

NJQSAC District Performance Review for County Special Services School Districts (Appendix B)

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 st 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) a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; 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

NJQSAC District Performance Review for County Special Services School Districts (Appendix B)

Instruction and Program Indicators	Points
<ul style="list-style-type: none"> c. Assessments, including, formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. 	
<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"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; 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; c. Assessments, including, formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. 	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"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; 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; c. Assessments, including, formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; 	4

NJQSAC District Performance Review for County Special Services School Districts (Appendix B)

Instruction and Program Indicators	Points
<ul style="list-style-type: none"> f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. 	
<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"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; 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; c. Assessments, including, formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. 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 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. <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"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; 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

NJQSAC District Performance Review for County Special Services School Districts (Appendix B)

Instruction and Program Indicators	Points
<ul style="list-style-type: none"> c. Assessments, including, formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. 	
<p>14. Comprehensive health and physical education 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"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; 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; c. Assessments, including, formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. 	4
<p>15. Visual and performing arts 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"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; 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; c. Assessments, including, formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; 	4

NJQSAC District Performance Review for County Special Services School Districts (Appendix B)

Instruction and Program Indicators	Points
<ul style="list-style-type: none"> e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. 	

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 [educational entity system] 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 [obtained] submitted to the Department for approval [for changes to all school configurations] any change requiring district board of education action within five business days of the [proposed changes] 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
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 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.	5

NJQSAC District Performance Review for County Special Services School Districts (Appendix B)

Operations Indicators		Points
(N.J.A.C. 6A:16-7.1)		
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 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)	6
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	4

NJQSAC District Performance Review for County Special Services School Districts (Appendix B)

Operations Indicators	Points
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))	
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 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)	6
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