

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Instruction and Program Indicators  | Points |
|---|--------|
| 1. Policies and procedures exist to ensure communication with the case manager of the sending school district when it is determined a student would benefit from additional programs and services, including a change to a less-restrictive environment.  | 10     |
| 2. Positive behavioral supports and other proactive strategies are utilized to maximize student learning and prevent disciplinary problems.   | 9      |
| 3. The chief school administrator shares individual student assessment data with administrators, teachers, and parents and uses the data to inform instruction and curriculum to improve student achievement and to ensure each student demonstrates the knowledge and skills of the New Jersey Student Learning Standards (NJSLS) as measured by the Statewide assessment system. (N.J.A.C. 6A:8-4.3(d))   | 5      |
| 4. Graduation requirements prepare students for success in post-secondary degree programs, careers, and civic life in the 21 <sup>st</sup> century. The graduation requirements are developed, adopted, distributed, and implemented and, at a minimum, meet the requisites in N.J.A.C. 6A:8-5.1.   | 7      |
| 5. Developmentally appropriate, standards-based formative and summative assessments are administered in all content areas to gauge the progress of students in mastering the NJSLS. Data from the assessments are analyzed and results inform changes to curriculum, professional development, core instruction, and intervention strategies.   | 7      |
| 6. Appropriate curricular and instructional modifications to content, processes, products, and learning environments are delivered, based on individual student needs to ensure access to and foster attainment of the NJSLS for all students.  | 7      |
| 7. A comprehensive system exists to ensure each student’s individualized education program (IEP) is fully implemented. This system ensures the provision of related services, assistive technology, and specialized instruction, a process for communication with sending school districts, and supervision and oversight from the CSSSD’s administration.  | 10     |
| 8. The professional development plan is inclusive of individualized paraprofessional and school aide staff training that is ongoing, embedded, and targeted to meet the needs of the school district’s students.  | 10     |
| 9. English language arts curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)<br>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;<br>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; | 4      |

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Effective through June 30, 2025**

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| <ul style="list-style-type: none"> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.</li> </ul>   |        |
| <p>10. Mathematics curriculum and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.</li> </ul> | 4      |
| <p>11. Science curriculum and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> </ul>  | 4      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

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| <ul style="list-style-type: none"> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS; and</li> <li>i. Career education.</li> </ul>  |        |
| <p>12. Social Studies curriculum and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLS 9;</li> <li>h. Integration of technology through the NJSLS;</li> <li>i. Career education;</li> <li>j. Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and</li> <li>k. Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.</li> </ul> <p><i>* Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.</i></p> | 4      |
| <p>13. World languages curricula and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> </ul>  | 4      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

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| <ul style="list-style-type: none"> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSL 9;</li> <li>h. Integration of technology through the NJSL; and</li> <li>i. Career education.</li> </ul>   |        |
| <p>14. Comprehensive health and physical education curricula and instruction are aligned to the NJSL in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSL 9;</li> <li>h. Integration of technology through the NJSL; and</li> <li>i. Career education.</li> </ul> | 4      |
| <p>15. Visual and performing arts curricula and instruction are aligned to the NJSL in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including, formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> </ul>   | 4      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

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| <ul style="list-style-type: none"> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21<sup>st</sup> century skills through NJSLs 9;</li> <li>h. Integration of technology through the NJSLs; and</li> <li>i. Career education.</li> </ul> |        |

| Fiscal Indicators   | Points |
|---|--------|
| 1. Monthly district board of education secretary's reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval, pursuant to N.J.S.A. 18A:17-9.  | 6      |
| 2. A standard operating procedures (SOP) manual for business functions is maintained, updated and implemented pursuant to N.J.A.C. 6A:23A-6.6. The SOP manual includes a system of internal controls in accordance with N.J.A.C. 6A:23A-6.4 to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud and includes a section that details purchasing procedures. | 8      |
| 3. The annual audit of its Comprehensive Annual Financial Report (CAFR) and other supporting forms and collections (Auditor's Management Report (AMR), Federal Data Collection Form, and Audit Summary) have been filed by the due date set forth in N.J.S.A. 18A:23-1.   | 4      |
| 4. The school district:   |        |
| a. Implements a corrective action plan (CAP) that addresses all audit recommendations and is acceptable to the Department (as required);  | 4      |
| b. Reports no repeat audit findings of a substantive nature in the CAFR or AMR.   | 4      |
| c. Reports no material weaknesses or significant deficiencies in the CAFR or AMR.   | 4      |
| d. Ends the year with no deficit balances and no line item over-expenditures in the general fund, (on the budgetary basis of accounting) special revenue fund, capital projects fund, or debt service fund (other than permitted under State law and GAAP).   | 4      |
| 5. Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:  |        |
| a. Submits initial applications, revisions, and final reports for all entitlement and discretionary grants by published due dates and expends Federal funds consistent with the approved indirect cost rate and grant application.  | 2      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Fiscal Indicators   | Points |
|---|--------|
| b. Budgets grant funds according to the approved application and spends grant funds as budgeted. Amendments and budget modifications are completed for charges that exceed the applicable threshold of 10 percent or for modifications that require opening new budget lines.   | 2      |
| c. Shows evidence of required consultations with nonpublic schools for each required State- and federally funded program and expends nonpublic school allocations as required. If funds are not expended for nonpublic school services, the school district specifies the reason the funds were not spent and provides evidence of consulting with nonpublic schools regarding the use of unexpended funds. | 2      |
| d. Approves salaries funded by Federal grants as documented in district board of education minutes and maintains the required time and activity reports.  | 2      |
| 6. Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:  |        |
| a. Maintains separate accounting by project.  | 4      |
| b. Monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.   | 4      |
| c. Spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.  | 4      |
| d. Conducts the proper fiscal close-out of completed projects, including proper transfer of interest earned annually to the debt service and/or general fund.   | 4      |
| 7. Projects consistent with the approved long-range facilities plan are implemented, reviewed, and revised, pursuant to N.J.A.C. 6A:26-2.   | 2      |
| 8. County office approval has been granted for emergent projects, pursuant to N.J.A.C. 6A:26-3.14.  | 2      |
| 9. Annual health and safety reviews:  |        |
| a. Have been conducted once per year in each building using the Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings. (N.J.A.C. 6A:26-6.1, 6.2, 6.3, and 12 and 6A:19-6)   | 5      |
| b. Meet the "100% item" section in the Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means all items are in compliance in all buildings.   | 5      |
| c. Meet the "80% item" section Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means at least 80 percent of items are in compliance in all buildings.  | 2      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Fiscal Indicators   | Points |
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| 10. A budget calendar that is developed and shared with the district board of education annually and that reflects all applicable legal and management requirements, pursuant to N.J.S.A. 18A:22-7, is followed. This development timeline includes input from all relevant programmatic staff for requirements and materials needed for teaching and student learning. | 6      |
| 11. All persons employed as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, possess a valid authorization from the Department to serve as a certified educational facilities manager.   | 4      |
| 12. The transfer of funds during the budget year is made in accordance with N.J.S.A. 18A:22-8.1 and 8.2 and complies with all budgetary control provisions, pursuant to N.J.A.C. 6A:23A-16.10.  | 4      |
| 13. Fiscal-year cash flow management for all funds is prepared and analyzed on a regular basis to ensure payments can be made on a prompt basis.  | 4      |
| 14. Reimbursement requests for Federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.  | 4      |
| 15. The district board of education approves purchase orders approved by only 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.   | 4      |

| Governance Indicators  | Points |
|--|--------|
| 1. At least annually, and more frequently if required by changes in case law, regulation, or statute, the district board of education or the advisory board, reviews, updates, and adopts, by resolution, policies, procedures, and by-laws reflective of current statutory and regulatory authority. (N.J.S.A. 18A:11)  | 8      |
| 2. The district board of education:  |        |
| a. Establishes a policy and a contract with the CSA to annually evaluate him or her based on the adoption of goals and performance measurements that reflect the highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation. N.J.S.A. 18A:17-20.3.  | 7      |
| b. Completes the CSA evaluation by July 1 in accordance with N.J.A.C. 6A:10-8.1(g).  | 6      |
| 3. All new, renegotiated, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators are submitted to the executive county superintendent (ECS) for review and approval. The district board of education takes no formal action to approve or implement such contracts prior to ECS review and approval. (N.J.S.A. 18A:7-8 and N.J.A.C. 6A:23A-3.1) | 6      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Governance Indicators  | Points |
|--|--------|
| 4. The district board of education approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees, only by a roll call majority vote of the district board of education’s full membership upon the CSA’s recommendation. (N.J.S.A. 18A:27-4.1 and N.J.A.C. 6A:32-4.1 and 4.7)   | 6      |
| 5. The district board of education-approved corrective action plans are submitted for any finding or recommendation for all compliance-related reports, consolidated monitoring reports, financial audits, special education reports, etc. The school district has no outstanding monitoring or complaint investigation findings that exceed the required timelines for correction. There is no evidence of the school district not implementing the plan.                     | 7      |
| 6. The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education as demonstrated by: (N.J.S.A. 18A:7F-6 and 46 and N.J.A.C. 6A:23A-8.1)  |        |
| a. Adoption and implementation of written policies and procedures for the budget and financial planning process that are integrated and aligned with school district priorities and planning objectives based on Statewide assessments and applicable strategic plans.   | 8      |
| b. Annually align fiscal goals and budget objectives with Curricula that comply with State standards.  | 8      |
| 7. The district board of education follows the budget process by: <ul style="list-style-type: none"> <li>a. Conducting a public hearing on the proposed budget;</li> <li>b. Adopting the budget at a public meeting;</li> <li>c. Providing ongoing information on the budget’s status and any revision(s) or emergent conditions; and</li> <li>d. Making the budget available for public notice and inspection. (N.J.S.A. 18A:22-7 and N.J.A.C. 6A:23A-8.1 and 8.2)</li> </ul> | 8      |
| 8. The district board of education ensures compliance with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, which shall include but not be limited to grant programs under the Elementary and Secondary Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act.  | 6      |
| 9. The district board of education has established programs and services for all English language learners (ELLs), pursuant to N.J.A.C. 6A:15.   | 7      |
| 10. The district board of education implements the Open Public Meetings Act and there have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.S.A. 10:4-6 et seq.)   | 3      |



**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

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|--|--------|
| 11. The district board of education approves the monthly district board of education secretary’s and treasurer’s reports within 60 days of month’s end and, in its minutes, certifies that major funds (general fund, special revenue, and capital projects fund) have not been over-expended. (N.J.A.C. 6A:23A-16.10(c))  | 6      |
| 12. Minutes of all meetings, including executive sessions, reflect all district board of education actions and are publicly available within two weeks or by the next district board of education meeting. (N.J.S.A.18A:17-7)  | 6      |
| 13. District board of education members and school administrators annually file a timely and properly completed financial and personal/relative disclosure statement. The district board of education annually discusses the School Ethics Act and no district board of education member or administrator has been found in violation of the School Ethics Act. (N.J.S.A. 18A:12-22 and 26)  | 5      |
| 14. The district board of education ensures that all students have access to library media services that are connected to classroom studies in each school building including access to computers; school district-approved instructional software; appropriate books, including novels, anthologies, and other reference materials; and supplemental materials that motivate students to read in and out of school and to conduct research. (N.J.A.C. 6A:13-2.1(h)) | 3      |

| Operations Indicators  | Points |
|--|--------|
| 1. The school district’s NJSMART and educator evaluation data files:   |        |
| a. Have been certified by established deadlines and provide complete data; and   | 2      |
| b. Have an error rate of less than 1.5 percent for each file –inclusive of student sync errors.  | 3      |
| 2. The school district’s County District School (CDS) Information System data:   |        |
| a. Have been submitted by established deadlines and no evidence of changes not approved by the Department was reported since the last NJQSAC monitoring; and   | 1      |
| b. Have accurately maintained the required school contacts throughout the year and the school district has submitted to the Department for approval any change requiring district board of education action within five business days of the action. | 3      |
| 3. The school district has a data management process that includes:  |        |
| a. Identification of a school district data coordinator, school district contacts for all Department data submission applications, and an internal communication/information dissemination procedure;  | 2      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

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|---|--------|
| b. Submission of data collection applications via the Department’s website by the established deadlines.  | 3      |
| 4. The school district has policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies.   | 3      |
| 5. The district board of education adopts and annually distributes to staff, parents, and students, policies and procedures to address the equitable application of a code of student conduct that establishes expectations for academic achievement, behavior, and attendance. The policy provides comprehensive tiered behavioral supports and responses to violations that include positive disciplinary practices that minimize exclusionary practices, such as suspension and expulsion; and details students’ due process rights. (N.J.A.C. 6A:16-7.1)  | 5      |
| 6. Twice per year, the CSA presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation and bullying (HIB) incidents submitted on the Department’s incident reporting system. The CSA or designee submits the final data verification to the Department by July 15. (N.J.A.C. 6A:16-5.3)   | 5      |
| 7. The school district implements a process to ensure the school safety/school climate team in each school, with support from the CSA: (1) reviews and takes action to strengthen school climate policies; (2) educates the community, including students, teachers, staff, and parents, to prevent HIB; (3) provides professional development opportunities that address effective practices of successful school climate programs or approaches; and (4) completes the HIB self-assessment. The CSA submits to the Department the statement of assurance and the district board of education approval date for the HIB self-assessment for each school in the school district by September 30. (N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7) | 7      |
| 8. The <i>Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials</i> (MOA) has been signed within the past year. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-6.2)   | 6      |
| 9. The comprehensive alcohol, tobacco, and other drug abuse program includes 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 and supports. (N.J.S.A. 18A:40A and N.J.A.C. 6A:16-3 and 4)  | 6      |
| 10. Policies and procedures are established to review and resolve transportation incidents and ensure the safety of students by meeting Motor Vehicle Commission requirements for inspections by bus drivers  | 6      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Operations Indicators  | Points |
|--|--------|
| and evacuation drills. The CSA presents to the district board of education evidence of completion of emergency exit drills. (N.J.A.C. 6A:27-11.1, 11.2, and 12)  |        |
| 11. Policies and procedures are established to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities; to appoint a school district liaison to law enforcement authorities; and to provide training to school district employees, volunteers, and interns on policies and procedures. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-11)   | 6      |
| 12. Comprehensive record of immunizations, required physical examinations and health screenings are maintained to identify the need for medical services for public and nonpublic school students. Health records are kept separately from other student records. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-2.1(a)8, 2.2, and 2.5 and 6A:32-7.4(c))   | 4      |
| 13. At least one certified school nurse is employed by the school district (not through a third-party contract). For medically fragile students who require one-to-one clinical nursing services, the school district uses a provider of clinical nursing services who appears on the New Jersey Department of Human Services' directory of private-duty nursing. The district board of education annually adopts a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. (N.J.A.C. 6A:16-2.1(b) and 2.5(j)6) | 8      |
| 14. Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services from a certified instructor who has completed the Department's criminal history record check within five days of a student's removal for disciplinary reasons or within five days after receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). (N.J.S.A. 18A:6-4.13 and 7.1 and N.J.A.C. 6A:16-7.2, 7.3, and 10.1)                        | 6      |
| 15. Safety and security plans, procedures, and mechanisms are annually reviewed and revised in consultation with law enforcement, health, social service, and emergency management agencies and other community members, including parents. The CSA has verified in writing that the process has occurred. (N.J.A.C. 6A:16-5.1)  | 6      |
| 16. A security drill statement of assurance that accurately represents the monthly security drills were conducted is submitted no later June 30 each year to the Department. (N.J.S.A. 18A:41)   | 4      |
| 17. The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved  | 6      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Operations Indicators |   | Points |
|-----------------------|---|--------|
|                       | by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-1.4)   |        |
| 18.                   | The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. (N.J.A.C. 6A:16-7.6) | 8      |

| Personnel Indicators |  | Points  |  |  |
|----------------------|--|---|--|--|
| 1.                   | An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories: |   |  |  |
|                      |  | 100 percent of audited files meets indicators | 95 to 99 percent of audited files meets indicators | Less than 95 percent of audited files meets indicators |
| a.                   | Teacher evaluation processes result in complete summative scores, measures of teacher practice, and measures of student growth (SGO and mSGP) (N.J.A.C. 6A:10- 2.4, 4.1, 4.2, 4.3, and 4.4);                                     | 8   | 4  | 0  |
| b.                   | School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) (N.J.A.C. 6A:10- 2.4, 5.1, 5.2, 5.3, and 5.4);           | 6   | 3  | 0  |
| c.                   | Evaluations of other certificated staff according to regulations (N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2); and   | 4   | 2  | 0  |
| d.                   | Evaluation processes for all certificated staff have occurred, including evaluation training and evaluation conferences. (N.J.A.C. 6A:10-2.2)  |   | 4  |  |
| e.                   | School improvement panels have been established in each school and are functioning in accordance with the TEACHNJ Act  |   | 4  |  |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Personnel Indicators   | Points |
|--|--------|
| (N.J.S.A. 18A:6-120) and regulations (N.J.A.C. 6A:9C-5.3 and 6A:10-2.3, 2.5, 3.1, and 3.2); and  |        |
| f. Other evaluation structures and processes, including tenure charge proceedings conducted according to the TEACHNJ Act (N.J.S.A. 18A:6-11 and 17.3).   | 2      |
| 2. The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):  |        |
| a. An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to (1) school district, school, team, and/or individual goals, and (2) results from individual performance evaluations. (N.J.A.C. 6A:9C and 6A:10-2.5);  | 5      |
| b. School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time (N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1).  | 5      |
| c. The school district-level PDP: <ul style="list-style-type: none"> <li>• Details districtwide and school-level professional learning for active staff holding instructional teaching, educational services, and administrative certificates;</li> <li>• Incorporates professional learning that is sustained and job-embedded not exclusively one-time workshops; and</li> <li>• Addresses the NJSLS and the professional standards for teachers and school leaders (N.J.A.C. 6A:8 and 6A:9) and is based on a variety of sources and types of student, educator, and system evidence, including educator evaluation data and school-level PDPs. (N.J.A.C. 6A:9C-4.2)</li> </ul> | 5      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Personnel Indicators  | Points |
|---|--------|
| d. The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district’s professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.   | 5      |
| e. The district mentoring plan: (N.J.A.C. 6A:9C-5) <ul style="list-style-type: none"> <li>• Details support for all non-tenured teachers in their first year of employment through, at minimum, an introduction to school district curricula, student assessment policies, and training on the school district’s evaluation rubric;</li> <li>• Describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers;</li> <li>• Describes how mentors are trained; and</li> <li>• Describes the process by which the administrative office oversees mentor payments.</li> </ul> | 3      |
| f. Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. (N.J.S.A. 18A and N.J.A.C. 6A)  | 2      |
| 3. The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:   |        |
| a. Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for his or her endorsement and the school district has applied to the Department’s certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment; (N.J.A.C. 6A:9B)                                       | 3      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Personnel Indicators   | Points |
|--|--------|
| b. Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted; and (N.J.A.C. 6A:9B-8.4, 6A:9C-5, and 6A:10)  | 3      |
| c. Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. (N.J.A.C.6A:9A and 6A:9B)                      | 3      |
| d. All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard license. (N.J.A.C. 6A:9B)   | 2      |
| 4. The district board of education has ensured the following staffing practices are followed:  |        |
| a. New employees have a successful criminal history record check prior to employment and are not disqualified for employment; (N.J.S.A. 18A:6-7.1 and 18A:39-19.1)   | 2      |
| b. Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files; (N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.2 and 6.3)  | 2      |
| c. Approved job descriptions are maintained for every certificated staff member. Certificated staff are appropriately certified for their assignment (N.J.A.C. 6A:9B); and   | 5      |
| d. Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education’s staff attendance policies. | 5      |
| e. The length of service for substitute teachers is tracked and placement of substitutes is appropriate. (N.J.A.C. 6A:9B-7)  | 2      |

**NJQSAC District Performance Review for County Special Services School Districts (Appendix B) –  
Effective through June 30, 2025**

| Personnel Indicators   | Points |
|--|--------|
| 5. The position control roster: (N.J.A.C. 6A:23A-6.8)  |        |
| <ul style="list-style-type: none"> <li>a. Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position’s full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available, the date the person currently filling that position was approved by the district board of education);</li> </ul> | 6      |
| <ul style="list-style-type: none"> <li>b. Is accurate and up to date; and</li> </ul>   | 5      |
| <ul style="list-style-type: none"> <li>c. Reconciles with the budget.</li> </ul>   | 4      |
| 6. Documentation and evaluation of administrator practices, as well as an audit of personnel files, including observation reports, indicates that supervision processes are occurring in accordance with N.J.A.C. 6A:10 and result in: <ul style="list-style-type: none"> <li>a. Professional practices aligned with goal-setting procedures (N.J.A.C. 6A:10-4.2 and 5.2); and</li> <li>b. Supervisory feedback that is timely, targeted, and actionable (N.J.A.C. 6A:10-2.4, 2.5 and 4.4 and 5.4).</li> </ul>   | 5      |