e: The Department proposes to relocate the requirements in this indicator to the proposed Operations Statement of Assurance item 14. This will ensure annual accountability for all of the requirements pursuant to N.J.A.C. 6A:16-8.

D5: The Department proposes to relocate the requirements in this indicator to the proposed Operations Statement of Assurance item 18. This will ensure annual accountability for all of the requirements pursuant to N.J.S.A. 18A:40A-8.

D6: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 16 because they are more appropriately monitored annually.

D7: The Department proposes to relocate the requirements of this indicator to the proposed Operations Statement of Assurance item 15 because they are more appropriately monitored annually.

D8: The Department proposes to relocate the requirements to the Operations Statement of Assurance item 17 to ensure accountability on an annual basis.

New Indicator 1: The Department proposes to create a new indicator that will allow a district to receive points based on the Statement of Assurance for Operations. The maximum point value for this indicator will be 10. Scoring is graduated in this area depending upon the district compliance with the SOA items.

Compliance with 20 items	10 points	Compliance with 16 items	Eight points
Compliance with 19 items	9.5 points	Compliance with 15 items	7.5 points
Compliance with 18 items	Nine points	Compliance with 14 items	Seven points
Compliance with 17 items	8.5 points	Compliance with 13 items	6.5 points

Compliance with 12 items	Six points	Compliance with five items	2.5 points
Compliance with 11 item	5.5 points	Compliance with four items	Two points
Compliance with 10 items	Five points	Compliance with three items	1.5 points
Compliance with nine items	4.5 points	Compliance with two items	1.0 points
Compliance with eight items	Four points	Compliance with one item.	.5 points
Compliance with seven items	3.5 points	Compliance with no items	0 points
Compliance with six items	Three points		

N.J.A.C. 6A:30 Appendix C

The Department proposes a Statement of Assurance that consists of quality performance indicators in the five key component areas of school district effectiveness. The Statement of Assurance is a self-evaluation tool that districts must use during each intervening year of the NJQSAC cycle. Annually, the chief school administrator must complete the Statement of Assurance and the district board of education must pass a resolution, affirming the information in the document. The Statement of Assurance shall be incorporated as an indicator into each of the five key component areas of the District Performance Review.

At any point in the intervening years of the NJQSAC cycle or during the NJQSAC monitoring process, the Executive County Superintendent or any Department staff member may use this document for accountability purposes and to identify areas in need of technical assistance. Through the use of this document, the district will be made aware of possible deficiencies in any of the five key components of school district effectiveness and have the opportunity for

correcting these deficiencies prior to the NJQSAC monitoring process. This will result in improved educational services provided to students.

Social Impact

The Department does not anticipate that proposed amendments, repeals, and new rules at N.J.A.C. 6A:30 will have any additional social impact. The amendments, repeals and new rules will continue to enable the Department to work with public school districts to identify and remedy areas of deficient performance in public school districts, which will have a salutary impact on affected students and parents. Public school district communities also benefit by receiving current, reliable information about their school districts, thereby enabling these communities to hold their school districts accountable.

Economic Impact

The Department does not anticipate that the proposed amendments, repeals, and new rules at N.J.A.C. 6A:30 will create additional costs for district boards of education or the general public. Rather, by consolidating and reducing the number of requirements, the proposed amendments, repeals and new rules will, in all likelihood, decrease costs related to time in completing the self-evaluation portion of the QSAC monitoring process. Additionally, the Department foresees a decrease in the costs for Department staff because of the more focused and concise evaluation tool and the incorporation of the annual Statement of Assurance.

Federal Standards Statement

The proposed amendments, repeals, and new rules are consistent with Federal standards for public school district accountability, 20 U.S.C. § 6311(b)(2) and 34 CFR § 200.12.

Jobs Impact

The Department does not anticipate that the proposed amendments, repeals, and new rules at N.J.A.C. 6A:30 will result in the generation or loss of jobs.

Agriculture Industry Impact

The proposed amendments, repeals, and new rules will have no impact on the agriculture industry.

Regulatory Flexibility Statement

A regulatory flexibility analysis is not required because the proposed amendments, repeals, and new rules do not impose reporting, recordkeeping, or other compliance requirements on small businesses as defined by the Regulatory Flexibility Act at N.J.S.A. 52:14B-16 et seq. This chapter impacts solely upon New Jersey public school districts operated under the auspices of the New Jersey Department of Education.

Housing Affordability Impact Analysis

The proposed amendments, repeals, and new rules will have no impact on the cost of housing or number of housing units. The proposed amendments, repeals, and new rules concern school district effectiveness.

Smart Growth Development Impact Analysis

The proposed amendments, repeals, and new rules will have no impact on the cost of housing, the number of housing units, or new construction within Planning Areas 1 and 2, or within development centers, under the State Development and Redevelopment Plan. The proposed amendments, repeals, and new rules concern school district effectiveness.

Full text of the rules proposed for repeal may be found in the New Jersey Administrative Code at N.J.A.C. 6A:30-3.4 and 8 and 6A:30 Appendices A and B.

Full text of the proposed amendments and new rules follows (additions indicated in boldface **thus**; deletions indicated in brackets [thus]):

(**Agency Note:** Proposed new N.J.A.C. 6A:30 Appendices A, B, and C published below are not shown in boldface in order to correctly depict the use of boldface font within the forms.)

SUBCHAPTER 1. PURPOSE, SCOPE AND DEFINITIONS

6A:30-1.2 Definitions

The following words and terms, as used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

...

“Declaration page” means the section of the District Performance Review that verifies the accuracy of the responses on the school district’s District Performance Review.

...

“Statement of Assurance” [means the section of the District Performance Review that verifies the accuracy of the responses on the school district’s District Performance Review] consists of quality performance indicators in the five key components of school district effectiveness. The Statement of Assurance (SOA) shall be developed by the Department and shall be used by public school districts annually, to self-evaluate the performance of requirements set forth in this chapter. The SOA shall be incorporated into the District Performance Review with maximum point values of 10 in each component of school district effectiveness. Receipt of total points shall be determined by the percentage of statements that the public school district has satisfactorily completed.

...

SUBCHAPTER 2. NJQSAC COMPONENTS OF SCHOOL DISTRICT EFFECTIVENESS AND INDICATORS

6A:30-2.2 Quality performance indicators of school district effectiveness

(a) – (b) (No change.)

(c) The weighted quality performance indicators shall be used by the Commissioner to assess public school district performance and capacity during the comprehensive reviews pursuant to N.J.A.C. 6A:30-3.1 through [3.4]**3.3**, the in-depth evaluations pursuant to N.J.A.C. 6A:30-5.3 and monitoring pursuant to N.J.A.C. 6A:30-5.6. The weighted quality performance indicators shall also be used by the Commissioner in determining whether to initiate intervention activities pursuant to N.J.A.C. 6A:30-6.2[,] **and** withdrawal from intervention pursuant to N.J.A.C. 6A:30-7.1[,] and initial placement of Level II, Level III and State-Operated School Districts on the performance continuum pursuant to N.J.A.C. 6A:30-8.3].

SUBCHAPTER 3. COMPREHENSIVE REVIEW OF PUBLIC SCHOOL DISTRICTS

6A:30-3.1 General requirements

(a) [Once the initial transition to the NJQSAC monitoring and evaluation system pursuant to N.J.A.C. 6A:30-8 has been completed, the] **The** Commissioner shall conduct a comprehensive review of each public school district every three years. In the intervening years between each public school district's three-year review, the Commissioner shall assess the public school district's performance to determine whether conditions exist in the school district that significantly and negatively impact the educational program or operations of the school district. Upon a determination that such conditions exist in a public school district, the Commissioner

may direct that the Department immediately conduct a comprehensive review of the public school district as set forth in this section.

(b) The comprehensive review shall be based on the weighted quality performance indicators developed by the Department. Unless N.J.A.C. 6A:30-3.1(d)[, 3.4 or 8.3] applies, the comprehensive review shall commence with the completion of the District Performance Review by each public school district, followed by verification of that report and review of other relevant data and information by the Department. It may also include one or more on-site visits to public school district facilities by Department staff.

(c) - (d) (No change.)

(e) Annually, the Chief School Administrator with a team of his or her choice will complete the Statement of Assurance (Appendix C, incorporated herein by reference). The CSA and district board president will sign the declaration page of the Statement of Assurance attesting the accuracy of the responses in the document to the best of their knowledge, and the district board of education will pass a resolution, annually, affirming the information in the document. The Statement of Assurance will be used for reference by the Executive County Superintendent or Department staff at any time during the intervening years and during the NJQSAC review process for accountability and technical assistance purposes. All five areas of district effectiveness will be included in the Statement of Assurance.

1. The Statement of Assurance must be submitted to the County Office of Education by November 15 of each year. The Executive County Superintendent will review the Statement of Assurance for opportunities to provide technical assistance to the district in areas identified as deficient by the school district.

2. The Statement of Assurance will be a weighted quality indicator in the District Performance Review. The district must satisfy between 80 to 100 percent of the Statement of Assurances to receive credit in the District Performance Review in each area of effectiveness, for the year during which the district's review is being conducted.

6A:30-3.2 District Performance Review

(a) As part of the comprehensive review, unless N.J.A.C. 6A:30-3.1(d)[, 3.4 or 8.3] applies, each public school district shall complete a District Performance Review, which consists of a self-assessment tool developed by the Department that measures the public school district's compliance with the weighted quality performance indicators in all five areas of school district effectiveness. The District Performance Review is incorporated in this chapter as the chapter Appendices (Appendix A and Appendix B) and is the form that public school districts shall use in completing the self-assessment. All public school districts, with the exception of county special services school districts, shall use Appendix A to complete the self-assessment. All county specials services school districts shall use Appendix B to complete the self-assessment.

(b) - (d) (No change.)

(e) Upon completion of the District Performance Review, the CSA shall sign a [statement of assurance] **declaration page** attesting to the accuracy of the responses in the report to the best of his or her knowledge. Each member of the committee shall be given the opportunity to sign the [statement of assurance] **declaration page** to attest to his or her participation in completion of the District Performance Review. If a member of the committee refuses to sign the [statement of assurance] **declaration page**, the name of such member shall be written on the form, with the notation “refused to sign.”

(f) Upon completion of the proposed responses to the District Performance Review, the district board of education shall fix a date, place and time for the holding of a public meeting, which may be a regularly scheduled meeting of the district board of education, at which time the proposed responses to the District Performance Review, and [statement of assurance] **declaration page** shall be presented to the district board of education for approval by resolution. The district board of education shall comply with the following procedures with respect to this meeting:

1. The district board of education shall post the proposed responses to the District Performance Review and [statement of assurance] **declaration page** on its Internet site, if one exists, at least five working days prior to the date fixed for the meeting, and shall make it available for examination by the public at the district board offices or another reasonable location;

2. The district board of education shall cause notice of the meeting to be published as required by the Open Public Meetings Act, N.J.S.A. 10:4-6 et seq., and this notice shall inform the public that the District Performance Review and [statement of assurance] **declaration page** will be discussed at the meeting and the times and manner in which members of the public may view the proposed responses to the District Performance Review; and

3. (No change.)

(g) The District Performance Review, as approved by the district board of education, the [statement of assurance] **declaration page** and the minutes of all district board of education meetings at which the District Performance Review was discussed shall be submitted to the appropriate Executive County Superintendent's office by November 15 of that year or at such other time as the Commissioner may designate where the Commissioner has directed a district to undergo an immediate comprehensive review pursuant to N.J.S.A. 18A:7A-11 and N.J.A.C. 6A:30-3.1(a) [or where the Commissioner is phasing a district into the NJQSAC process pursuant to N.J.S.A. 18A:7A-53 and N.J.A.C. 6A:30-8.2(a)]. In the event that the district board of education does not approve all sections of the District Performance Review as submitted by the CSA, the district board of education may adopt a resolution indicating those sections of the District Performance Review of which it approves, and those with which it takes exception.

(h) Upon a showing of good cause, the district board of education may request that the Department grant a reasonable extension of time for submission of the District Performance

Review. Failure by a public school district to conduct or submit a District Performance Review including a [statement of assurance] **declaration page** approved by the district board of education in accordance with the requirements set forth at N.J.A.C. 6A:30-3.2 may result in the withholding of State aid pursuant to N.J.S.A. 18A:55-2, or, in appropriate circumstances, the initiation of intervention activities as set forth at N.J.A.C. 6A:30-6.2.

6A:30-3.3 Review and evaluation of District Performance Reviews

(a) Upon receipt of a public school district's District Performance Review and [statement of assurance] **declaration page**, the Executive County Superintendent shall confirm the receipt of the documents and conduct a review, which shall include:

1. Reviewing the District Performance Review and [Statement of Assurance] **declaration page** for completeness;
2. Confirming the use of a committee, composed of representatives as required by N.J.A.C. 6A:30-3.2(b)1, to complete the District Performance Review, as demonstrated by the [Statement of Assurance] **declaration page**; and
3. (No change.)

(b) - (c) (No change.)

SUBCHAPTER 4. PERFORMANCE CONTINUUM

6A:30-4.1 General requirements

(a) On or before [April] **June** 30 of the school year in which the public school district's comprehensive review occurs, or at such other time as the Commissioner may designate where the Commissioner has directed a public school district to undergo an immediate comprehensive review pursuant to N.J.S.A. 18A:7A-11 and N.J.A.C. 6A:30-3.1(a) [or where the Commissioner is phasing a public school district into the NJQSAC process pursuant to N.J.S.A. 18A:7A-53 and N.J.A.C. 6A:30-8.2(a)], the Commissioner shall issue a final determination of each public school district's performance and placement on the performance continuum, based on the comprehensive review. The Commissioner shall promptly notify public school districts of that determination and shall notify the State Board at its next public meeting.

(b) - (f) (No change.)

SUBCHAPTER 5. IMPROVEMENT ACTIVITIES TO SUPPORT STUDENT ACHIEVEMENT IN PUBLIC SCHOOL DISTRICTS

6A:30-5.7 Assistance provided to public school districts through the NJQSAC district improvement plan

(a) – (b) (No change.)

(c) Highly skilled professionals may be assigned to public school districts by the Commissioner to perform designated functions, including, but not limited to:

1. (No change.)
2. Providing technical assistance as delineated in the NJQSAC district improvement plan approved by the Commissioner; **and**
3. Providing direct oversight of public school district functions during a period of partial or full State intervention pursuant to N.J.A.C. 6A:30-6.[]; and
4. Participating as a member of the team formed to evaluate public school districts that were designated as State operated, Level II or Level III, pursuant to N.J.A.C. 6A:30-8, or to conduct the verification of the District Performance Review for public school districts that have been designated, pursuant to “No Child Left Behind,” 20 U.S.C. §§6301 et seq., as a “District in Need of Improvement” and are thereby subject to corrective action pursuant to Federal law, as set forth at N.J.A.C. 6A:30-3.4.]

(d) - (e) (No change.)

SUBCHAPTER 6. INTERVENTION ACTIVITIES

6A:30-6.2 Factors for initiating State intervention

(a) (No change.)

(b) The Commissioner may seek to initiate full State intervention in a public school district when the public school district satisfies less than 50 percent of the weighted quality performance indicators in each of the five components of school district effectiveness **or in a public school district which is under the direct oversight of a State fiscal monitor appointed by the Commissioner pursuant to N.J.S.A. 18:7A-55 et al. and which satisfies less than 50 percent of the weighted quality performance indicators in the instruction and program, operations, personnel, and governance components of school district effectiveness** and at least one of the following factors is present:

1. – 5. (No change.)

6A:30-6.6 Procedure for initiating full State intervention

(a) When a public school district fails to satisfy at least 50 percent of the weighted performance indicators in each of the five components of school district effectiveness **or in a public school district which is under the direct oversight of a State fiscal monitor appointed by the Commissioner pursuant to N.J.S.A. 18:7A-55 et al. and which satisfies less than 50 percent of the weighted quality performance indicators in the instruction and program, operations, personnel, and governance components of school district effectiveness** and one of the factors set forth at N.J.A.C. 6A:30-6.2(b) is present, the Commissioner may seek full State intervention in the public school district by issuing an Order to Show Cause why an administrative order to place the public school district under full State intervention should not be implemented.

(b) - (e) (No change.)

SUBCHAPTER 7. WITHDRAWAL FROM PARTIAL OR FULL STATE INTERVENTION

6A:30-7.2 Procedure for transition to partial State intervention or to local control

(a) When the Commissioner determines that a public school district has satisfied the factors delineated at N.J.A.C. 6A:30-7.1(b) with respect to one or more components of public school district effectiveness under State intervention, the Commissioner shall recommend to the State Board that the process for withdrawal from intervention be initiated. The State Board, based on the Commissioner's recommendation, may grant approval for the Department to initiate the transition to local control in those components of public school district effectiveness. The procedures set forth in this subchapter regarding transition to partial State intervention or to local control shall also apply to public school districts that were State-operated prior to February 22, 2007 [and that are determined to be eligible to begin the transition process pursuant to N.J.A.C. 6A:30-8.3].

(b) - (c) (No change.)

SUBCHAPTER 8. (RESERVED)

APPENDIX A

(insert)

APPENDIX B

(insert)

APPENDIX C

(insert)

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
1. a. The district meets the current district definition of Adequate Yearly Progress (AYP) in language arts literacy.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) • 	3
b. The district meets the third grade New Jersey state benchmark for AYP in LAL.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) 	1
c. The district meets the eighth grade New Jersey state benchmark for AYP in LAL.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by the New Jersey Department of Education (NJDOE) 	1
2. The district meets the current district definition of Adequate Yearly Progress (AYP) in mathematics.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE • Other standardized tests • APA • District benchmarks • Micro and macro-portfolios 	3
Directions for indicators A3a through A3d: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for A3a through A3d is 10.		
3. Language Arts Literacy (LAL) assessment data for the district's total student population shows one of the following:		
a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal);	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	10
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	8

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	6
d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	5
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	4
f. At least a 3% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	3
g. At least a 2% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	2
h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	1

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM DISTRICT PERFORMANCE REVIEW (DPR)

Directions for indicators A4a through A4d: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for A4a through A4d is 10.

4. Mathematics assessment data for the total student population, the district shows one of the following:		
a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal);	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	10
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	8
c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed;	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	6
d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	5
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	4
f. At least a 3% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	3
g. At least a 2% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.	<ul style="list-style-type: none"> • DPR Assessment Worksheet provided by NJDOE 	2

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM DISTRICT PERFORMANCE REVIEW (DPR)

<p>h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the prior year's proficiency percentage of the total student population.</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>1</p>
<p>5. The district has no "Schools in Need of Improvement" (SINI) pursuant to No Child Left Behind (20 U.S.C. Sec. 6301 et. seq.).</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>2</p>
<p>6. At least 70% of the total student population, across all grades tested in science, achieved proficient or advanced proficient status on the most recent state science assessments.</p>	<ul style="list-style-type: none"> DPR Assessment Worksheet provided by NJDOE 	<p>4</p>
<p>Directions for indicator 7a through 7d: Each district may only receive credit for one indicator depending on the percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year. The maximum number of points that a district may receive for 7a through 7d is 4.</p>		
<p>7. The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year is:</p>	<ul style="list-style-type: none"> District calculation of graduation rate; 	
<p>a. at least 95%, according to the most recent NJDOE-published high school graduation rate (<i>N.J.S.A. 18A:7E-3</i>).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>4</p>
<p>b. at least 90%, according to the most recent NJDOE-published high school graduation rate (<i>N.J.S.A. 18A:7E-3</i>).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>3</p>
<p>c. at least 85%, according to the most recent NJDOE-published high school graduation rate (<i>N.J.S.A. 18A:7E-3</i>).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>2</p>
<p>d. at least 80%, according to the most recent NJDOE-published high school graduation rate (<i>N.J.S.A. 18A:7E-3</i>).</p>	<ul style="list-style-type: none"> District calculation of graduation rate 	<p>1</p>
<p>8. The district analyzes student achievement data by comparing each grade level across all schools within the district, similar DFGs and against state averages. The district provides the analysis to each principal and verifies that the data analysis drives instruction and professional development.</p>	<ul style="list-style-type: none"> District analysis Summary of assessment results by content Explanation of how district prepared analysis 	<p>3</p>

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM DISTRICT PERFORMANCE REVIEW (DPR)

<p>9. Based on state assessment data, the achievement of all subgroup populations is analyzed at the district and school levels. For those populations not meeting AYP targets or showing a stagnant or declining trend in academic achievement, the district investigates and identifies possible causes, including but not limited to those below.</p> <p>Check all identified causes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of curriculum aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) <input type="checkbox"/> Lack of consistent focus on academic work as determined by evaluating data <input type="checkbox"/> Insufficient exposure to the NJCCCS and CCSS <input type="checkbox"/> Use of unaligned instructional materials <input type="checkbox"/> Inadequate support and/or professional development for teachers for new content and materials <input type="checkbox"/> Teacher vacancy/substitute teacher <input type="checkbox"/> Student absence or mobility <input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English <input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> • District analysis by total population, subgroup, concentration • Minutes from curriculum meetings • Review of information, issues, and status • District action plan to correct areas of concern • Letter of achievement of AMAO 	<p>4</p>
<p>10. For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below.</p> <p>Check all identified factors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum aligned to the NJCCCS and CCSS <input type="checkbox"/> Consistent focus on academic work using data <input type="checkbox"/> Appropriate use of aligned assessments, both formative and summative <input type="checkbox"/> Increased exposure to the NJCCCS and CCSS <input type="checkbox"/> Adoption and implementation of aligned instructional materials <input type="checkbox"/> Targeted professional development for teachers based on needs assessment and data analysis <input type="checkbox"/> Employment of full-time, highly qualified teachers <input type="checkbox"/> Improved student attendance 	<ul style="list-style-type: none"> • District analysis by total population and subgroup(s) • Minutes from curriculum meetings • Review of information, issues, and status • District/school action plan to correct areas of concern • New/revised curriculum • New/revised assessments 	<p>4</p>

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM DISTRICT PERFORMANCE REVIEW (DPR)

<ul style="list-style-type: none"> <input type="checkbox"/> Additional learning support (tutoring, after-school, summer school, etc.) <input type="checkbox"/> Increased parent involvement <input type="checkbox"/> Met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English <input type="checkbox"/> Met the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other: 		
<p>11. The district implements strategies to support progress or to address deficiencies identified in indicators 1 through 10 above. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, professional development and support, or other areas to address any and all hypothesized causes through the use of data. The strategies also specify a timeline for implementation with expected outcomes and target dates for resolution.</p>	<ul style="list-style-type: none"> • Analysis and related plan • New/revised curriculum, teacher hires or other changes identified in the analysis • District/school improvement plans 	4
<p>12. The district assesses the progress of each student in mastering the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) at least two times each year including content areas not included on statewide assessments. Data from rigorous assessments at the district, school and classroom level is used to evaluate, adjust and improve instruction.</p>	<ul style="list-style-type: none"> • Assessment schedule for district, schools, and classrooms • Samples of tests • Assessment reports • Meeting agendas that show review of test scores • Test contracts 	4
<p>13. The district uses a monitoring process to continually improve curriculum implementation for each NJCCS and CCSS area.</p>	<ul style="list-style-type: none"> • Class schedules • Lesson plans • Assessment data • Data analysis • Observation 	3
<p>14. The curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.</p>	<ul style="list-style-type: none"> • Curriculum in each content area • Curriculum audit or map • Interim assessments 	3

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

<p>15. The curriculum and information about student strengths and needs are horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points.</p>	<ul style="list-style-type: none"> • Curriculum in each content area • Curriculum audit or map • Agendas • Sign-in sheets • Formative and benchmark assessments • Data analysis • Interventions 	<p>3</p>
<p>16. The high school graduation requirements have been implemented for all students in accordance with <i>N.J.A.C. 6A:8-5.1</i>.</p>	<ul style="list-style-type: none"> • Board of education resolution, minutes, district/student policy manual • Meeting schedules, agendas, curriculum • Education Proficiency Plan (EPP) 	<p>2</p>
<p>17. For each content area:</p>		
<p>a. supervisory practices are implemented to ensure that the curriculum is taught in every classroom; practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, student performance data and walk-throughs.</p>	<ul style="list-style-type: none"> • District policies and procedures • Teacher evaluation schedules • Lesson plans • Professional development plans • Assessment data 	<p>6</p>
<p>b. lesson plans are aligned with the curriculum, the NJCCS and the CCSS, integrate technology and are reviewed at least monthly by principals/supervisors. Each teacher is provided with feedback on lesson planning and implementation.</p>	<ul style="list-style-type: none"> • Teacher observations and evaluation schedules • Lesson plans and feedback loop • Meeting agendas • Board approved curriculum 	<p>6</p>

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

<p>18. The district requires and verifies that instruction for all students is based on the district's curriculum, instructional materials, [and technology and] media and school library resources and includes instructional strategies, activities, and content that meet individual student needs including Individual Education Plans (IEP). "All students" include those students with disabilities, English language learners, gifted and talented students and students in alternative education programs.</p>	<ul style="list-style-type: none"> • Library Skills/Information Literacy/Library Media curriculum • Lesson plans • Assessment data and analysis • Assessment action plan for subgroups • Classroom visits • Test contracts • Recommendation forms • Program description • Student roster • District technology plan 	<p>6</p>
<p>19. The district promotes regular attendance of students by adopting and implementing policies and procedures that include expectations and consequences regarding timely arrival and attendance and district responses to unexcused absences. (<i>N.J.A.C. 6A:16-7.8</i>)</p>	<ul style="list-style-type: none"> • District policies and procedures regarding attendance and on-time arrivals (See DOE checklist <i>District Review of Checklist for Board-Approved Student Attendance Policies and Procedures.</i>) • District procedures for responding to unexcused absences and excused absences • Records indicating actions taken to prevent and intervene in the cases of absences and truancy that include contacts with parents regarding absences 	<p>2</p>
<p>20. The district's average daily attendance (ADA) rate averages 90% or higher as calculated for the three years prior to completion of the DPR. (<i>N.J.A.C. 6A:32-13.1</i>)</p>	<ul style="list-style-type: none"> • ADA report provided by the NJDOE 	<p>2</p>
<p>21. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.</p>		
<p>a. Compliance with 5 items</p>	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	<p>10</p>
<p>b. Compliance with 4 items</p>	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	<p>8</p>

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

c. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
d. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
e. Compliance with 1 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
f. Compliance with 0 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
<p>1. The monthly Board Secretary's report is completed and reconciled without exceptions (e.g. unbalanced/inaccurate balance sheet, unauthorized transfers). The report is completed within 30 days of the month's end, reconciled with the Treasurer's report or equivalent report within 45 days of the month's end and submitted to the board within 60 days of month's end for approval (<i>N.J.S.A. 18A:17-9 and 36; N.J.A.C. 6A:23A-16.10</i>). The report contains a budget status report, which includes for each required line item account, the original budget, transfers, adjusted budget, expenditures, encumbrances and available balance.</p>	<ul style="list-style-type: none"> Auditor's Management Report (AMR) Monthly Board Secretary and Treasurer's report or equivalent report Board minutes 	2
<p>2. The district follows a standard operating procedures manual for business functions (<i>N.J.A.C. 6A:23A-6.6</i>), which includes a system of internal controls (<i>N.J.A.C. 6A:23A-6.4</i>) to prevent the over-expenditure of line item accounts, to safeguard assets from theft and fraud and to ensure an adequate separation of duties.</p>	<ul style="list-style-type: none"> Budget status reports Monthly transfer report Adopted board policies Organizational chart and duties AMR Listing of PO numbers and invoice dates Cash receipts journal Listing of manual checks issued Fixed asset registry 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Position Control Roster • Standard Operating Procedures Manual • Date of the BOE adoption • Review of software capabilities 	
<p>3. At least monthly, the district prepares and analyzes fiscal year cash flow management for all funds to ensure that payments can be made on a prompt basis and to ensure that reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.</p>	<ul style="list-style-type: none"> • PO listing • Contract files • Annual purchasing plan (aggregation) • CAFR • AMR • Cash Management Plan • Cash-flow documentation • Board secretary report • Treasurer or equivalent report 	2
<p>4. The district has filed the annual audit of its Comprehensive Annual Financial Report (CAFR) and other supporting forms and collections (Auditor's Management Report, Federal Data Collection Form) by the due date. (N.J.S.A. 18A:23-1)</p>	<ul style="list-style-type: none"> • CAFR • AMR • Audit synopsis • Federal data collection form • AUDSUM submission 	2
<p>5. The district received an unqualified opinion on the annual audit and satisfied all of the following:</p>		
<p>a. if required, has implemented a corrective action plan (CAP) acceptable to the Executive County Superintendent, which addresses all audit recommendations.</p>	<ul style="list-style-type: none"> • Corrective Action Plan (CAP) adopted by board of education • Documentation of CAP acceptable to Executive County Superintendent • Certification of implementation of CAP • CAFR • AMR • Unqualified opinion 	3

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
b. has no repeat audit findings of a substantive nature.	<ul style="list-style-type: none"> • CAFR • AMR 	3
c. has no material weaknesses in the findings.	<ul style="list-style-type: none"> • CAFR • AMR 	3
d. ends the year with no deficit balances and no line item over expenditures in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	<ul style="list-style-type: none"> • CAFR • AMR 	2
6. The district manages and oversees NCLB, IDEA, ARRA and other entitlement and discretionary grants as required. Specifically, the district:		
a. complies with demonstration of comparability, maintenance of effort, supplement not supplant, and other federal grant fiscal requirements.	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Board meeting minutes • Project files • Accounting system/reports by capital project 	1
b. spends grant funds as budgeted. Amendments and budget modifications are completed for changes that exceed the applicable threshold (entitlement grants –10% of total grant award; discretionary grants – 10% of total grant award).	<ul style="list-style-type: none"> • Interim and Final Expenditure Reports • Project files • Board meeting minutes 	1

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
<p>c. spends federal and state grant funds as required and expends non-public allocations as required. The district shows evidence of ongoing meaningful and timely consultation with non-public school officials.</p> <p>If the district has returned funds in excess of \$1,000 to DOE: list the name of the grant and dollar amount refunded. If the returned funds were for nonpublic school services, specify the date the services began and the reason the funds were not spent.</p>	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Accounting system/report by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Board meeting minutes 	1
<p>d. approves salaries funded by federal grants as documented in the board minutes and maintains the required time and activity reports.</p>	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Board meeting minutes 	1
<p>7. The district provides proper oversight and accounting of capital projects Bond Referendum and other Fund 30 capital projects. Specifically the district:</p>		
<p>a. maintains a separate accounting by project.</p>	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
<p>b. monitors regularly the detailed accounts and oversees change orders to ensure/certify funds are available.</p>	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> • Report of available balances • Board minutes 	
c. spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
d. conducts the proper fiscal close-out of completed projects. This includes proper transfer of interest earned annually to the debt service and/or general fund.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
8. The district implements, reviews and revises as needed, projects that are consistent with the approved Long Range Facilities Plan and has received county office approval for emergent projects (<i>N.J.A.C. 6A:23A-3.16</i>).	<ul style="list-style-type: none"> • Project approval • County office approval for emergent projects • Board minutes • List of participants • Revisions approved by DOE 	1

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
9. a. Annual health and safety reviews have been conducted in each building using the Evaluation of School Buildings Checklist Report. (<i>N.J.A.C. 6A:26-6.1 through 6.3; N.J.A.C.6A:26-12et.seq; and N.J.A.C. 6A:19-6</i>)	<ul style="list-style-type: none"> Signed Checklist 	2
b. "100% compliance" section - all items are in compliance in all buildings.	<ul style="list-style-type: none"> Signed Checklist 	4
c. "80% compliance" section - at least 80% of items are in compliance in all buildings.	<ul style="list-style-type: none"> Signed Checklist 	2
10. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.		
a. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9
c. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
d. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7
e. Compliance with 6 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
f. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5
g. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
h. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3
i. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
j. Compliance with 1 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1
k. Compliance with 0 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

GOVERNANCE	DOCUMENTATION	POINT VALUE
1. At least annually, and more frequently if required by changes in law or statute, the district board of education or advisory board reviews, updates and, by resolution, adopts policies, procedures and by-laws reflective of current statutory authority (<i>N.J.S.A.18A:11-1</i>).	<ul style="list-style-type: none"> Mandatory policies Non-mandatory policies Adopting resolution for each policy District procedures manual attachments Board agendas 	8
2. The board of education has a policy and a contract with the Chief School Administrator (CSA) to annually evaluate the CSA based on the adoption of goals and performance measurements, which reflect that highest priority is given to student achievement and attention to subgroup achievement. The board annually reviews and revises, as necessary, the evaluative instrument is based on district goals and objectives. In the event that the certificate of the CSA is revoked, the contract is null and void as of the date of the revocation (<i>N.J.S.A. 18A:17-15 and 15.1 and N.J.A.C. 18A:17-20.3</i>).	<ul style="list-style-type: none"> Board policy Evaluation instrument Adopted goals Board minutes School district newsletters 	7
3. The district's budgeting process and its allocation of resources are aligned with instructional priorities and student needs to provide for a thorough and efficient (T&E) education (<i>N.J.A.C.6A:16-8.1</i>).		

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

GOVERNANCE	DOCUMENTATION	POINT VALUE
<p>a. The district has developed written policies and procedures for the budget and financial planning process that ensure integration and alignment with district priorities and planning objectives based on statewide assessments and applicable strategic plans such as school improvement plans, curriculum plans, a textbook replacement plan, a long-range facilities plan and maintenance plans.</p>	<ul style="list-style-type: none"> • Board minutes/agendas and minutes from goal setting meetings • QSAC District Improvement Plans, if applicable • Strategic plans • NCLB needs assessment • Curriculum plans • Professional Development Plans • CAPA plan, as applicable • Long Range Facilities Plan • Maintenance Plan • Textbook replacement plan 	<p>6</p>
<p>b. The district annually aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students and student subgroup performance as measured under NCLB. The district develops curricula and ensures professional development for all staff.</p>	<ul style="list-style-type: none"> • Budget calendar • Budget supporting documentation • Other budget support/tools updated annually • Description of how the district's planning and budgeting processes link 	<p>6</p>
<p>c. The board's adopted budget includes sufficient resources to address all board-approved corrective measures, as applicable, in response to annual audits and other programmatic and fiscal monitoring reports.</p>	<ul style="list-style-type: none"> • Advertisement(s) and notices for budget hearing • Minutes of budget hearing 	<p>6</p>
<p>4. The board has reviewed all audit recommendations and, if required, approved and submitted an acceptable corrective action plan for any audit finding and recommendation, or other compliance-related report according to <i>N.J.S.A. 18A:23-5</i> and <i>N.J.A.C.6A:23A-4.3</i> (e.g. Title I audits, special education monitoring reports).</p>	<ul style="list-style-type: none"> • Annual audit and recommendations 	<p>7</p>
<p>5. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.</p>		

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

GOVERNANCE	DOCUMENTATION	POINT VALUE
a. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9
c. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
d. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7
e. Compliance with 6 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
f. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5
g. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
h. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3
i. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
j. Compliance with 1 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1
k. Compliance with 0 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

PERSONNEL	DOCUMENTATION	POINT VALUE
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**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

1. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.		
a. Compliance with 5 items	• Completed and signed NJDOE Statement of Assurance document	10
b. Compliance with 4 items	• Completed and signed NJDOE Statement of Assurance document	8
c. Compliance with 3 items	• Completed and signed NJDOE Statement of Assurance document	6
d. Compliance with 2 items	• Completed and signed NJDOE Statement of Assurance document	4
e. Compliance with 1 items	• Completed and signed NJDOE Statement of Assurance document	2
f. Compliance with 0 items	• Completed and signed NJDOE Statement of Assurance document	0

OPERATIONS	SUGGESTED DOCUMENTATION	POINT VALUE
1. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.		
a. Compliance with 20 items	• Completed and signed NJDOE Statement of Assurance document	10
b. Compliance with 19 items	• Completed and signed NJDOE Statement of Assurance document	9.5
c. Compliance with 18 items	• Completed and signed NJDOE Statement of Assurance document	9

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

d. Compliance with 17 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8.5
e. Compliance with 16 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
f. Compliance with 15 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7.5
g. Compliance with 14 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7
h. Compliance with 13 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6.5
i. Compliance with 12 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
j. Compliance with 11 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5.5
k. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5
l. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4.5
m. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
n. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3.5
o. Compliance with 6 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3
p. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2.5
q. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

r. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1.5
s. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1
t. Compliance with 1 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	.5
u. Compliance with 0 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)**

SCORING

	MAXIMUM POINT VALUE	POINTS EARNED	PERCENT OF TOTAL
Instruction and Program	100		
Fiscal Management	50		
Governance	50		
Personnel	10		
Operations	10		

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
<p>1. The district analyzes student achievement data by comparing each grade level across all schools within the district and against state averages. The district provides the analysis to each principal and verifies that the data analysis drives instruction and professional development.</p>	<ul style="list-style-type: none"> • District analysis • Summary of assessment results by content • Explanation of how district prepared analysis 	4
<p>2. Based on state assessment data, the achievement of all subgroup populations is analyzed at the district and school levels. For those populations not meeting AYP targets or showing a stagnant or declining trend in academic achievement, the district investigates and identifies possible causes, including but not limited to those below.</p> <p>Check all identified causes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of curriculum aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core Standards (CCS) <input type="checkbox"/> Lack of consistent focus on academic work as determined by evaluating data <input type="checkbox"/> Insufficient exposure to the NJCCCS and CCS <input type="checkbox"/> Use of unaligned instructional materials <input type="checkbox"/> Inadequate support and/or professional development for teachers for new content and materials <input type="checkbox"/> Teacher vacancy/substitute teacher <input type="checkbox"/> Student absence or mobility <input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English 	<ul style="list-style-type: none"> • District analysis by total population, subgroup, concentration • Minutes from curriculum meetings • Review of information, issues, and status • District action plan to correct areas of concern • Letter of achievement of AMAO 	4

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
<input type="checkbox"/> Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other:		
<p>3. For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below.</p> <p>Check all identified factors.</p> <input type="checkbox"/> Curriculum aligned to the NJCCCS and CCS <input type="checkbox"/> Consistent focus on academic work using data <input type="checkbox"/> Appropriate use of aligned assessments, both formative and summative <input type="checkbox"/> Increased exposure to the NJCCCS and CCS <input type="checkbox"/> Adoption and implementation of aligned instructional materials <input type="checkbox"/> Targeted professional development for teachers based on needs assessment and data analysis <input type="checkbox"/> Employment of full-time, highly qualified teachers <input type="checkbox"/> Improved student attendance <input type="checkbox"/> Additional learning support (tutoring, after-school, summer school, etc.) <input type="checkbox"/> Increased parent involvement <input type="checkbox"/> Met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English <input type="checkbox"/> Met the annual measurable achievement objective (AMAO) for the percentage of students attaining English proficiency <input type="checkbox"/> Other:	<ul style="list-style-type: none"> • District analysis by total population and subgroup(s) • Minutes from curriculum meetings • Review of information, issues, and status • District/school action plan to correct areas of concern • New/revised curriculum New/revised assessments 	4

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
<p>4. The district implements strategies to support progress or to address deficiencies identified in indicators 1 through 3. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, professional development and support, or other areas to address any and all hypothesized causes through the use of data. The strategies also specify a timeline for implementation with expected outcomes and target dates for resolution must be specified.</p>	<ul style="list-style-type: none"> • Analysis and related plan • New/revised curriculum, teacher hires or other changes identified in the analysis • District/school improvement plans 	4
<p>5. The district assesses the progress of each student in mastering the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core Standards (CCS) at least two times each year including content areas not included on statewide assessments. Data from rigorous assessments at the district, school and classroom level is used to evaluate, adjust and improve instruction.</p>	<ul style="list-style-type: none"> • Assessment schedule for district, schools, and classroom • Samples of tests • Assessment reports • Meeting agendas that show review of test scores • Test contracts 	4
<p>6. The district annually reports to the district board of education and the public on the progress of all students at key grade levels in mastering the NJCCCS.</p>	<ul style="list-style-type: none"> • Board minutes • District's report of progress 	5
<p>7. The district uses a monitoring process to continually improve curriculum implementation for each NJCCS and CCS area.</p>	<ul style="list-style-type: none"> • Class Schedules • Lesson Plans • Assessment data • Data analysis reports 	3

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
8.The curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.	<ul style="list-style-type: none"> • Curriculum in each area • Curriculum audit or map 	3
9.The curriculum and information about student strengths and needs are horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points.	<ul style="list-style-type: none"> • Curriculum in each area • Curriculum audit or map 	3
10.The high school graduation requirements have been implemented for all students in accordance with <i>N.J.A.C. 6A:8-5.1</i> .	<ul style="list-style-type: none"> • Board of education resolution, minutes, district/student policy manual • Meeting schedules, agendas, curriculum • Education Proficiency Plan (EPP) 	2
11.For each content area:		
<p>a. supervisory practices are implemented to ensure that the curriculum is taught in every classroom; practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, student performance data and walk-throughs.</p>	<ul style="list-style-type: none"> • District policies and procedures • Teacher evaluation schedules • Lesson plans • Professional improvement plans • Assessment data 	6
<p>b. lesson plans are aligned with the curriculum, the NJCCCS and the CCS, integrate technology and are reviewed at least monthly by principals/supervisors. Each teacher is provided with feedback on lesson planning and implementation.</p>	<ul style="list-style-type: none"> • Teacher observations and evaluation schedules • Lesson plans and feedback loop • Meeting agendas 	6

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
<p>12.The district requires and verifies that instruction for all students is based on the district’s curriculum, instructional materials, [and technology and] media and school library resources and includes instructional strategies, activities, and content that meet individual student needs and is consistent with a student’s Individual Education Plan (IEP). All students include those students with disabilities, English language learners, and students in alternative education programs.</p>	<ul style="list-style-type: none"> • Library Skills/Information Literacy/Library Media Curriculum • Lesson plans • Assessment data and analysis • Assessment action plan for subgroups • Classroom visits • Test contracts • Recommendation forms • Program description • Student roster • District technology plans 	6
<p>13.The district implements activities to prepare students with disabilities to transition to a less restrictive environment.</p>	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	7
<p>14.The district utilizes positive behavioral support and other proactive strategies to maximize student learning and prevent disciplinary problems.</p>	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	6
<p>15.The district provides a variety of experiences to promote positive post secondary outcomes.</p> <ul style="list-style-type: none"> • Career exploration • Structured learning experiences • Community based instruction 	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	6

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
16. For students ages 14 and above, the district provides a program of instruction that is consistent with the state graduation requirements as specified in the student's IEP.	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	7
17. The district provides a system for promoting parent involvement to support student progress.	<ul style="list-style-type: none"> • Lesson plans • District Technology Plan • Evidence of technology training for staff 	6
18. The district promotes regular attendance of students by adopting and implementing policies and procedures that include expectations and consequences regarding timely arrival and attendance and district responses to unexcused absences. (N.J.A.C. 6A:16-7.8)	<ul style="list-style-type: none"> • District policies and procedures regarding attendance and on-time arrivals (See DOE checklist <i>District Review of Checklist for Board-Approved Student Attendance Policies and Procedures.</i>) • District procedures for responding to unexcused absences and excused absences • Records indicating actions taken to prevent and intervene in the cases of absences and truancy that include contacts with parents regarding absences 	2
19. The district's average daily attendance (ADA) rate averages 90% or higher as calculated for the three years prior to completion of the DPR. (N.J.A.C. 6A:32-13.1)	<ul style="list-style-type: none"> • ADA report provided by the NJDOE 	2
20. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes.		

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

INSTRUCTION AND PROGRAM	DOCUMENTATION	POINT VALUE
a. Compliance with 5 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 4 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	8
c. Compliance with 3 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	6
d. Compliance with 2 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	4
e. Compliance with 1 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	2
f. Compliance with 0 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	0

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
<p>1. The monthly Board Secretary’s report is completed and reconciled without exceptions (e.g. unbalanced/inaccurate balance sheet, unauthorized transfers). The report is completed within 30 days of the month’s end, reconciled with the Treasurer’s report or equivalent report within 45 days of the month’s end and submitted to the board within 60 days of month’s end for approval (<i>N.J.S.A. 18A:17-9 and 36; N.J.A.C. 6A:23A-16.10</i>). The report contains a budget status report, which includes for each required line item account, the original budget, transfers, adjusted budget, expenditures, encumbrances and available balance.</p>	<ul style="list-style-type: none"> • Auditor’s Management Report (AMR) • Monthly Board Secretary and Treasurer’s report or equivalent report • Board minutes 	<p>2</p>
<p>2. The district follows a standard operating procedures manual for business functions (<i>N.J.A.C. 6A:23A-6.6</i>), which includes a system of internal controls (<i>N.J.A.C. 6A:23A-6.4</i>) to prevent the over-expenditure of line item accounts, to safeguard assets from theft and fraud and to ensure an adequate separation of duties.</p>	<ul style="list-style-type: none"> • Budget status reports • Monthly transfer report • Adopted board policies • Organizational chart and duties • AMR • Listing of PO numbers and invoice dates • Cash receipts journal • Listing of manual checks issued • Fixed asset registry • CAFR • Interim and Final Expenditure Reports • Position Control Roster • Standard Operating Procedures Manual 	<p>2</p>

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> • Date of the BOE adoption • Review of software capabilities 	
3. At least monthly, the district prepares and analyzes fiscal year cash flow management for all funds to ensure that payments can be made on a prompt basis and to ensure that reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	<ul style="list-style-type: none"> • PO listing • Contract files • Annual purchasing plan (aggregation) • CAFR • AMR • Cash Management Plan • Cash-flow documentation • Board secretary report • Treasurer or equivalent report 	2
4. The district has filed the annual audit of its Comprehensive Annual Financial Report (CAFR) and other supporting forms and collections (Auditor's Management Report, Federal Data Collection Form) by the due date. (<i>N.J.S.A. 18A:23-1</i>)	<ul style="list-style-type: none"> • CAFR • AMR • Audit synopsis • Federal data collection form • AUDSUM submission 	2
5. The district received an unqualified opinion on the annual audit and satisfied all of the following:		
a. if required, has implemented a corrective action plan (CAP) acceptable to the Executive County Superintendent, which addresses all audit recommendations.	<ul style="list-style-type: none"> • Corrective Action Plan (CAP) adopted by board of education • Documentation of CAP acceptable to Executive County Superintendent • Certification of implementation of CAP 	3

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> • CAFR • AMR • Unqualified opinion 	
b. has no repeat audit findings of a substantive nature.	<ul style="list-style-type: none"> • CAFR • AMR 	3
c. has no material weaknesses in the findings.	<ul style="list-style-type: none"> • CAFR • AMR 	3
d. ends the year with no deficit balances and no line item over expenditures in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	<ul style="list-style-type: none"> • CAFR • AMR 	2
6. The district manages and oversees NCLB, IDEA, ARRA and other entitlement and discretionary grants as required. Specifically, the district:		
a. complies with demonstration of comparability, maintenance of effort, supplement not supplant, and other federal grant fiscal requirements.	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Board meeting minutes • Project files • Accounting system/reports by capital project 	1

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
b. spends grant funds as budgeted. Amendments and budget modifications are completed for changes that exceed the applicable threshold (entitlement grants –10% of total grant award; discretionary grants –10% of total grant award).	<ul style="list-style-type: none"> • Interim and Final Expenditure Reports • Project files • Board meeting minutes 	1
<p>c. spends federal and state grant funds as required and expends non-public allocations as required. The district shows evidence of ongoing meaningful and timely consultation with non-public school officials.</p> <p>If the district has returned funds in excess of \$1,000 to DOE: list the name of the grant and dollar amount refunded. If the returned funds were for nonpublic school services, specify the date the services began and the reason the funds were not spent.</p>	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Accounting system/report by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Board meeting minutes 	1
d. approves salaries funded by federal grants as documented in the board minutes and maintains the required time and activity reports.	<ul style="list-style-type: none"> • CAFR • Interim and Final Expenditure Reports • Board meeting minutes 	1
7. The district provides proper oversight and accounting of capital projects Bond Referendum and other Fund 30 capital projects. Specifically the district:		
a. maintains a separate accounting by project.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	
b. monitors regularly the detailed accounts and oversees change orders to ensure/certify funds are available.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
c. spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
d. conducts the proper fiscal close-out of completed projects. This includes proper transfer of interest earned annually to the debt service and/or general fund.	<ul style="list-style-type: none"> • CAFR • AMR • Accounting system/reports by capital project • Project files • Voter or other requisite approval to spend above authorized amount • Report of available balances • Board minutes 	2
8. The district implements, reviews and revises as needed, projects that are consistent with the approved Long Range Facilities Plan and has received county office approval for emergent projects (<i>N.J.A.C. 6A:23A-3.16</i>).	<ul style="list-style-type: none"> • Project approval • County office approval for emergent projects • Board minutes • List of participants • Revisions approved by DOE 	1
9. a. Annual health and safety reviews have been conducted in each building using the Evaluation of School Buildings Checklist Report. (<i>N.J.A.C. 6A:26-6.1 through 6.3; N.J.A.C.6A:26-12et.seq; and N.J.A.C. 6A:19-6</i>)	<ul style="list-style-type: none"> • Signed Checklist 	2
b. "100% compliance" section - all items are in compliance in all buildings.	<ul style="list-style-type: none"> • Signed Checklist 	4
c. "80% compliance" section - at least 80% of items are in compliance in all buildings.	<ul style="list-style-type: none"> • Signed Checklist 	2

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
10. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes.		
1. Compliance with 10 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	10
2. Compliance with 9 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	9
3. Compliance with 8 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	8
4. Compliance with 7 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	7
5. Compliance with 6 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	6
6. Compliance with 5 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	5
7. Compliance with 4 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	4
8. Compliance with 3 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	3

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

FISCAL MANAGEMENT	DOCUMENTATION	POINT VALUE
9. Compliance with 2 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	2
10. Compliance with 1 item	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	1
11. Compliance with 0 items	<ul style="list-style-type: none"> • Completed and signed NJDOE Statement of Assurance document 	0

GOVERNANCE	DOCUMENTATION	POINT VALUE
1. At least annually, and more frequently if required by changes in law or statute, the district board of education or advisory board reviews, updates and, by resolution, adopts policies, procedures and by-laws reflective of current statutory authority (<i>N.J.S.A.18A:11-1</i>).	<ul style="list-style-type: none"> • Mandatory policies • Non-mandatory policies • Adopting resolution for each policy • District procedures manual attachments • Board agendas 	8
2. The board of education has a policy and a contract with the Chief School Administrator (CSA) to annually evaluate the CSA based on the adoption of goals and performance measurements, which reflect that highest priority is given to student achievement and attention to subgroup achievement. The board annually reviews and revises, as necessary, the evaluative is based on district goals and objectives. In the event that the certificate of the CSA is revoked, the contract is null and void as of the	<ul style="list-style-type: none"> • Board policy • Evaluative instrument • Adopted goals • Board minutes • School district newsletters 	7

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

GOVERNANCE	DOCUMENTATION	POINT VALUE
date of the revocation (<i>N.J.S.A. 18A:17-15 and 15.1 and N.J.A.C. 18A:17-20.3</i>).		
3. The district's budgeting process and its allocation of resources are aligned with instructional priorities and student needs to provide for a thorough and efficient (T&E) education (<i>N.J.A.C.6A:16-8.1</i>).		
a. The district has developed written policies and procedures for the budget and financial planning process that ensure integration and alignment with district priorities and planning objectives based on statewide assessments and applicable strategic plans such as school improvement plans, curriculum plans, a textbook replacement plan, a long-range facilities plan and maintenance plans.	<ul style="list-style-type: none"> • District policies and responsibilities and goals • Board minutes/agendas and minutes from goal setting meetings • QSAC District Improvement Plan, if applicable • Strategic plans • NCLB needs assessment • Curriculum plans • Professional Development Plans • CAPA plan, as applicable • LRFP • Maintenance Plan • Textbook replacement plan 	6
b. The district annually aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students and student subgroup performance as measured under NCLB. The district develops curricula and ensures professional development for all staff.	<ul style="list-style-type: none"> • Evidence of requirement for budget calendar • Budget supporting documentation • Other budget support/tools • Budget supporting documentation • Other budget support/tools updated annually 	6

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

GOVERNANCE	DOCUMENTATION	POINT VALUE
	<ul style="list-style-type: none"> Description of how the district's planning and budgeting processes link 	
c. The school board's adopted budget includes sufficient resources to address all board-approved corrective measures, as applicable, in response to annual audits and other programmatic and fiscal monitoring reports.	<ul style="list-style-type: none"> Advertisement(s) and notices for budget hearing Minutes of budget hearing 	6
4. The board has reviewed all audit recommendations and, if required, approves and submits an acceptable corrective action plan for any audit finding and recommendation, or other compliance-related report according to <i>N.J.S.A. 18A:23-5</i> and <i>N.J.A.C.6A:23A-4.3</i> (e.g. Title I audits, special education monitoring reports).	<ul style="list-style-type: none"> Annual audit and recommendations 	7
5. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes.		
a. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9
c. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
d. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

GOVERNANCE	DOCUMENTATION	POINT VALUE
e. Compliance with 6 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
f. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5
g. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
h. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3
i. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
j. Compliance with 1 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1
k. Compliance with 0 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

PERSONNEL	SUGGESTED DOCUMENTATION	POINT VALUE
1. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes.		
a. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

b. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
c. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
d. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
e. Compliance with 1 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
f. Compliance with 0 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

OPERATIONS	SUGGESTED DOCUMENTATION	POINT VALUE
1. The board has annually approved, by resolution, the district Statement of Assurance (SOA) document as reflected in the minutes		
a. Compliance with 20 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	10
b. Compliance with 19 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9.5

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

c. Compliance with 18 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	9
d. Compliance with 17 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8.5
e. Compliance with 16 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	8
f. Compliance with 15 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7.5
g. Compliance with 14 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	7
h. Compliance with 13 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6.5
i. Compliance with 12 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	6
j. Compliance with 11 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5.5
k. Compliance with 10 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	5
l. Compliance with 9 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4.5

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

m. Compliance with 8 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	4
n. Compliance with 7 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3.5
o. Compliance with 6 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	3
p. Compliance with 5 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2.5
q. Compliance with 4 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	2
r. Compliance with 3 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1.5
s. Compliance with 2 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	1
t. Compliance with 1 items	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	.5
u. Compliance with 0 item	<ul style="list-style-type: none"> Completed and signed NJDOE Statement of Assurance document 	0

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

SCORING

	MAXIMUM POINT VALUE	POINTS EARNED	PERCENT OF TOTAL
Instruction and Program	100		
Fiscal Management	50		
Governance	50		
Personnel	10		
Operations	10		

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
DISTRICT PERFORMANCE REVIEW (DPR)
County Special Services School Districts**

DECLARATION PAGE

Type or print the name of the individuals in the district who were members of the QSAC Committee and who assisted in the completion of this District Performance Review.

POSITION	NAME	SIGNATURE
Chief School Administrator		
District Administrative Staff		
Teacher		
Business Administrator		
Curriculum & Instruction Representative		
Local Collective Bargaining Unit Representative		
District Board of Education Member		
Other		

Accuracy Verified by Chief School Administrator:

Print Name

Signature

Date

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Instructions: Annually by November 15th, the chief school administrator and the board of education must determine whether all items of the Statement of Assurance have been completed. The district must check either the yes or no box as appropriate, for each statement. If the statement is not applicable to the district, then the N/A box must be checked. If the N/A box is checked, the district must provide comments for why the requirement is not applicable. The district board of education must annually, by resolution, affirm the accuracy of the statement of assurance. This document becomes part of the district's NJQSAC monitoring documentation.

Instruction and Program:	Yes	No	N/A	COMMENTS
The district:				
1. Reports to the district board of education and the public on the performance of all students on the New Jersey standardized testing system (<i>N.J.A.C. 6A:8-3.1</i>).				
2. Communicates district graduation requirements to all high school students, their families, and the community annually (<i>N.J.A.C. 6A:8-5.1</i>).				
3. Implements board-approved new and/or revised curricula that clearly and specifically align with the most recent State Board adopted version of the New Jersey Common Core Standards (NJCCCS) and Common Core State Standards (CCSS) and with the timeline for implementation of curriculum for each content standard (<i>N.J.A.C. 6A:3-3.1</i>). Enter dates year or years of district board approval of alignment to current standards for each area below:				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Instruction and Program:		Yes	No	N/A	COMMENTS
The district:					
	Write Date Year of Board Approval for Alignment to the Current Standards				
Language Arts Literacy					
<ul style="list-style-type: none"> • September 1, 2012 (ELA) 					
Math					
<ul style="list-style-type: none"> • September 1, 2011 (K-2) • September 1, 2012 (3-5 and High School) • September 1, 2013 (6-8) 					
Science					
<ul style="list-style-type: none"> • September 2011 CCSS (K-12) 					
Social Studies					
<ul style="list-style-type: none"> • September 1, 2012 					
World Languages					
<ul style="list-style-type: none"> • September 1, 2012 					

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Instruction and Program:		Yes	No	N/A	COMMENTS
The district:					
Technology and Career Education	<ul style="list-style-type: none"> • September 1, 2012 				
Consumer, family and Life Skills	<ul style="list-style-type: none"> • September 1, 2012 				
Arts Education	<ul style="list-style-type: none"> • September 1, 2012 				
Health and Physical Education	<ul style="list-style-type: none"> • September 1, 2012 				
4. Aligns the approved career and technical education program with the State Plan for Career and Technical Education and evaluates the program annually, including the required safety and health program (<i>N.J.A.C. 6A:19 et seq.</i>).					
5. School districts receiving State preschool education aid for preschool have a preschool program plan approved by the Department of Education, Division of Early Childhood Education, as per <i>N.J.A.C. 6A:13A-3.1</i> . For those school districts receiving full State funding under the School Funding Reform Act (SFRA) funded per pupil amount					

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Instruction and Program:	Yes	No	N/A	COMMENTS
The district: determined by the formula established in P.L. 2007, c. 260, the preschool Self-Assessment Validation System is complete, as per <i>N.J.A.C. 6A:13A-8.1</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Fiscal Management:	Yes	No	N/A	COMMENTS
The district: 1. Follows a budget calendar that was developed and shared with the board annually and that reflects all applicable legal and management requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Bases the tuition estimate on an analysis of prior year expenditures and the current year schedule of out-of-district placements from existing contracts. If there were no out-of-district placements, this indicator should be checked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Bases appropriations for capital projects on the district's Long Range Facilities Plan (<i>N.J.A.C. 6A:26-2.1</i>) and the comprehensive maintenance plan (<i>N.J.A.C. 6A:26-12</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Supports other budget appropriation lines by a trend analysis of historical expenditures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Fiscal Management:	Yes	No	N/A	COMMENTS
The district:				
5. Includes only line-item transfers or appropriations of surplus for new programs and initiatives contained in the original budget certified for taxes (excluding transfers for health and safety related items and awards of additional state aid or grants for new purposes).				
6. Submits initial applications, revisions and final reports for all entitlement and discretionary grants in a timely manner.				
7. Maintains separate accounts and keeps records, by grant (IDEA, Title I, IDEA-ARRA, Education Jobs Funds, etc.) and location as required (Title I, etc.), and/or consolidates accounts for approved school-wide programs as allowed in accordance with the approved budget.				
8. Expends federal funds consistent with the approved indirect cost rate.				
9. At a minimum, performs a semi-monthly review of the budget status (budget to actual) to ensure that sufficient appropriations are available.				
10. Approves purchase orders approved only by the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Governance:				
The district board of education or advisory board, as applicable:	Yes	No	N/A	COMMENTS
1. Establishes policies and procedures for the provision of educational programs and services to all students (<i>N.J.A.C. 6A:7 et seq.</i>)				
2. Establishes a nepotism policy (<i>N.J.A.C. 6A:23A-6.2</i>).				
3. Follows all requirements for the annual organization meeting (<i>N.J.S.A. 18A:10-3, et seq.</i> and <i>N.J.S.A. 18A:15-1, et seq.</i>).				
4. Drafts minutes of all meetings, including executive sessions, that reflect all board actions and makes the minutes publicly available within two weeks or by the next board meeting (<i>N.J.S.A. 18A:17-7</i>). When appropriate, the board obtains public input and provides information to district staff as it relates to community expectations. The board also implements the Open Public Records Act (OPRA) pursuant to <i>N.J.S.A. 47:1A-1 et seq.</i>				
5. Requires each board member and administrator to file a timely and properly completed financial and personal/relative disclosure statement each year (<i>N.J.S.A. 18A:12-26</i>). Annually discusses the School Ethics Act and has not been found in violation of the School Ethics Act (<i>N.J.S.A. 18A:12-22</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Governance: The district board of education or advisory board, as applicable:	Yes	No	N/A	COMMENTS
6. Establishes a travel and related expense reimbursement policy and ensures school board members and all employees operate in accordance with that policy (<i>N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7</i>).				
7. Submits new, renegotiated, amended, altered or extended contracts for superintendents, deputy superintendents, assistant superintendents and school business administrators to the Executive County Superintendent (ECS) for review and approval. Takes no formal action to approve or implement such contracts prior to ECS review and approval (<i>N.J.S.A. 18A:7-8, N.J.A.C. 6A:23A-3.1</i>).				
8. Approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees only by a roll call majority vote of the full membership of the board upon the recommendation of the Chief School Administrator and acts within 60 days of the CSA's recommendation (<i>N.J.S.A.18A:27-4.1, N.J.A.C.6A:32-4.1 and 4.7</i>).				
9. Approves the monthly board secretary's and treasurer's reports within 60 days of month's end and certifies in the minutes that the major funds (general fund, special revenue and capital projects fund) have not been over - expended (<i>N.J.A.C. 6A:23A-16.10</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Governance:				
The district board of education or advisory board, as applicable:	Yes	No	N/A	COMMENTS
10. Conducts a public hearing on the proposed budget and formally adopts the budget at a public meeting (<i>N.J.S.A.18A:22-7, et seq. and N.J.A.C 23A:8.1</i>).				

Personnel:				
The district:	Yes	No	N/A	COMMENTS
1. Utilizes board-approved job descriptions and standards for appointment of each teaching staff member, substitute teacher and other staff including paraprofessional positions. Ensures that all staff are appropriately certified and credentialed for their assignment (<i>N.J.A.C. 6A:32-4 and N.J.A.C. 6A:9-6.5</i>).				
2. Confirms that new employees have a successful criminal history record check within three months of employment and that they have not been disqualified for employment (<i>N.J.S.A. 18A:6-7.1 et. seq., 18A:39-19.1 and 18A:6-4.13 et. seq.</i>).				
3. Adopts written policies and procedures for the physical examination of new and existing employees and maintains personnel health records in a secure separate location from personnel files (<i>N.J.A.C. 6A:32-6.2 and 6.3</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Personnel: The district:	Yes	No	N/A	COMMENTS
4. Adopts policies and procedures for the annual evaluation of all tenured and non-tenured teaching staff members by appropriately certified personnel. Distributes the policies to all tenured teaching staff members, including administrators and supervisor, by October 1 (N.J.A.C. 6A:32-4.4 and 4.5).				
5. Uses multiple data sources, (e.g., test scores, needs assessments, attendance data, violence reports) to address current and projected needs and priorities for all school/district staff when providing professional development opportunities. Uses the data sources to analyze the alignment of the district's Professional Development Plan with teaching staff needs (N.J.A.C.6A:9-15 et.seq. and N.J.A.C.6A:32-4.3 and 4.4).				

Operations: The district:	Yes	No	N/A	COMMENTS
1. Conducts all required trainings for school district employees (N.J.S.A 18A and N.J.A.C.6A).				
2. Submits all required NJSMART files by the due dates and has an error rate of less than 2% for each file.				
3. Adopts and distributes to all school staff, students and parents a code of student conduct that contains all				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations:				
The district:	Yes	No	N/A	COMMENTS
required elements (<i>N.J.A.C. 6A:16-7.1</i>).				
4. Collects and reports annually, incidents of violence, vandalism, substance abuse and disruptive behavior to the NJDOE on the Electronic Violence and Vandalism Reporting System. Reports to the board all incidents from the previous year, annually at a public hearing. Analyzes these incidents and identifies activities to address them (<i>N.J.A.C. 6A:16-5.3</i> and <i>N.J.A.C. 6A:16-7</i>).				
5. Develops and implements policies and procedures prohibiting harassment, intimidation and bullying (HIB); distributes them to students, parents and staff; and posts the policies and procedures on the district's website (<i>N.J.S.A. 18A:37-14</i> through <i>18</i> and <i>N.J.A.C. 6A:16-7.1(a)4</i> and (c)7 and <i>N.J.A.C. 6A:16-7.9</i>).				
6. Satisfies all requirements of the <i>Gun-Free Schools Act, 20 USC 7151</i> and Title IV Section 4141 of <i>NCLB (N.J.S.A. 18A: 37-7</i> through <i>12</i> , and <i>N.J.A.C. 6A:16-5.5</i>).				
7. Provides for the safety and protection of students through the annual review, development and implementation of a memorandum of agreement (MOA) with law enforcement and implementation of board-approved policies to facilitate cooperation between school staff and law enforcement (<i>N.J.A.C. 6A:16-6.1</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations:				
The district:	Yes	No	N/A	COMMENTS
8. Implements procedures to review and resolve transportation incidents to avoid safety violations and ensures the safety of children including but not limited to meeting Motor Vehicle Commission requirements for bus driver inspections before loading and after drop-off and evacuation drills (<i>N.J.A.C. 6A:27-11 and -12.1(g)</i>).				
9. Adopts and implements policies and procedures designed to report missing and abused children to law enforcement and child welfare authorities. Appoints a school district liaison and provides training to district employees, volunteers and interns working in the school district (<i>N.J.A.C. 6A:16-11</i>).				
10. Provides school health services, screenings and examinations to identify the need for medical services for public and nonpublic students. Maintains student health records (<i>N.J.A.C. 6A:16-2.1 et seq.</i>).				
11. The district has implemented the DOE-approved school health nursing services plan. (<i>N.J.A.C. 6A:16-2.1(b)</i>)				
12. Implements a board-approved comprehensive guidance and academic counseling program for all students (<i>N.J.A.C. 6A:8-3.2</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations: The district:	Yes	No	N/A	COMMENTS
13. Coordinates a comprehensive career education and counseling program with transition services for students with disabilities beginning at age 14 or younger as determined by the Individualized Education Program team (N.J.A.C. 6A:14-3.7(e)11 through 13).				
14. Ensures that each school building has a multidisciplinary team (such as Intervention and Referral Services Team, Pupil Assistance Team and School Resource Committee) as part of its coordinated system for the planning and delivery of intervention and referral services (N.J.A.C. 6A:16-8).				
15. Provides educational services, either in school or out of school, within five days of the student's removal for disciplinary reasons or absence due to chronic or temporary illness, (N.J.A.C. 6A:16-7.2; 7.3 and 10). If the district is a County Special Services School District, it develops and implements procedures for notifying resident district of disciplinary removals or absences due to chronic or temporary illness.				
16. Forwards all student records, including disciplinary records, to the school district to which the student has transferred within 10 school days after the transfer has been verified by the requesting school district. Forwards disciplinary records, with respect to suspensions and				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations:				
The district:	Yes	No	N/A	COMMENTS
expulsions, to nonpublic schools (<i>N.J.A.C. 6A:32-7.5(f)10iii and 6A:16-7.10</i>).				
17. Provides services and programs to nonpublic school students in accordance with Chapter 192 Auxiliary Services (<i>N.J.S.A. 18A:46A-1 et seq. and N.J.A.C. 6A:14-6.1 et seq.</i>) and Chapter 193 Remedial Services for the Handicapped (<i>N.J.S.A. 18A:46-19.1 et seq. and N.J.A.C. 6A:14-6.1 et seq.</i>).				
18. Disseminates information about and implements a comprehensive alcohol, tobacco and other drug abuse program. Adopts and disseminates to all school staff, students and parents policies and procedures for the prevention, assessment, intervention, referral for evaluation, referral for treatment, discipline for students using alcohol or other drugs and continuity of care (<i>N.J.S.A. 18A:40A-8 et seq. and N.J.A.C. 6A:16-1.4 (a)18; 6A:16-3 and 6A:16-4</i>)				
19. The district annually has Reviewed, revised or developed, and implemented safety and security plans, procedures and mechanisms in consultation with law enforcement, health, social service and emergency management agencies and other community members, including parents. (<i>N.J.A.C. 6A:16-5.1 et seq.</i>).				

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM STATEMENT OF ASSURANCE

District: _____ County: _____ Date Completed: _____

Operations:				
The district:	Yes	No	N/A	COMMENTS
20. The district has Implemented the DOE-approved Comprehensive Equity Plan (CEP) designed to eliminate discrimination according to race, age, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability, socioeconomic status, pregnancy or parenthood. (N.J.A.C. 6A:7-1.9)				

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM
STATEMENT OF ASSURANCE**

District: _____ County: _____ Date Completed: _____

DECLARATION PAGE

By signing below, the Chief School Administrator and Board President are affirming the accuracy of this document.

POSITION	NAME	SIGNATURE
Chief School Administrator		
District Board of Education President		
Board Resolution Date:		