

# Quality Single Accountability Continuum (QSAC)

2009-2010

<b>District</b>	<b>Camden City</b>
<b>County</b>	<b>Camden</b>
<b>District Superintendent</b>	<b>Dr. B. LeFra Young</b>

	<b>District Score</b>	<b>County Score</b>
<b>Instruction and Program</b>	<b>61</b>	<b>0</b>
<b>Fiscal Management</b>	<b>78</b>	<b>0</b>
<b>Operations Management</b>	<b>98</b>	<b>0</b>
<b>Personnel</b>	<b>100</b>	<b>0</b>
<b>Governance</b>	<b>67</b>	<b>0</b>

# Instruction and Program

Unless otherwise indicated, the District Performance Review indicators will be used to evaluate conditions and performance in the district over the preceding three year period. To attain points for this section of the DPR, the district must answer “yes” to each numbered indicator or block of indicators. Partial points are not awarded.

<b>SECTION A: STUDENT ACHIEVEMENT: The district meets the NCLB targets for all students and for students in all subgroups. The district uses student performance data across all New Jersey Core Curriculum Content Standards (NJCCCS) to guide instructional programs.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score</b>	<b>Comments</b>
A1: The district meets the current district definition of Adequate Yearly Progress (AYP) in language arts literacy.	<b>DPR Assessment Worksheet provided by NJDOE</b>	10	0	0	
A2: The district meets the current district definition of Adequate Yearly Progress (AYP) in mathematics.		10	0	0	
<b>Indicator 3 below addresses student progress in language arts literacy. If you answer “yes” to either sub-indicator “a” (percentage) or “b” (95%), you receive 5 points.</b>					

<p>A3: When comparing current and prior year assessment data for total students, the district shows one of the following:</p> <p>a. An increase in the prior year’s percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.</p> <p>OR</p> <p>b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in language arts literacy in the current year.</p>	<p>DPR Assessment Worksheet provided by NJDOE</p>	<p>5</p>	<p>0</p>	<p>0</p>	
<p>A4: This indicator is intentionally left blank.</p>					
<p><b>Indicator 5 below addresses student progress in mathematics. If you answer “yes” to either sub-indicator “a” (percentage) or “b” (95%), you receive 5 points.</b></p>					
<p>A5: When comparing current and prior year assessment data for total students, the district shows one of the following:</p> <p>a. An increase in the prior year’s percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.</p> <p>OR</p> <p>b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in mathematics in the current year.</p>	<p>DPR Assessment Worksheet provided by NJDOE</p>	<p>5</p>	<p>0</p>	<p>0</p>	

A6: The district has no schools in "Schools in Need of Improvement" (SINI) status pursuant to No Child Left Behind (20 U.S.C. Sec 6301 et seq).	DPR Assessment Worksheet provided by NJDOE	10	0	0	
A7: At least 70% of the district's total student population, across all grades tested in science, achieves proficient or advanced proficient status on the most recent state science assessments.		4	0	0	
<b>A8. The district prepares an analysis of student achievement data, using the state assessment data profile by doing the following:</b>					
A8a: The district compares achievement for each grade level across all schools within the district	District analysis; Summary of assessment results by content; Explanation of how district prepared analysis; Methodology behind each data set and results	4	1	0	
A8b: The district compares achievement data for each school and with other schools within the district.			1	0	
A8c: The district compares achievement data with comparable districts (by DFG).			1	0	
A8d: The district compares achievement data with state averages.			1	0	
A8e: The district provides the analysis to each district principal and verifies that the data analysis drives instruction and professional development.			1	0	

<p>A9a: Based on state assessment data, the district analyzes the achievement of all subgroup populations at the district and school levels. For those populations not meeting AYP targets or showing a stagnant or declining trend, the district investigates and identifies possible causes, including but not limited to those below.</p> <p>List all identified causes below by changing the type font of the applicable bulleted item(s) to <b>BOLD type font</b>:</p> <ul style="list-style-type: none"> <li>• Lack of curriculum that is aligned to the NJCCCS</li> <li>• Lack of district/school assessments or the use of assessments not aligned to the curriculum and the NJCCCS</li> <li>• Lack of consistent focus on academic work</li> <li>• Insufficient exposure to the NJCCCS</li> <li>• Use of unaligned instructional materials</li> <li>• Inadequate support and/or professional development for teachers for new content and materials</li> <li>• Teacher vacancy/substitute teacher</li> <li>• Students with disabilities are not taught the aligned curriculum or unaligned materials are used</li> <li>• ELLs are not taught the aligned curriculum or unaligned materials are used</li> <li>• Student attendance or mobility</li> <li>• Other:</li> </ul>	<p>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</p>	<p>2</p>	<p>1</p>	<p>0</p>	
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<p>A9b: 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>List all identified causes below by changing the type font of the applicable bulleted item(s) to <b>BOLD</b> type font:</p> <ul style="list-style-type: none"> <li>• Curriculum aligned to the NJCCCS</li> <li>• Appropriate use of aligned assessments, both formative and summative</li> <li>• Consistent focus on academic work</li> <li>• Increased exposure to the NJCCCS</li> <li>• Adoption and implementation of aligned instructional materials</li> <li>• Targeted professional development for teachers</li> <li>• Employment of full-time, highly qualified teachers</li> <li>• Students with disabilities receive aligned instruction and support</li> <li>• English language learners receive aligned instruction and support</li> <li>• Improved student attendance</li> <li>• Additional learning support (tutoring, after school, summer school, etc.)</li> <li>• Increased parent involvement</li> <li>• Other:</li> </ul>	<p>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</p>	<p>J</p>	<p><b>1</b></p>	<p><b>0</b></p>	
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<p>A10a: The district documents that strategies are being implemented to support the progress or to address deficiencies identified in numbers 1-9 above. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, teacher support, or other areas to address any and all hypothesized causes. The district also specifies a timeline for implementation with expected outcomes and target dates for resolution.</p> <p><b>OR</b></p> <p>A10b: For Title I districts in need of improvement status:</p> <p>i. The strategies and action steps for district improvement are aligned with the school improvement goals and objectives; and</p> <p>ii. The district improvement plan is implemented as developed.</p>	<p>Analysis and related plan; Revised curriculum, teacher hires or other changes identified in the analysis</p>	<p>3</p>	<p>1</p>	<p>0</p>	
<p>A11a: The district regularly schedules meetings with central office and school-level staff (not less than quarterly) to evaluate sustained progress and address any identified problem areas. Strategies are modified to address continued shortcomings.</p> <p><b>OR</b></p> <p>A11b. For Title I districts in need of improvement status:</p> <p>i. The means for evaluating the effectiveness of the district improvement plan are established; and</p> <p>ii. The district evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.</p>	<p>Meeting schedules and agendas; Attendance lists; District plans or action items</p>	<p>1</p>	<p>1</p>	<p>0</p>	

<b>A12: The district assesses the progress of each student in mastering the NJCCCS at least two times each year including content areas not included on statewide assessments by completing the following:</b>					
A12a: Multiple assessments, both formative and summative, are aligned to the NJCCCS and the district's curriculum.	Assessment schedule for district, schools, and classroom; Samples of tests; Assessment reports; Meeting agendas that show review of test scores; Test contracts	3	1	0	
A12b: Measures of student progress, developed and implemented at the district, school, and classroom level, include opportunities for students to demonstrate mastery through performance assessments.			1	0	
A12c: Assessments at the district, school and classroom level are used to evaluate, adjust, and improve instructional programs and services.			1	0	
A12d: Assessments at the district, school and classroom level are rigorous and consistently used to monitor student progress.			1	0	
A12e: The district requires teacher-designed lesson plans to include assessment measures to be used and reflect multiple forms of assessments that are used as part of instruction.			1	0	
A12f: 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.			1	0	
A13: The district, after each state test administration, reports to the district board of education on the performance of all students and on the performance of student subgroups on state tests. The report respects the confidentiality of individual students. (N.J.A.C. 6A:8-3.1)	Board minutes; District's report of progress	1	1	0	
<b>Total Section A</b>		<b>59</b>	<b>15</b>	<b>0</b>	

SECTION B: CURRICULUM: The district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) in every school and for all students.	Suggested Documentation	Point Value	District Score	County Score	Comments
<b>To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas. Dates of adoption for B1 must be included.</b>					
B1: The district board of education has annually approved written curriculum that clearly and specifically aligns with the most recent State Board adopted version of the NJCCCS (2004). Enter date of local board approval for each area. (N.J.A.C. 6A:8-3.1)	Board Minutes: Curriculum in each area		Date of district adoption:	Type date here	
	Arts	4	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
B2: The district requires and verifies that the curriculum for each NJCCCS area is fully implemented at all grade levels and uses a monitoring process for continually improving curriculum implementation	Class Schedules; Lesson Plans		To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.		
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	

	Math	3	1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
B3: The district requires and verifies that the curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.	Curriculum in each area		To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.		
	Arts	2	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
B4: The district curriculum, in each content area, specifies ways to support integrated/cross disciplinary instruction to address the implementation of all nine of the NJCCCS areas.	Curriculum in each area		To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.		
	Arts	1	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	

B5: The district curriculum is horizontally and vertically articulated among all grades, content areas, and schools through the use of strategies such as curriculum mapping.	Curriculum in each area; Curriculum audit or map	To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	1	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
B6: The district convenes curriculum articulation meetings across regional and in-district schools, grades, and content areas at least two times each school year to address curriculum issues, such as curriculum development, preparation for high school graduation, alignment and revision, assessments and key transition points.	Meeting schedules; Agendas; Attendance Lists	To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	2	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	

B7: The district implements a planned systematic approach to key curriculum and developmental transition points between and among building levels (e.g. Pre-K to kindergarten, elementary to middle school, middle school to high school) and within school buildings (e.g. from K -3 to grade 4/5, grade 9 to 10). Attention is focused on student strengths and needs, student work, and planned interventions to accommodate transition.	Meeting schedules; Agendas; Attendance Lists	1	1	0	
B8: The district is planning and taking steps at all grade levels to prepare all students to meet new high school graduation requirements set forth at <i>N.J.A.C. 6A:8-5.1</i> .	Meeting schedules; Agendas; Curriculum	3	1	0	
<b>Total Section B</b>		<b>17</b>	<b>17</b>	<b>0</b>	

<b>SECTION C: INSTRUCTION: Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
<b>C1: The district completes each of the following instructional strategies for each content area:</b>					
C1a: Implements a supervisory process that ensures that the aligned, board-adopted curriculum is taught in every district classroom and that teachers receive meaningful feedback from principals/supervisors and use it to strengthen and sustain instruction.	District policies and procedures; Teacher evaluation schedules; Lesson plans; Professional improvement plans	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts		1	0	
	P.E./Health		1	0	



	Science		<b>1</b>	<b>0</b>	
	Social Studies		<b>1</b>	<b>0</b>	
	World Language		<b>1</b>	<b>0</b>	
	Technology		<b>1</b>	<b>0</b>	
	Career Education		<b>1</b>	<b>0</b>	
C1d: Requires and verifies that teachers and supervisors analyze student work to determine if instruction is aligned with the curriculum.	Teacher observations and evaluation schedules; Lesson plans and feedback loop; Meeting agendas				
	Arts		<b>1</b>	<b>0</b>	
	P.E./Health		<b>1</b>	<b>0</b>	
	LAL		<b>1</b>	<b>0</b>	
	Math		<b>1</b>	<b>0</b>	
	Science		<b>1</b>	<b>0</b>	
	Social Studies		<b>1</b>	<b>0</b>	
	World Language		<b>1</b>	<b>0</b>	
	Technology		<b>1</b>	<b>0</b>	
	Career Education		<b>1</b>	<b>0</b>	
C2: The district requires and verifies that teachers meet collaboratively to develop lessons and units that are culturally responsive, and that accommodate various learning styles.	Teacher observations and evaluations; Lesson plans; Common planning time; Report cards	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	<b>3</b>	<b>1</b>	<b>0</b>	
	P.E./Health		<b>1</b>	<b>0</b>	
	LAL		<b>1</b>	<b>0</b>	
	Math		<b>1</b>	<b>0</b>	
	Science		<b>1</b>	<b>0</b>	
	Social Studies		<b>1</b>	<b>0</b>	
	World Language		<b>1</b>	<b>0</b>	
	Technology		<b>1</b>	<b>0</b>	

	Career Education		<b>1</b>	<b>0</b>	
C3: The district requires and verifies that students and parents/guardians receive meaningful ongoing feedback on achievement and performance in all NJCCCS areas.	Teacher/parent conference schedules; District Web site	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	3	<b>1</b>	<b>0</b>	
	P.E./Health		<b>1</b>	<b>0</b>	
	LAL		<b>1</b>	<b>0</b>	
	Math		<b>1</b>	<b>0</b>	
	Science		<b>1</b>	<b>0</b>	
	Social Studies		<b>1</b>	<b>0</b>	
	World Language		<b>1</b>	<b>0</b>	
	Technology		<b>1</b>	<b>0</b>	
	Career Education		<b>1</b>	<b>0</b>	
C4: The district requires and verifies that integrated/cross disciplinary instruction is intentionally planned, implemented, and observed in all NJCCCS areas and at all grade levels.	Lesson plans: Teacher observations and evaluations	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	2	<b>1</b>	<b>0</b>	
	P.E./Health		<b>1</b>	<b>0</b>	
	LAL		<b>1</b>	<b>0</b>	
	Math		<b>1</b>	<b>0</b>	
	Science		<b>1</b>	<b>0</b>	
	Social Studies		<b>1</b>	<b>0</b>	
	World Language		<b>1</b>	<b>0</b>	
	Technology		<b>1</b>	<b>0</b>	
	Career Education		<b>1</b>	<b>0</b>	
<b>C5: The district requires and verifies that instruction for students with disabilities:</b>					

C5a: Is based on the district’s curriculum and instructional materials;	Curriculum; Lesson plans; Assessment data and analysis; Assessment action plan for subgroups	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.	
	Arts	1	0
	P.E./Health	1	0
	LAL	1	0
	Math	1	0
	Science	1	0
	Social Studies	1	0
	World Language	1	0
	Technology	1	0
	Career Education	1	0
C5b: This indicator is intentionally left blank.			
C5c: Is modified and adapted according to the student’s IMP and that such modifications are clearly communicated to all teachers;	Curriculum; Lesson plans; Assessment data and analysis; Assessment action plan for subgroups		
	Arts	1	0
	P.E./Health	1	0
	LAL	1	0
	Math	1	0
	Science	1	0
	Social Studies	1	0
	World Language	1	0
	Technology	1	0
	Career Education	1	0
C5d: Includes instructional strategies, activities, and content that meet individual student needs;	Curriculum; Lesson plans; Assessment data and analysis; Assessment action plan for subgroups	3	

	Arts		<b>1</b>	<b>0</b>	
	P.E./Health		<b>1</b>	<b>0</b>	
	LAL		<b>1</b>	<b>0</b>	
	Math		<b>1</b>	<b>0</b>	
	Science		<b>1</b>	<b>0</b>	
	Social Studies		<b>1</b>	<b>0</b>	
	World Language		<b>1</b>	<b>0</b>	
	Technology		<b>1</b>	<b>0</b>	
	Career Education		<b>1</b>	<b>0</b>	
C5e: Addresses the subgroup's performance on statewide and district assessments.	Curriculum; Lesson plans; Assessment data and analysis; Assessment action plan for subgroups				
	Arts		<b>1</b>	<b>0</b>	
	P.E./Health		<b>1</b>	<b>0</b>	
	LAL		<b>1</b>	<b>0</b>	
	Math		<b>1</b>	<b>0</b>	
	Science		<b>1</b>	<b>0</b>	
	Social Studies		<b>1</b>	<b>0</b>	
	World Language		<b>1</b>	<b>0</b>	
	Technology		<b>1</b>	<b>0</b>	
	Career Education		<b>1</b>	<b>0</b>	
<b>C6: The district requires and verifies instruction for ELL:</b>					
C6a: Is based on the district's curriculum and instructional materials;	Curriculum; Lesson plans; Instructional materials; Assessment data and analysis; Assessment action Plan for subgroups	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts		<b>1</b>	<b>0</b>	
	P.E./Health		<b>1</b>	<b>0</b>	
	LAL		<b>1</b>	<b>0</b>	
	Math		<b>1</b>	<b>0</b>	

	Science
	Social Studies
	World Language
	Technology
	Career Education
C6b: Uses aligned materials in their native language, when bilingual programs are implemented;	Curriculum; Lesson plans; Instructional materials; Assessment data and analysis; Assessment action Plan for subgroups
	Arts
	P.E./Health
	LAL
	Math
	Science
	Social Studies
	World Language
	Technology
	Career Education
C6c: Is adapted as necessary, aligned to the EL Proficiency Standards, and communicated to all teachers;	Curriculum; Lesson plans; Instructional materials; Assessment data and analysis; Assessment action Plan for subgroups
	Arts
	P.E./Health
	LAL
	Math
	Science
	Social Studies
	World Language
	Technology
	Career Education

3

<b>1</b>	<b>0</b>	
<b>1</b>	<b>0</b>	
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<b>1</b>	<b>0</b>	
<b>1</b>	<b>0</b>	
<b>1</b>	<b>0</b>	
<b>1</b>	<b>0</b>	

C6d: Addresses the subgroup's performance on statewide and district assessments.	Curriculum; Lesson plans; Instructional materials; Assessment data and analysis; Assessment action Plan for subgroups				
	Arts	1	0		
	P.E./Health	1	0		
	LAL	1	0		
	Math	1	0		
	Science	1	0		
	Social Studies	1	0		
	World Language	1	0		
	Technology	1	0		
	Career Education	1	0		
<b>C7: The district requires and verifies that instructional materials and software:</b>					
C7a: Are aligned with the NJCCCS and the board-approved curriculum;	Textbook and materials adoption policies and procedures; Reviews of materials and textbooks; Review committee proceedings and recommendations; Bilingual program policies and procedures	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	1	0		
	P.E./Health	1	0		
	LAL	1	0		
	Math	1	0		
	Science	1	0		
	Social Studies	1	0		
	World Language	1	0		
	Technology	1	0		
	Career Education	1	0		

C7b: Are age and developmentally appropriate, responsive to diversity, and further student learning.	Textbook and materials adoption policies and procedures; Reviews of materials and textbooks; Review committee proceedings and recommendations; Bilingual program policies and procedures	3			
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education	1	0		
C8: The district requires and verifies that teachers and other instructional staff effectively use technology to support learning, increase productivity and create products across all NJCCCS areas.	Textbook and materials adoption policies and procedures; Reviews of materials and textbooks; Review committee proceedings and recommendations; Bilingual program policies and procedures	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education	1	0		
<b>Total Section C</b>		<b>24</b>	<b>24</b>	<b>0</b>	

<b>SECTION D: MANDATED PROGRAMS: The district supports the achievement of the NJCCCS for English Language Learners, Students with Disabilities, and Gifted and Talented Students</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
D1a: A bilingual, ESL plan, or an English Language Services plan, approved by the NJDOE, has been implemented by the district. (N.J.A.C. 6A:15-1.6)	DOE approval letter; Student roster; Board policy; Sample school staff list; Detailed list of services; Review of assessment data	2	1	0	
D1b: Students enrolled in the bilingual, ESL, and English language services programs have full access to educational services available to other students in the school district.			1	0	
D1c: The district has met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English.			1	0	
D1d: The district has met the annual measurable achievement objective for the percentage of students attaining English proficiency.			1	0	
D2a: The Special Education Improvement Plan is submitted to the Office of Special Education Programs. (N.J.A.C. 6A:14-9.1)	SPIP; DOE approval letter; DOE implementation letter	2	1	0	
D2b: The district implemented the required activities in the Special Education Improvement Plan.			1	0	
D3a: The district has a gifted and talented program at all grade levels in the district. (N.J.A.C. 6A:8-3.1)	Board approved identification process that uses multiple measures; Test contracts; Recommendation forms; Letters to		1	0	

D3b: The district uses multiple measures to identify gifted and talented students at all grade levels in the district.	parents/guardians about identification process; Program description; Curriculum; Student roster	2	1	0	
D3c: The district provides appropriate educational services for identified students at all grade levels.			1	0	
D3d: The district requires and verifies that instruction for gifted and talented students reflects adaptations in content, product, process and learning environment. Adaptations are communicated to all teachers.			1	0	
<b>Total Section D</b>		<b>6</b>	<b>6</b>	<b>0</b>	

<b>SECTION E: EARLY CHILDHOOD PROGRAMS: The district implements early childhood programs that support student achievement of the NJCCCS.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
E1a: The Five-year preschool program plan and/or annual updates have been submitted, and approved by the department (e.g., universal and targeted school districts).	DOE approval letter; Comprehensive curriculum; Five-year preschool program plan or annual updates; Articulation meetings between PK and K teachers, between PK and K administrators, results of performance-based assessments passed on to Kindergarten staff; Evidence of outreach such as parent letters, community meetings, website announcements; Contracts for services; Percentage of universe served; SAVS documentation, Preschool enrollment and OFAC limited review audits; Student work samples or		1	0	
E1b: The comprehensive curriculum approved by the department within the district's five-year plan or annual update is aligned with the Preschool Teaching and Learning Expectations: Standards of Quality (2004), linked to the NJCCCS.			1	0	
E1c: The comprehensive curriculum is articulated between PreK and K programs to ensure a seamless transition to kindergarten			1	0	

E1d: Outreach efforts have increased or maintained the enrollment of the district's universe of eligible three and four-year old children.	portfolios; Evidence of parent/guardian conferences	3	1	0	
E1e: Class size meets appropriate regulations with one teacher and one teacher assistant in all classes, where applicable.			1	0	
E1f: Systematic and adequate administrative and fiscal oversight occurs in district and private providers of preschool programs, as applicable.			1	0	
E1g: The district uses a performance-based system for measuring student progress and improving instruction and regularly communicates to parents about student progress.			1	0	
<b>Total Section E</b>		<b>3</b>	<b>3</b>	<b>0</b>	

<b>SECTION F: HIGH SCHOOL/GRADUATION: The district implements programs that prepare students for graduation, post-secondary education, and careers.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
F1a: The percentage of students from the most recent June high school graduating class who were reported on the ASSA three years earlier, minus the number of students from that class that transferred out-of-district, is at least 80%. <i>(NOTE: F1b: Beginning in SY 2010-11, the district has a graduation rate of at least 80%, pursuant to applicable federal guidelines.)</i>	District calculation of graduation rate; ASSA	4	1	0	

F2a: The percentage of seniors who graduated from high school in the last academic year by way of the Special Review Assessment (SRA) was less than 10%.	DOE reporting form; District plan outlining strategies; District calculations of SRA rate	4	0	0	
F2b: The district implements strategies to reduce the number of students using the SRA process for graduation.			1	0	
F3a: The district's approved <b>vocational-technical education program</b> is aligned with the State Plan for Vocational Technical Education as approved by the State Board of Education and the United States Department of Education. (N.J.A.C. 6A:19)	DOE approval letter; Vocational plan; Curriculum; Vocational Education Data Report	NA	NA	NA	
F3b: The district conducts an annual evaluation of vocational-technical education programs that includes an analysis of student achievement of the NJCCCS, student achievement of technical competencies, program completion, gender equity and student participation in nontraditional training and employment and placement status of program completers.			NA	NA	
F3c: The district has adopted and implemented a vocational-technical safety and health program that includes safety and health training for students and staff, a safety and health hazard analysis for each vocational course or program, periodic inspections of equipment and materials, and procedures to ensure compliance with health and safety practices.			NA	NA	
F4a: The district provides <b>alternative education</b> programs to address individual learning styles and needs of students at risk of school failure or for those mandated for removal from general education. (N.J.A.C. 6A:16-9)	BOE meeting minutes; Alternative education plan; Sample IPP		1	0	

F4b: If applicable, the district places students in approved alternative education programs. (N.J.A.C. 6A:16-9)		2	1	0	
F4c: The alternative education program addresses the achievement of the NJCCCS through the use of Individualized Program Plans for each student. (N.J.A.C. 6A:16-9.2).			1	0	
F4d: The district's alternative education program provides support services, case management, and transition services.			1	0	
F4e: Instruction in the district's alternative education program is provided by appropriately certified staff.			1	0	
F5: <u>The district has implemented, for all students, the revised high school graduation requirements based on the implementation schedule in N.J.A.C. 6A:8-5.1.</u>	Board of Education resolution, minutes, student policy manual	2	1	0	
F6: <u>Annually</u> , the district has communicated its graduation requirements to all high school students, their families, and the community, <u>in compliance with N.J.A.C. 6A:8-5.1, effective 2009.</u>	Student policy manual, communications to parents and community	2	1	0	
<b>Total Section F</b>		<b>14</b>	<b>10</b>	<b>0</b>	

<b>Instruction and Program District Performance Review</b>		<b>District Score</b>	<b>County Score</b>
Total Section A: Student Performance	<b>59</b>	<b>15</b>	<b>0</b>
Total Section B: Curriculum	<b>17</b>	<b>17</b>	<b>0</b>
Total Section C: Instruction	<b>24</b>	<b>24</b>	<b>0</b>
Total Section D: Mandated Programs	<b>6</b>	<b>6</b>	<b>0</b>
Total Section E: Early Childhood Programs	<b>3</b>	<b>3</b>	<b>0</b>
Total Section F: High School/Graduation	<b>14</b>	<b>10</b>	<b>0</b>
<b>Total Points</b>	<b>123</b>	<b>75</b>	<b>0</b>
<b>Score (Earned points divided by total points)</b>		<b>61</b>	<b>0</b>

# Fiscal Management

Unless otherwise indicated, the District Performance Review indicators will be used to evaluate conditions and performance in the district over the preceding three year period. To attain points for this section of the DPR, the district must answer “yes” to each numbered indicator or block of indicators. Partial points are not awarded.

<b>SECTION A: BUDGET PLANNING: The district budget planning and preparation process is comprehensive, integrated with the instructional priorities of the district and focused on curricular improvements, student achievement, and professional development.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score</b>	<b>Comments</b>
<b>A1: The district’s budgeting process and its allocation of resources are aligned with the district’s instructional priorities and student needs.</b>					
A1a: The district has developed written policies and procedures for the budget and financial planning process that ensures the process is integrated and aligned with district priorities and planning objectives based on statewide assessments and applicable strategic plans (such as school improvement plans, curriculum plans, a text-book replacement plan, a long-range facilities plan and maintenance plans).	District policies, budget calendar and responsibilities and goals.	<b>3</b>	<b>1</b>	<b>0</b>	
A1b: The district follows a budget calendar that is developed and shared with the board annually and reflects all applicable legal and management requirements.	Board minutes/agendas and minutes from goal setting meetings.		<b>1</b>	<b>0</b>	

A1c: The district annually aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students, develop curriculum, and ensure professional development for all staff.	District plans: strategic plans, NCLB needs assessment, curriculum plans, professional development plans, CAPA plan, as applicable; LRFP, Maintenance Plan, textbook replacement, etc.		1	0	
A1d: The district sets budget objectives and allocates sufficient resources to address the priority problems that have been identified as impacting student subgroup performance as measured under NCLB	Budget supporting documentation #2 and other budget support/tools updated annually. Describe how the district's planning and budgeting processes link		1	0	
<b>A2: The adopted and certified budget is supported by detailed documentation:</b>					
A2a: The budget objectives and budgeted costs address <i>CAPA reports, special education and other programmatic reports, and assessed needs, as applicable, including</i> the priority problems that have been identified as impacting student subgroup performance as measured under the federal NCLB.	Assessment results, detailed budget support, <i>CAPA and other programmatic reports</i>	1	1	0	
A2b: <i>Budgeted positions and salaries supported and consistent with the Position Control Roster required pursuant to N.J.A.C. 6A:23A-6.8.</i>	Position control roster of similar document, payroll by account stipends, substitutes, overtime analysis	1	1	0	
A2c: The tuition estimate is based on an analysis of prior year expenditures and the current year schedule of out of district placements from existing contracts or there are no out-of-district placements.	Tuition contracts current year; historical analysis of placements during year	1	1	0	
A2d: Appropriations for capital projects are based on the district's Long Range Facilities Plan.	LRFP	1	1	0	
A2e. Other appropriation lines are supported by a trend analysis of historical expenditures.	Analysis of historical expenditures	1	1	0	
A3: The district 's budget does not include line-item transfers or appropriations of surplus for new programs and initiatives not 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.)	Monthly transfer report, board minutes, budget documents	2	1	0	

Total Section A	10	10	0	
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SECTION B: FINANCIAL AND BUDGETARY CONTROL: The district has sufficient financial and budgetary controls to ensure fiscal integrity and accurate financial reporting.	Suggested Documentation	Point Value	District Score	County Score	Comments
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**B1: The monthly Board Secretary’s report is completed and reconciled without exceptions (e.g. unbalanced/inaccurate balance sheet, unauthorized transfers):**

B1a: The report is completed within 30 days of the month’s end <i>and reconciled with the Treasurer’s report within 45 days of the month’s end.</i>	CAFR, Auditors Management Report (AMR), monthly Board Secretary <i>and Treasurer’s</i> report, open PO listing, general ledger, monthly reconciliation reports, monthly transfer reports, Board minutes	4	1	0	
B1b: 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. The budget status report contains an up-to-date posting of all POs and cash receipts, a monthly review of open POs for liquidation; reconciliation to payroll and all subsidy ledgers; and transfer approvals received as required. There are no line-item over-expenditures.		4	1	0	

**B2: The district has established and follows formal accounting policies and procedures, in the following areas:**

B2 a: <i>Standard operating procedures for business functions including accounting, purchasing, fixed assets, etc. (N.J.A.C. 6A:23A-6.6)</i>	Written policies <i>and procedures</i>		1	0	
B2 b: <i>Approval of amounts in excess of approved purchase orders (N.J.A.C. 6A:23A-6.10)</i>			1	0	
B2c: <i>Vehicle tracking and maintenance (N.J.A.C. 6A:23A-6.11)</i>			1	0	

B2d: Supervision and handling of cash and other district funds, including safeguards and procedures for petty cash funds (N.J.S.A. 18A:19-13 and N.J.A.C. 6A:23A-16.8)
B2e. Restricted access to personnel, payroll and other confidential data.
B2f: Work order system that tracks all maintenance requests, the worker assigned, date of completion, labor time spent and the cost of materials.
B2g: Establishment and fiscal oversight of student activity funds. (N.J.A.C. 6A:23-2.14(c))
B2h: <i>Professional services and public relations to minimize the costs (N.J.A.C. 6A:23A-5.2)</i>
B3: The maintenance of a position control roster to ensure accurate payroll. (N.J.A.C. 6A:23-A:6.8)

5	1	0	
	1	0	
	1	0	
	1	0	
	1	0	
4	1	0	

**B4: The district is implementing a system of internal controls to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud. This system includes:**

B4a: At minimum, a semi-monthly review of the budget status report (budget to actual) to ensure that sufficient appropriations are available.	Budget status reports, monthly transfer report, adopted board policies, organizational chart and duties, AMR, listing of PO's, #'s and invoice dates, cash receipts journal, listing of manual checks issued, fixed asset registry, CAFR, AMR	1	1	0	
B4b. A requirement that transfers made prior to obligation of funds (to prevent line-item over-expenditure) and only for items permitted by law and regulation.		1	1	0	
B4c: An adequate separation of duties: the purchasing agent is not responsible for accounts payable; the treasurer independently performs bank reconciliations; check signatories are not responsible for check preparation.		1	1	0	
B4d: Purchase orders are approved only by the purchasing agent and are issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.		2	0	0	

B4e: Purchase orders delineate the vendor, the item or items, the quantity and the price. There are no blanket POs.
B4f: The budgetary and financial software ensures that encumbrances are placed prior to the release of POs and prevents recording of a PO if the line-item account is insufficient.
B4g: All <i>checks and</i> check-signing devices are kept in a secured location and only used by authorized personnel.
B4h: Manual checks represent less than one percent of the checks issued on an annual basis. (Interfund payments are excluded from this requirement.)
B4i: All cash receipts are accounted for, physically safeguarded, deposited in a timely manner, and properly recorded.
B4j: All fixed assets are tagged, logged and inventoried, and the disposal of any equipment is approved by purchasing agent and board of education.

1	1	0	
1	1	0	
1	1	0	
1	1	0	
1	1	0	
1	1	0	

**B5: The district adheres to the state public school contracts law for purchasing:**

B5a: The district aggregates goods and services and uses formal quotes and sealed bids for all purchases that are in excess of established bid thresholds. <i>(N.J.S.A. 18A:18A-3 and N.J.S.A. 18A:18A-8)</i>
B5b: <i>The district uses a deliberate and efficient manner to award professional services contracts and uses the professional services exemption to bidding for services when provided by a person whose practice is regulated by law and the service requires advance knowledge and training (e.g., architect, accountant). (N.J.S.A. 18A:18A-2)</i>

PO listing, contract files, annual purchasing plan (aggregation), CAFR, AMR, required notification to County Sup for emergency purchases

	1	0	
	1	0	

B5c: <u>The district uses the extraordinary unspecified services bidding exemption only when the service cannot be reasonably described by written specifications and meets all other requirements. The district's use of this exemption is narrowly construed in favor of open competitive bidding where possible. (N.J.S.A. 18A:18A-5 and N.J.A.C. 5:34-2)</u>		5	1	0	
B5d: <u>The district uses competitive contracting for the allowable statutory purposes and follows all requirements. (N.J.S.A. 18A:18A-4.1 and N.J.A.C. 5:34-4).</u>			1	0	
B5e: The district uses authorized state contracts when they are in the best interest of district (N.J.S.A. 18A:18A-10)			1	0	
B5f: The district uses emergency contracts only as authorized (N.J.S.A. 18A:18A-7 and N.J.A.C. 5:34-6.1)			1	0	
B5g: The district's POs are consistent with the signed contracts from vendors providing goods and services.			1	0	
B6: In order to prevent duplicate or improper payments, the district approves payments and claims only after the submission of approved vouchers that include original invoices, receiving reports (such as bills of lading, packing slips, etc.), and vendor affidavits. (N.J.S.A. 18A:19-3)	Voucher packages, CAFR, AMR	4	1	0	
B7: At least monthly, the district prepares and analyzes fiscal year cash flow projections for all funds to ensure that payments can be made on a prompt basis and to maximize investment opportunities.	Cash flow projections/report, PO listing, CAFR, AMR	1	1	0	
<b>B8: Required data and financial reports are submitted to DOE in a timely manner by required submission dates:</b>					
B8a: ASSA	Verification of submission dates	3	1	0	
B8b: DRTRS			1	0	
B8c: AUDSUM			1	0	

B8d: Budget Statement (including user-friendly budget and administrator salary spreadsheet)	4	1	0	
B8e: Debt service data collection		1	0	
B8f: School Register		1	0	
<b>Total Section B</b>	<b>40</b>	<b>38</b>	<b>0</b>	

<b>SECTION C. ANNUAL AUDIT: The annual audit of the Comprehensive Annual Financial Report (CAFR) indicates that the district is fiscally stable.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
C1: The district has filed the annual audit of its CAFR and filed other supporting forms and collections (AMR, Federal Data Collection Form) by the due date. (N.J.S.A. 18A:23-1)	CAFR, AMR, audit synopsis, federal data collection form, peer reviews, AUDSUM submission	2	1	0	
<b>C2: The district receives an unqualified opinion on the annual audit and satisfies all of the following:</b>					
C2a: If required, the district has implemented a corrective action plan acceptable to the county superintendent which addresses all audit recommendations. The district has submitted the Certificate of Implementation of the CAP by June 30th.	CAFR, AMR, CAP adopted by BOE, documentation of CAP acceptable to County Superintendent, certification of implementation of CAP, AMR	20	1	0	
C2b: The district has no repeat audit findings of a substantive nature.			0	0	
C2c: The district has no material weaknesses in the findings.			0	0	
C2d: The district ends the year with no deficit balances in the general fund, the special revenue fund, the capital projects fund or the debt service fund (other than permitted under state law and GAAP).			1	0	
C3: The district ends the year with no line-item over-expenditures.	CAFR, AMR	3	1	0	
<b>Total Section C</b>		<b>25</b>	<b>5</b>	<b>0</b>	

SECTION D: RESTRICTED REVENUES: The district has sufficient and required accountability over restricted revenues, such as federal and state grants, bonds, etc.	Suggested Documentation	Point Value	District Score	County Score	Comments
<b>D1: The district manages and oversees NCLB, IDEA, <u>ARRA</u>, and other entitlement and discretionary grants as required:</b>					
D1a: The district complies with demonstration of comparability, maintenance of effort, <u>supplement not supplant</u> , and other federal grant fiscal requirements.	CAFR, AMR, grant application submission and approval dates, carryover reports, closeout reports, transfer approvals, MOE and comparability reports	5	1	0	
D1b: Grant funds are spent as budgeted. Amendments and budget modifications are completed for changes that exceed the applicable threshold (entitlement grants – lesser of 10% or \$50,000; discretionary grants – lesser of 10% or \$10,000).			1	0	
D1c: The district spends federal and state grants funds as required and distributes non-public allocations as required. The district does not return federal and state grants or nonpublic allocations to DOE (except for non-public allocations for schools no longer in operation).  If the district has returned funds in excess of \$1000 to DOE: On a separate sheet of paper, 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.			1	0	

<p>D1d: At least 85 percent of the NCLB and IDEA grant funds are expended in year one. * For Title I, a waiver to carry over more than 15% has not been requested within the last three years.  * For Title IV, a waiver to carry over more than 25% has not been requested this year.</p>			<b>1</b>	<b>0</b>	
<b>D2: The district submits its applications for NCLB, IDEA, <u>ARRA</u>, Perkins and Evening School for the Foreign Born (EFB) in a timely manner:</b>					
<p>D2a: The district submits its NCLB consolidated application and applications for IDEA, Perkins and Evening School for the Foreign Born (EFB) by the due dates.</p>	<p>CAFR, AMR, grant application submission and approval dates, carryover reports, closeout reports, transfer approvals, MOE and comparability reports</p>	<b>1</b>	<b>1</b>	<b>0</b>	
<p>D2b: The district submits its revision requests for NCLB, IDEA, Perkins and Evening School for the Foreign Born (EFB) in a timely manner.</p>			<b>1</b>	<b>0</b>	
<p>D2c: The district submits its entitlement final reports, carryover applications (if applicable) and closeout reports by the due dates.</p>			<b>1</b>	<b>0</b>	
<b>D3: The district follows proper accounting procedures <u>and expenditure of funds</u> for restricted federal grants and restricted state grants and aid, including preschool education aid, consistent with <u>EDGAR</u> and OMB Circular A-87, including:</b>					
<p>D3a: The district accounts separately <u>and maintains records</u> by grant (<u>IDEA, Title I, IDEA-ARRA, etc.</u>) and location as required (Title I, etc.), and/or consolidates accounts for approved school-wide programs as allowed in accordance with the <u>approved budget</u>.</p>	<p>CAFR, AMR, accounting system and reports by grant, transfer requests, indirect cost rate; Applications/approvals, board minutes, time and activity reports</p>	<b>7</b>	<b>1</b>	<b>0</b>	
<p>D3b: <u>The district has effective control and accountability for all grant cash, property and other assets (internal controls).</u></p>			<b>1</b>	<b>0</b>	
<p>D3c: <u>If applicable, the district has submitted an acceptable corrective action plan that has addressed all findings from the CAFR and Single Audit, DOE monitoring and/or other monitorings/audits.</u></p>			<b>1</b>	<b>0</b>	

D3d: <u>The district expends federal funds consistent with OMB Circular A-87 to determine the reasonableness, allowability and allocability of costs.</u>		1	0		
D3e: If applicable, the district expends federal funds consistent with its approved indirect cost rate.		1	0		
D3f: <u>The salaries funded by federal grants are approved by the board as documented in the board minutes and</u> the district maintains the required time and activity reports.		1	0		
D3g: <u>The district promptly, but at least quarterly, remits interest earned on federal funds over \$100 per year.</u>		1	0		
<b>D4: The district provides proper oversight and accounting by capital project of Bond Referendum and other Fund 30 capital projects, including:</b>					
D4a: The district maintains separate accounting by project.	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	1	0	
D4b: The district regularly monitors detailed accounts and oversees change orders (e.g. voter approval if a bond referendum) to ensure/certify funds are available.			1	0	
D4c: The district spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.			1	0	
D4d: The district 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.			1	0	
<b>Total Section D</b>		<b>15</b>	<b>15</b>	<b>0</b>	

SECTION E: EFFICIENCY: The district participates in programs and implements operating measures to promote the efficient expenditure of funds.	Suggested Documentation	Point Value	District Score	County Score	Comments
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**To attain points for question E1 below, the district must answer “yes” to a minimum of four sub-indicators. Partial points are not awarded for this indicator.**

**E1: The district participates in a minimum of four of the following programs:**

E1a: Federal E-rate program	E-Rate and funding award documentation, ACES agreement, ACT agreement, share services agreements, cooperative/joint purchasing agreements	2	1	0	
E1b: Alliance for Competitive Energy Services (ACES), or documented rate better than ACES			1	0	
E1c: Alliance for Competitive Telecommunications (ACT), or documented rate better than ACT			1	0	
E1d: Transportation Jointure			1	0	
E1e: Shared services arrangements with other districts or municipalities for items such as snow removal, ground maintenance, administrative positions, etc.			1	0	
E1f: Cooperative/joint purchasing arrangements with other districts or municipalities for goods and services other than those listed above, such as supplies.			1	0	
E1g: Sending/receiving relationships with neighboring districts to provide educational programs to individual students with special needs.			1	0	
E1h: Other: Please describe:				1	0

**To attain points for question E2 below, the district must answer “yes” to a minimum of four sub-indicators. Partial points are not awarded for this indicator.**

**E2: The district operations include four or more of the following circumstances:**

E2a: Every general (K-12) instruction classes has 15 or more students.	Class sizes, detailed ledger (accounting of overtime), board policy/plan for special education placements, CAFR (food service transfer), CAFR (report of state and federal assistance), close-out reports, analysis of alternatives and quotes received prior to renewal of group and health insurance.	3	1	0	
E2b: Overtime for any given function represents less than 10% of actual expenditures on base salaries of that function.			1	0	
E2c: The child nutrition program operates without a general fund transfer or subsidy.			1	0	
E2d: District is at or below the median spending for administration as reported (actuals) in the most recent Comparative Spending Guide.			1	0	
E2e: Prior to each renewal, the district receives alternative quotes for health plan for maximum savings, including a demonstration of savings greater than participation in a Joint Insurance Fund or NJ Health Plan.			1	0	
E2f: The district receives alternative quotes prior to any annual award of a contract for professional services.			1	0	
E2g: The district offers distance learning, virtual classrooms, and/or allows students to share educational services with other educational entities where more efficient.			1	0	
E2h: Other: Please describe				1	0
E3: The district participates in the Special Education Medicaid Initiative (SEMI) or the Medicaid Administrative Claiming Program or receives a waiver of the SEMI program.	SEMI application and funding documentation	2	1	0	
E4: The district has reduced the number of out-of-district segregated placements by developing appropriate in-district programs and services or there are no out-of-district placements.	Board minutes, in-district programs and services, plans	2	1	0	
E5: The district does not incur extra charges or fees for late payments or other operational actions.	Detailed ledger	1	1	0	
<b>Total Section E</b>		<b>10</b>	<b>10</b>	<b>0</b>	

<b>Fiscal Management District Performance Review</b>		<b>District Score</b>	<b>County Score</b>
Total Section A: Budget Planning	10	10	0
Total Section B: Financial and Budgetary Control	40	38	0
Total Section C: Annual Audit	25	5	0
Total Section D: Restricted Revenues	15	15	0
Total Section E: Efficiency	10	10	0
<b>Total</b>	<b>100</b>	<b>78</b>	<b>0</b>

# Operations Management

**Unless otherwise indicated, the District Performance Review indicators will be used to evaluate conditions and performance in the district over the preceding three year period. To attain points for this section of the DPR, the district must answer “yes” to each numbered indicator or block of indicators. Partial points are not awarded.**

<b>SECTION A: FACILITIES: The district provides adequate and appropriately maintained facilities to support teaching and learning.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score</b>	<b>Comments</b>
A1a: The district has a DOE-approved Long Range Facilities Plan or the district has submitted all required documents with updates or amendments on time. (N.J.S.A. 18A:7G-4)	Approval letter	<b>2</b>	<b>1</b>	<b>0</b>	
A1b: The district implements projects that are consistent with the approved Long Range Facilities Plan and has received county office approval for emergent projects.	Project approval; County office approval for emergent projects; Board minutes; List of participants; Revisions approved by DOE		<b>1</b>	<b>0</b>	
A1c. The district has reviewed and revised, as needed, the Long Range Facilities Plan.			<b>1</b>	<b>0</b>	
A2a: The district has submitted and implemented a BOE-approved Comprehensive Maintenance Plan with corrective and preventive measures for the interior and exterior of each building and the major systems of HVAC, mechanical, plumbing, electrical, structural and grounds. (N.J.A.C. 6A:26A-1 et seq.)	Board-approved plan; Board minutes; M-1 Schedule matches the CAFR; Comprehensive Maintenance Plan, BOE Resolution	<b>4</b>	<b>1</b>	<b>0</b>	

A2b: The district is implementing the Comprehensive Maintenance Plan. (N.J.S.A. 18A:7G-9(b)3 and 18A:33-1 and N.J.A.C. 6A:26-3.1)			1	0	
A3a: Annual health and safety reviews have been conducted in each building using the Evaluation of School Buildings Checklist Report. (N.J.A.C. 6A:26-6.1, 6.2 and 12; and N.J.A.C. 6A:19-6.1 et seq.)	Signed checklist	9	1	0	
A3b: 100% compliance” section - all items are in compliance in all buildings.			1	0	
A3c: ”80% compliance” section - at least 80% of items are in compliance in all buildings.			1	0	
<b>Total Section A</b>		<b>15</b>	<b>15</b>	<b>0</b>	
<b>SECTION B: NJSMART: The district meets DOE established NJ SMART deadlines and data quality requirements in order to insure accurate student data.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
B1: The district released its data file via the NJ SMART portal to the DOE by the posted deadlines in the prior year.	Report provided by NJDOE	10	1	0	
<i>B2a: The district uploaded a full SID Management file as of the prior year's October 15th closing date and has a final error rate of less than 2%. (Error rate is defined as the number of student records that are in error, unresolved, conflict or sync status divided by the total number of student records.)</i>	Report provided by NJDOE	3	1	0	

<i>B2b: The district's SID Management file as of the prior year's June 30th closing date has a final error rate of less than 2%. (Error rate is defined as the number of student records that are in error, unresolved, conflict or sync status divided by the total number of student records.)</i>	Report provided by NJDOE	3	1	0	
<i>B2c: The district's Fall Submission files for the prior year have a final error rate of less than 2%. (Error rate is defined as the number of student records that are in error, unresolved, conflict or sync status divided by the total number of student records.)</i>	Report provided by NJDOE	2	0	0	
<i>B2d: The district's End of Year Submission files for the prior year have a final error rate of less than 2%. (Error rate is defined as the number of student records that are in error, unresolved, conflict or sync status divided by the total number of student records.)</i>	Report provided by NJDOE	2	1	0	
<b>Total Section B</b>		<b>20</b>	<b>18</b>	<b>0</b>	
<b>SECTION C: STUDENT CONDUCT, SCHOOL SAFETY AND SECURITY: The district implements policies and programs that establish a safe, secure, supportive and disciplined school environment that supports teaching, learning and student achievement of high academic standards.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
C1a: 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. (N.J.A.C. 6A:16-5.1 et seq.)	Planning team meeting agendas and minutes recording the review process and recommendations. If no changes are required, a record of this review should be verified; Attendance/sign-in sheets or list of committee members and/or partners involved in the review and development of the safety and security plan; Board minutes dedicated to the review and/or approval of the safety and security plan; Written plans and procedures		1	0	

C1b: The district's safety and security plan provides for the prevention of, intervention in, response to and recovery from emergency and crisis situations. (N.J.A.C. 6A:16-5.1 et seq.)	Copy of the current Emergency Management Plan that shows evidence of the four stages of crisis management: prevention/mitigation, preparation, response and recovery
C1c: The district has disseminated to the applicable sections of the school safety and security plan to all school employees. (N.J.A.C. 6A:16-5.1 et seq.)	Meeting agendas and minutes broadcasting the school safety and security plan; Employee verification form documenting the receipt of the district's school safety and security plan; CSA's written documentation via memo, email or fax declaring dissemination; Staff handbook or binder that includes the district's school safety and security plan
C1d: The district has developed and provided training to all district employees, as appropriate, to enable them to recognize and appropriately respond to safety and security concerns. (N.J.A.C. 6A:16-5.1 et seq.)	Copy of the district's training agenda outlining modules dedicated to school safety and security; Copy of the district's training attendance or sign-in-sheet identifying full time, part time, temporary or new employees; A school calendar of events or an announcement highlighting training on school safety and security; Allocation of resources (personnel or financial) demonstrating the development and implementation of district training connected to school safety and security; List of speakers, trainers and/or partners and handouts facilitating the district's training; Written notification to staff and planning partners discussing the roles and timelines dedicated to the annual review of the district's plan
C2a: The district has collected and analyzed data on the incidents of violence, vandalism, substance abuse and disruptive behavior, and identifies activities to address them. (N.J.A.C. 6A:16-5.3 et seq. and N.J.A.C. 6A:16-7 et seq.)	<u>District procedures for the reporting of incidents of violence, vandalism and substance abuse that include the principal's review for accuracy and forwarding to the Chief School Administrator.</u> <u>Documentation of data analysis and identification of activities to address the student behaviors reported.</u>

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C2b: The district requires employees to report incidents of violence, vandalism and substance abuse <u>to the principal</u> on a board of education-approved form that include offender, victim and incident detail information <u>and provides annual training to prepare them to fulfill this obligation.</u> (N.J.A.C. 6A:16-5.3(a))	<u>Board minutes approving the form. Board-approved form including all offender, victim and incident detail contained in the department's EVVRS incident report form for reporting incidents of violence, vandalism and substance abuse (V&amp;V)</u> Original incident reports from staff are made on the board-approved form; Student disciplinary records; <u>Documentation of staff training</u> ; Staff Interviews <u>to verify district reporting procedures and training</u>
C2c: The CSA annually has reported the number of incidents to the DOE using the Electronic Violence and Vandalism Reporting System (EVVRS), and verified the accuracy of the information reported. (N.J.A.C. 6A:16-5.3(e))	Annual district EVVRS report; EVVRS incident listing report; <u>EVVRS Verification Fax-back form signed by the CSA</u> certifying the accuracy of incidents.
C2d: The CSA annually has reported <u>all acts of violence and vandalism and incidents of alcohol and other drug abuse that occurred during the previous school year</u> to the board of education and the district has held an annual public hearing. (N.J.A.C. 6A:16-5.3(f) and N.J.A.C. 6A:16-5.2(a)4)	Summary report from the hearings Copy of signed and dated board minutes of the public hearing; Copy of the verified Annual District Report of Violence and Vandalism for the previous school year
C2e: The district has submitted to the DOE and implemented a corrective action plan for high incidences of violence, vandalism or alcohol or other drug abuse in response to notification by the Commissioner or the district is not required to do so. (N.J.A.C. 6A:16-5.3(i))	Minutes or agendas from planning meetings; Copy of department-approved corrective action plan (CAP); Implementation of activities described in the approved CAP; Budgets and expenditure reports supporting the CAP; Staff interviews <u>and</u> school visits <u>verifying the implementation of the correction actions</u> ; Pre- and post-outcome data
C2f: The district has adopted and implemented procedures regarding a school employee that knowingly falsifies the annual report on violence, vandalism and substance abuse. (N.J.A.C. 6A:16-5.3(g))	Board approved procedures

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<p>C3: The district has adopted and distributed to all school staff, students and parents a code of student conduct <i>that contains all required elements</i> . (N.J.A.C. 6A:16-7.1)</p>	<p><u>Code of Student Conduct that contains all required elements (See the DOE Code of Student Conduct Compliance Checklist.)</u> Announcements, agendas or minutes from meetings with parent, student and community representatives to develop the code and to annually review and update the code; Board minutes approving code of student conduct that indicate that the code was based on locally determined core ethical values; Mailing list or cover memo for the dissemination of the code; Staff, student and parent interviews</p>	<p>4</p>	<p>1</p>	<p>0</p>	
<p>C4: The district is in compliance with the student removal, educational services, record keeping, reporting and all other requirements under the Gun-Free Schools Act 20 USC 7151, Title IV Section 4141 of NCLB, N.J.S.A. 18A: 37-7 through 12, and N.J.A.C. 6A:16-5.5.</p>	<p>Copy of board-approved policies and procedures for removals of students for firearms offenses, assaults with weapons and assaults on employees or board members; Documentation of immediate removal; Copy of notification to the student’s parent that includes the removal action, the law enforcement notification, the change of custody, if it occurs, and the student’s due process rights; Copy of the student’s old schedule in school and the new schedule in the alternative education program ; If interim home instruction is provided pending alternate education placement, a copy of lesson plans and a copy of the assignment or application for the student’s placement in an alternate education program;</p> <p>If appropriate, the CSA’s written record of any case-by-case modifications of the required one-year removal; The CSA’s written determination on the student’s return to school or continuation in the alternate education program that is based on the offenses, the board’s removal decision, the results of any assessments of the student and recommendations of the administrator of the student’s placement; If appropriate, written authorization from the CSA for a student to possess a firearm stored in a locked vehicle on school grounds or used for participation in a school-sponsored function</p>	<p>3</p>	<p>1</p>	<p>0</p>	

<p>C5a: The district has promoted regular attendance of students by adopting and implementing policies and procedures that include expectations and consequences regarding timely arrival and attendance and school district responses to unexcused absences. (N.J.A.C. 6A:16-7.8)</p>	<p>District policies and procedures regarding attendance and on-time arrivals (<u>See DOE checklist District Review of Checklist for Board-Approved Student Attendance Policies and Procedures</u>); District procedures for responding to unexcused absences and excused absences; Records indicating <u>actions taken to prevent and intervene in the cases of absences and truancy that include</u> contacts with parents regarding absences.</p>	<p>6</p>	<p>1</p>	<p>0</p>	
<p>C5b: The average daily attendance (ADA) rate for each district averages 90 percent or higher as calculated for the three years prior to the completion of the DPR. (N.J.A.C. 6A:32-13.1)</p>	<p>ADA report</p>		<p>1</p>	<p>0</p>	
<p>C6a: <u>The district has developed policies prohibiting harassment, intimidation and bullying (HIB). The district has distributed the policy to students, parents and staff, has posted the policy on its website and has notified students and parents that the policy is posted.</u> (N.J.A.C. 6A:16-7.1(a)4 and (c) 7 and 7.9 <u>and N.J.S.A. 18A:37-14-18</u>)</p>	<p><u>Board minutes approving the harassment, intimidation and bullying policy that includes all requires components. (See the DOE checklist Review of District Policies and Procedures on Harassment, Intimidation and Bullying).</u> Mailing list or cover memo for the dissemination of the policy <u>to parents and staff; appearance of policy on the district's website and in the student handbook or other publication about student conduct;</u> attendance or sign-in sheets, agendas or evaluations from trainings; Staff interviews <u>to verify implementation of the policy documentation that incidents of harassment, intimidation and bullying were handled in accordance with the board-approved policy and the law.</u></p>	<p>5</p>	<p>1</p>	<p>0</p>	
<p>C6b: <u>The district has annually implemented staff training programs for the effective implementation of the harassment, intimidation and bullying (HIB) policies and procedures; annually discussed the HIB policies with students; and annually reviewed the extent and characteristics of HIB in the school buildings of the district</u> (N.J.A.C. 6A:16-7.9(d))</p>	<p><u>Attendance or sign-in sheets, agendas, recordings or evaluations from the staff trainings. Student of school schedules, agendas, recordings or notes from the student discussions. Reports of the annual review results from instruments or methodology (e.g. survey findings, interview notes, focus group notes, board minutes, data sources) used to conduct the annual review programs (e.g. curricula, purchase orders, lesson plans, agendas, scope and sequence) or services (e.g. job descriptions, case files, service agreements) implemented as a result of the review.</u></p>		<p>1</p>	<p>0</p>	

<p>C7: The district has provided for the safety and protection of students through the annual review, development and implementation of a memorandum of agreement (MOA) with law enforcement and the implementation of board of education-approved policies to facilitate cooperation between school staff and law enforcement. (N.J.A.C. 6A:16-6.1 et seq.)</p>	<p>Announcements, attendance or sign-in sheets, agendas or minutes from annual meetings among the CSA and the county prosecutor; Logs or other records of input provided by the county superintendent, community members and law enforcement officials; Board minutes approving the MOA; Written approval of the MOA by the county prosecutor and county superintendent; Copy of approved MOA or annual updates; County prosecutor, county superintendent and community participant interviews</p>	<p>3</p>	<p>1</p>	<p>0</p>	
<p>C8: The district has provided for the safety and protection of students through the adoption and implementation of policies and procedures designed to report missing and abused children to law enforcement and child welfare authorities, <u>appointment of a school district liaison, and training to district employees, volunteers and interns working in the school district</u>. (N.J.A.C. 6A:16-11)</p>	<p>Board minutes approving the policies and procedures; Name and title of Division of Youth and Family Services (DYFS) liaison; attendance or sign-in sheets, agendas or evaluations from trainings; Staff and DYFS interviews</p>	<p>2</p>	<p>1</p>	<p>0</p>	
<p>C9: The district has implemented procedures to review and resolve transportation incidents to avoid safety violations and ensure the safety of children (including but not limited to MVC requirements for bus driver inspections before loading and after drop-off and evacuation drills) or the district does not provide transportation. (N.J.A.C. 6A:27-11 and -12.1(e))</p>	<p>Policy and procedures; Hazardous route plan and implementation; Bus incident report; Evacuation process letter; Emergency evacuation procedures; Bus driver and aides training</p>	<p>2</p>	<p>1</p>	<p>0</p>	
<p>C10: The district has had no incidents of students being left on the school bus in the past year or the district does not provide transportation.</p>		<p>1</p>	<p>1</p>	<p>0</p>	
<p><u>C11. The district has provided a voter registration form and voting description material to each eligible high school pupil in compliance with N.J.S.A. 18A:36-27.</u></p>	<p><u>Copy of sample voting registration forms and materials</u></p>	<p>1</p>	<p>1</p>	<p>0</p>	
<p><b>Total Section C</b></p>	<p><b>41</b></p>	<p><b>41</b></p>	<p><b>0</b></p>		

<b>SECTION D: STUDENT HEALTH:</b> <b>The district supports the health and well-being of students so they are able to participate in the educational program.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
D1: The district has developed and implemented the DOE-approved school health nursing services plan. (N.J.A.C. 6A:16-2.1(b))	Copy of the Nursing Services Plan developed in consultation with the school physician and certified school nurse and approved by the board and the county superintendent; Approved board minutes; Staff interviews; Payroll records documenting employment of nurses consistent with the assignment of nurses outlined in the Nursing Service Plan	5	1	0	
D2: The district has conducted school health services, screenings and examinations to identify the need for medical services for public and nonpublic students. (N.J.A.C. 6A:16-2.1 et seq.)	An updated A45 Health History and Appraisal Form for routine screenings and examinations; Existence of at least one nebulizer in the office of the school nurse or a similar accessible location ; Staff interviews; Observation	3	1	0	
D3: The district has complied with P.L. 2008 Chapter 38 by implementing strategies to identify those students who are not covered by health insurance and provide the list of those students to the Department of Human Services.	Evidence that the district has employed strategies to identify students who are not covered by health insurance and is transmitting that information to the Department of Human Services; Copy of the list of those students who are not covered by health insurance.	2	1	0	
D4: The district has maintained student health records. (N.J.A.C. 6A:16-2.4)	Evidence that the student health records are maintained separately from other student records in a secure location and made accessible to the school building in which the student is assigned; Staff interviews; Observation of record storage facility	2	1	0	
D5: If medical examinations are conducted by the district, the examinations have taken place in the school physician's office or comparably equipped facility. (N.J.A.C. 6A:16-2.2(f) and 2.3(a)3iv)	Written, board-approved policies and procedures; Physician/Certified School Nurse reports; Student records; <u>Documentation of medical examinations completed by the school physician</u> ; <u>Observation of school examination room</u>	1	1	0	

<u>D6: The district has required medical immunizations prior to admittance into school and examinations upon enrollment and prior to participation on school-sponsored athletic teams. (N.J.A.C. 6A:16-2.2)</u>	The A45 Health History and Appraisal Form documenting required immunizations and examinations; Copy of parent request and district approval or denial for student exemption from immunization requirements (if applicable); Copy/documentation of school physician approval or denial for student participation on a sports team/squad	1	1	0	
<u>D7: The district has required medical examinations upon enrollment and prior to participation on school-sponsored athletic teams. (N.J.A.C. 6A: 16-2.2)</u>	<u>The examination report from the medical home or the school physician; the A45 Health History and Appraisal Form documenting required examinations; Copy/documentation of school physician approval or denial for student participation on a sports team/squad</u>	1	1	0	

<b>Total Section D</b>		<b>15</b>	<b>15</b>	<b>0</b>	
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<b>SECTION E: STUDENT SUPPORT SERVICES: The district provides support services that address academic, social and behavioral needs to support student success.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
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E1a: The district has a 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)	Approved Comprehensive Equity Plan	3	1	0	
E1b: The district has implemented the Comprehensive Equity Plan according to approved timelines.	Objectives for improvement, professional development and timeline; Evidence of implementation; Board minutes; Evidence of progress in meeting equity goals		1	0	
E1c: The district has implemented any required desegregation plan or the district is not required to have a plan.			1	0	

E1d: The district has provided professional development training for all school personnel on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities. (N.J.A.C. 6A:7-1.6)	Professional Development Plan; Evidence of annual training; Identification of relationship of training to areas of need		1	0	
E2: A local district Technology Plan has been approved and has been implemented.	Evidence of implementation; Progress toward meeting goals; Approval letter	3	1	0	
E3a: A board-approved comprehensive guidance and academic counseling program has been implemented for all students. (N.J.A.C. 6A:8-3.2)	A written job description that requires coordination with other student support services and other staff; A written description of guidance and counseling services; Approved board minutes; Staff interviews and school visits	5	1	0	
E3b: The comprehensive career education and counseling program has been coordinated with transition services for those students with disabilities beginning at age 14 or younger as determined by the IEP team. (N.J.A.C. 6A:14-3.7(e)11 through 13)	Board minutes; Written program description		1	0	
E4a: The district has ensured that each school building has a multidisciplinary team (such as Intervention and Referral Services Teams, Pupil Assistance Teams and School Resource Committees) as part of its coordinated system for the planning and delivery of intervention and referral services. (N.J.A.C. 6A:16-8)	An organizational or functional flow chart showing coordination of each building's I&RS services, including the I&RS team; Evidence of, at a minimum, one I&RS team at each building, which could include each team's: mission statement, meeting minutes, files, action plans, published material, policies and procedures, annual report to the principal or program development plans; Written guidelines on the roles and responsibilities of I&RS team members and the board minutes approving guidelines; Staff and parent interviews		1	0	
E4b: The district has provided the multidisciplinary team members with the necessary professional development for fulfilling the team functions. (N.J.A.C. 6A:16-8.2(a)5)	Professional Improvement Plans addressing I&RS-related training needs of team members; Agendas or reports from trainings, conferences, etc.; Evidence of networking with other school I&RS teams, consultations with "experts" or purchase of books or journals targeted for team use		1	0	

<p>E4c: The team(s) has recommended a course of action for each case that includes desired outcomes, plans for support, guidance and professional development for staff who identify learning, behavior and health problems. (N.J.A.C. 6A:16-8.2(a) 3, 4 and 10)</p>	<p>Files containing written action plans for each I&amp;RS team case that include documentation of all participants, anticipated, quantifiable behavioral outcomes, school or community strategies or referrals to school and community resources, support for school staff to implement the action plans, evidence of follow-up to assess progress in achieving the outcomes and make appropriate adjustments, as appropriate; Minutes from team meetings documenting case plans, including support for staff; Observations of team meetings; Staff interviews</p>	6	1	0	
<p>E4d: The team(s) has made recommendations to the principal annually for improving school programs and services based on its annual review of action plans and actions. (N.J.A.C. 6A:16-8.2(a)11)</p>	<p>Written report submitted to principal and changes made as a result; Minutes/records of meetings to conduct the annual review; Records of changes made as a direct result of the report ; Staff interviews</p>		1	0	
<p>E4e: The district has identified the roles and responsibilities of all staff and parameters for participation of community members, including parents. (N.J.A.C. 6A:16-8.3)</p>	<p>Board-approved written guidelines on the roles and responsibilities of: I&amp;RS team members, staff who seek team assistance and other school staff for aiding with I&amp;RS action plans, and the roles, responsibilities and parameters for the participation of community members; Approved job descriptions describing I&amp;RS team responsibilities; Roles and responsibilities described in official school or district publications and evidence of dissemination to staff ; Records of changes made as a direct result of the report to the principal</p>		1	0	

<p>E5: The district has established, disseminated information about and implemented its comprehensive alcohol, tobacco and other drug abuse program and has adopted and disseminated to all school staff, students and parents its 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. (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)</p>	<p>Attendance or sign-in sheets, agendas, minutes or notes from annual consultations with community agencies and other representatives; Board minutes approving the policies and procedures; Mailing list or cover memo for the dissemination of the policy ; Attendance or sign-in sheets, agendas or evaluations from annual trainings on both the policies and procedures and the comprehensive program; Reports describing the assistance provided to the district by substance awareness coordinators (SACs). If SACs are not employed or contracted, specific written assignments in job descriptions of all appropriately certificated staff responsible for fulfilling each of the seven mandated SAC functions in N.J.S.A. 18A:40A-18(c);</p> <p>Board minutes approving the comprehensive program; Program plans supporting the purposes for comprehensive alcohol tobacco and other drug programs; Curricula or other materials or rosters of students participating in primary substance abuse prevention programs; Names or numbers of students receiving intervention, referral for evaluation and referral for treatment services; Completed release of information forms for students receiving treatment; Names or numbers of students participating in substance abuse continuity of care programs; Staff interviews and school visits.</p>	<p>3</p>	<p>1</p>	<p>0</p>	
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<p>E6: The district has forwarded 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 and has forwarded disciplinary records, with respect to suspensions and expulsions, to nonpublic schools. (N.J.A.C. 6A:32-7.5(f)10iii and 6A:16-7.10)</p>	<p><b>Public School Transfer:</b> Notice of student transfer; Phone log, notes or correspondence verifying the student's enrollment; Correspondence accompanying the student's entire discipline file to the transferring public school; Written notice of the transfer of the discipline record to the parent or adult student.</p> <p><b>Private School Transfer:</b> Notice of student transfer; Phone log, notes or correspondence requesting the student's records, with respect to suspensions and expulsions; Phone log, notes or correspondence verifying the student's enrollment; Correspondence accompanying the student's discipline file, with respect to suspensions and expulsions, to the transferring private school; Written notice of the transfer of the discipline records to the parent or adult student.</p>	2	1	0	
	<p><b>Short-term Suspension:</b> Student disciplinary reports; Copy of the student's schedule prior to the suspension and either the student's lesson plans during the suspension or the student's new schedule in an alt. ed. or other program.</p>				

<p>E7: The district has provided educational services, either in school or out of school, within 5 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; 6A:16-7.3 and 6A:16-10)</p>	<p><b>Long-term Suspension:</b> Student disciplinary records; Copy of the student's schedule prior to the suspension and either the student's lesson plans describing all educational services provided during the suspension or the student's new schedule in an alt. ed. or other program; Information in the approved board minutes that support the decision regarding the student's educational services, including behavioral and other evaluations, academic, health and behavioral records, the recommendation of the CSA, principal or other school or community resource or consultation with the I&amp;RS team; When the board decides to continue the suspension beyond the board's second regular meeting, approved board minutes at each subsequent board meeting in which the board determines the status of the suspension, the appropriateness of the educational services and whether they should continue or the student should return to the general education program.</p> <p><b>Illness:</b> Written parental requests for home instruction; School physicians' verification or denial of home instruction and notice to the parents within 5 days of the determination; Record of the written plan for delivery of instruction and documentation of the services provided.</p>	<p>4</p>	<p>1</p>	<p>0</p>
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<p>E8: The district has no nonpublic schools within its jurisdiction or the district has provided services and programs to nonpublic school students in accordance with Chapter 192 Auxiliary Services in accordance with N.J.S.A. 18A:46A-1 et seq. and N.J.A.C. 6A:14-6.1 et seq.; Chapter 193 Remedial Services for the Handicapped in accordance with N.J.S.A. 18A:46-19.1 et seq. and N.J.A.C. 6A:14-6.1 et seq.; Textbooks in accordance with N.J.S.A.18A:58-37.1 et seq. and N.J.A.C. 6A:23-6.1 et seq.; Technology in accordance with N.J.S.A. 18A:6-103 et seq.; and Student Transportation in accordance with N.J.S.A.18A:39-1 et seq. and N.J.A.C. 6A:27 et seq.</p>	<p>Project completion reports; Onsite monitoring reports; Contract with service providers; Interview with appropriate staff</p>	<p>3</p>	<p>1</p>	<p>0</p>	
<p><b>Total Section E</b></p>		<p><b>29</b></p>	<p><b>29</b></p>	<p><b>0</b></p>	

<b>Operations District Performance Review</b>		<b>District Score</b>	<b>County Score</b>
Total Section A: Facilities	15	15	0
Total Section B: NJSMART	20	18	0
Total Section C: Student Conduct, School Safety and Security	41	41	0
Total Section D: Student Health	15	15	0
Total Section E: Student Support Services	29	29	0
<b>Total Points</b>	<b>120</b>	<b>118</b>	<b>0</b>
<b>Score (Earned points divided by total points)</b>		<b>98</b>	<b>0</b>

# Personnel

Unless otherwise indicated, the District Performance Review indicators will be used to evaluate conditions and performance in the district over the preceding three year period. To attain points for this section of the DPR, the district must answer “yes” to each numbered indicator or block of indicators. Partial points are not awarded.

SECTION A: LICENSED PERSONNEL: The district recruits and retains highly qualified and appropriately licensed individuals to support student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS). The district complies with all applicable laws and regulations.	Suggested Documentation	Point Value	District Score (Type "1" for Yes, "0" for No)	County Score	Comments
A1a: The Chief School Administrator (CSA) notifies the board of education or advisory board of all final personnel recommendations.	Board policies, regulations and procedures; annual rehire lists; Fall Report; Certificated Staff Report	10	1	0	
A1b: All appointments are documented in the local board meeting minutes.			1	0	
A1c. The district does not hire non-certificated persons or persons with revoked or suspended licenses.			1	0	
A1d: New hires have successfully completed a criminal history record check <i>within three months of employment</i> and have not been disqualified for employment. (N.J.S.A. 18A:6-7.1 et. seq.; 18A:39-19.1; 18A:6-4.13 et. seq.)			1	0	
A1e: The district uses substitute teachers appropriately and within the limits set forth in regulations.			1	0	

**A2: All administrators, teaching staff members, and other staff:**

A2a: Are appropriately certified and credentialed for their assignments. (N.J.A.C. 6A:32-4.1)	Random sample of personnel files; Certificated Staff Report; Job descriptions and policy manual; County office review and approvals	10	1	0	
A2b: Are employed in state-recognized titles appropriate for their job responsibilities.			1	0	
A2c: Have Board-approved job descriptions that reflect their current job responsibilities.			1	0	

**A3: The district implements strategies to hire and retain high-quality instructional and non-instructional staff, by satisfying the following:**

A3a: The district analyzes staff turnover and shortages and identifies specific areas of need.	Needs assessment and plan; Equity Plan; NCLB Plan; Interviews	10	1	0	
A3b: The district identifies leadership and staffing issues in low-performing schools.			1	0	
A3c: The district develops and implements a plan that includes strategies to recruit and retain teaching staff members in areas of need.			1	0	

**A4: As required by NCLB, the district verifies that all teachers meet the definition of a Highly Qualified Teacher (HQT) or show evidence of progressing towards this goal, by satisfying the following:**

A4a: Every core academic class as defined by NCLB is taught by a Highly Qualified Teacher (HQT). (Title II A)	Staffing array and board minutes; HQT data; NCLB Plan; Sample letters to parents; Random sample of personnel files for HQT status	1	0	
A4b: All required forms and documentation are completed and submitted on an annual basis.		1	0	

A4c: The district and each school notify parents annually about their right to inquire about the qualifications and HQT status of their child’s teachers.		10	1	0	
A4d: Parents of students in Title I schools that are being taught for four weeks by a teacher who has not met the HQT status, are notified in writing ( <i>if applicable</i> ).			1	0	
A4e: The district annually reviews HQT data to determine if students in low-performing schools are disproportionately taught by teachers who have not met HQT status and if so, implements actions to ensure that highly qualified and experienced teachers are distributed equitably between low-performing and high-performing schools.			1	0	
<b>Total Section A</b>		40	40	0	
<b>SECTION B: PERSONNEL POLICIES: District policies and procedures support equity and professional growth. The district complies with all applicable personnel laws and regulations.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
<b>B1: District policies and procedures for the evaluation of tenured and non-tenured staff adhere to established timelines by satisfying the following:</b>					
B1a: The district board of education has adopted policies and procedures for the annual evaluation of all tenured teaching staff members by appropriately certified personnel. Supervisory personnel receive district training in the evaluation process. The policies are distributed to all tenured teaching staff members, including administrators and supervisors, by October 1. (N.J.A.C. 6A:32-4.4)	Schedule of evaluations; Policy, regulations, and procedure manuals; Sampling of evaluations		1	0	

<p>B1b: The annual written performance report is prepared by the certified supervisor who has participated in the evaluation of the tenured teaching staff member and includes an individual Professional Development Plan (former PIP) developed by the supervisor and the teaching staff member.</p>		5	1	0	
<p>B1c: The district has adopted policy for the supervision of instruction for all non-tenured teaching staff members and the policy is distributed to each teaching staff member at the beginning of his or her employment. (N.J.A.C. 6A:32-4.5)</p>	<p>Schedule of evaluations; Policy, regulations, and procedure manuals; Sampling of evaluations</p>		1	0	
<p>B1d: Each of the three observations of non-tenured teaching staff members is conducted for a minimum duration of one class period in a secondary school and for one complete subject lesson in an elementary school. Each observation is followed, within ten days, by a conference between the supervisory staff member who made the observation and written evaluation and the non-tenured staff member. The annual written evaluation includes an individual Professional Development Plan (former PIP) developed by the supervisor and the teaching staff member. (N.J.A.C. 6A:32-4.5)</p>			1	0	
<p>B2a: The district annually designates a member of its staff as the affirmative action officer and forms an affirmative action team (N.J.A.C. 6A:7-1.5).</p>	<p>Agenda and meeting roster; Community invitations; Comprehensive Equity Plan</p>	2	1	0	
<p>B2b: The affirmative action officer coordinates required professional development training for all certificated and non-certificated staff that addresses the achievement gap and other inequities arising from prejudice.</p>			1	0	
<p>B2c: The district creates and consistently supports rules and routines that respect and protect the rights of teachers and other school personnel, students, and parents/guardians.</p>			1	0	

B3a: The district board of education does not assign, transfer, promote, or retain staff or fail to assign, transfer, promote, or retain staff on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. (N.J.A.C. 6A:7-1.8)	Site visit, Interviews; Board policies, regulations, and procedures; Comprehensive Equity Plan	2	1	0	
B3b: Policies and procedures are compliant with all applicable state and federal laws such as the Americans with Disabilities Act (ADA) and Section 504.			1	0	
B3c: All persons have equal and bias free access to all categories of employment and receive equal pay for equal work among members of the district's staff.			1	0	
B4a: The district develops a job description and standards for appointment for each paraprofessional position, which is approved by the CSA. (N.J.A.C. 6A:32-4.7)	Job descriptions; County office approvals; Evidence of professional development such as course descriptions agendas, etc.	2	1	0	
B4b: As required by NCLB, district paraprofessionals meet the job qualifications.			1	0	
B4c: All paraprofessionals participate in professional development activities that support and enhance their job knowledge and skills.			1	0	
B5a: The district has adopted written policies and procedures for the physical examination of employees <i>that comply with N.J.A.C. 6A:32-6.1 et seq.</i>	Board policies, regulations, and procedures; Blank physical and history forms; School physician contract	2	1	0	
B5b: New employees undergo a physical examination that includes a health history, health screenings, and a medical evaluation.			1	0	
B5c: All employee medical records are secured, stored, and maintained separately from other personnel files. Only the employee, the chief school administrator, and the school medical inspector have access to the medical information in the individual's file. With the individual's consent, the principal and school nurse may have access to the individual's health history.			1	0	

**B6: The district conducts annual trainings as required by statute or regulation by satisfying the following:**

<p>B6a: The district conducts an annual review of the training needs of school district employees, volunteers and interns for the effective implementation of the policies and procedures for reporting situations of potentially missing, abused or neglected children and implements locally determined training programs consistent with the annual review and current statutes and rules. All new school district employees, volunteers and interns receive the required information and training as part of their orientation. (N.J.A.C. 6A:16-11)</p>	<p>Training schedule; Agenda and roster</p>	<p>2</p>	<p>1</p>	<p>0</p>	
<p>B6b: The district conducts required training for school district employees (e.g., blood-borne pathogens, drugs and alcohol).</p>			<p>1</p>	<p>0</p>	
<p>B7: District policies and procedures support due process for grievances. Grievances are handled in an efficient and timely manner as outlined in the collective bargaining agreement.</p>	<p>Interviews; Board policies, procedures, and regulations</p>	<p>1</p>	<p>1</p>	<p>0</p>	

<p><b>Total Section B</b></p>	<p>16</p>	<p>16</p>	<p>0</p>	
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<p><b>SECTION C: PROFESSIONAL DEVELOPMENT: The district provides and supports high-quality professional development for all staff that supports student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS).</b></p>	<p><b>Suggested Documentation</b></p>	<p><b>Point Value</b></p>	<p><b>District Score</b></p>	<p><b>County Score</b></p>	<p><b>Comments</b></p>
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<p>C1a: The district's Professional Development Plan is approved by the county professional development board and the local board of education or NJDOE. The Professional Standards for Teachers and the New Jersey Professional Development Standards were used to develop and approve the plan.</p>	<p>Approved PD Plan; Meeting agendas and roster; Minutes of meetings; Products developed; Budget for professional development; Walk-throughs; Teacher evaluations; Needs assessments; Data-base of training activities</p>		<p>1</p>	<p>0</p>	
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<p>C1b: The district complies with the Professional Development for Teachers Initiative. Teaching staff members are supported in their efforts to attain at least 100 clock hours of high-quality professional development every five years. The Professional Development Plan (former PIP) specifies the appropriate activities and content to meet the personal and professional needs of the teaching staff member within the context of his/her job, with an emphasis on the knowledge and skills essential to the achievement of the NJCCCS. Attainment of the hours is monitored by the district using progressive supervision.</p>
<p>C1c: The district provides high-quality professional development activities to all teachers, based on teacher needs regarding improvement in the core academic areas as defined by NCLB (Title IIA). Professional development activities for all teaching staff members, including teachers of students with disabilities and teachers of ELLs, are aligned to the NJCCCS.</p>
<p>C1d: Professional development for all teachers focuses on improving content and pedagogical knowledge in the subjects they teach and on improving instructional strategies in areas of greatest need.</p>
<p>C1e: Professional development focuses on data-driven instruction, effective classroom assessment practices, how to use district and interim assessments to adjust instruction, and how to seek special assistance for students who fall behind.</p>

15

<b>1</b>	<b>0</b>	
<b>1</b>	<b>0</b>	
<b>1</b>	<b>0</b>	
<b>1</b>	<b>0</b>	

C1f: Professional development for all teaching staff members focuses on ways that they can contribute to student achievement of the NJCCCS and support the intellectual, social, emotional, and physical development of all students.			1	0	
C1g: The district analyzes student performance data from statewide and/or district assessments to identify district-wide professional development priorities.			1	0	
C1h: Professional development focuses on culturally responsive teaching and ways to address the needs of diverse learners.			1	0	
C1i: The district evaluates the professional development plan and its implementation.			1	0	
C2. The district supports the development of professional learning communities for teaching staff members that provide collegial support, job-embedded learning, and coaching to enhance professional practice. District and school professional development provides support and follow-up, such as instructional and content-based coaching or classroom visitations.	List of professional learning communities members; Meeting schedules; Coaching schedule; Visitation schedule	5	1	0	
C3a: Professional development for all school/district staff addresses current and projected needs and priorities, and includes the following:	Needs assessment; Teacher evaluations and PDP; Data sources; NCLB application and plan; Surveys	6	1	0	
C3b: Multiple data sources, (e.g., test scores, needs assessments, attendance data, violence reports) are used to analyze the alignment of the district Professional Development Plan with teaching staff needs			1	0	
C3c: Professional development priorities address student subgroup performance and focus on improving student achievement in the identified areas of need.			1	0	

C4a: Professional development for all administrators aligns to the Professional Standards for School Leaders. (N.J.A.C. 6A:9-16)	Blank PGP; Needs assessment; Training schedule and agenda	6	1	0	
C4b: A Professional Growth Plan (PGP) for each school leader is developed in collaboration with the CSA and a peer review committee. Performance is based on meeting the plan's goals which must give the highest priority to improved academic achievement.			1	0	
C4c: Schools leaders participate in ongoing, job-embedded, school- or district-based, and collaborative professional development that is aligned to their PGP and meets individual, school, and district needs.			1	0	
C4d: Professional development opportunities for school leaders address current and emerging issues in curriculum, instruction, and assessment to improve teaching and learning.			1	0	
C4e: The CSA has submitted a PGP to the New Jersey Association of School Administrators (NJASA) for peer review.			1	0	
C5a: The district has a mentoring plan that was developed by the Local Professional Development Committee (LPDC) and is aligned to the Professional Standards for Teachers. The plan is approved by the local board of education and submitted to the county superintendent.	Course syllabus; Student work; Interviews; Evaluation of activities	12	1	0	
C5b: Novice and mentor teachers meet bi-weekly to discuss practice, build collegial support, and to observe effective teaching practice.			1	0	
C5c: The district provides ongoing and sustained professional development for novice teachers to enhance classroom practice.			1	0	
C5d: The district provides annual, ongoing, and sustained professional development for mentor teachers to understand the complex roles and responsibilities of effective mentoring.			1	0	

C5e: The district adjusts the mentoring plan based on evidence of student work in novice teacher classrooms and interviews with novice teachers and their mentors.			<b>1</b>	<b>0</b>	
C5f: The district reviews, evaluates, and revises, as needed, the mentoring plan and related activities. Factors such as teacher retention are considered.			<b>1</b>	<b>0</b>	
<b>Section C</b>	<b>44</b>	<b>44</b>	<b>0</b>		

<b>Personnel District Performance Review</b>		<b>District Score</b>	<b>County Score</b>
Total Section A: Licensed Personnel	<b>40</b>	<b>40</b>	<b>0</b>
Total Section B: Personnel Policies	<b>16</b>	<b>16</b>	<b>0</b>
Total Section C: Professional Development	<b>44</b>	<b>44</b>	<b>0</b>
<b>Score</b>	<b>100</b>	<b>100</b>	<b>0</b>

# Governance

Unless otherwise indicated, the District Performance Review indicators will be used to evaluate conditions and performance in the district over the preceding three year period. To attain points for this section of the DPR, the district must answer “yes” to each numbered indicator or block of indicators. Partial points are not awarded. For all indicators: In addition to the items identified below, the suggested documentation shall also include Board policies and procedures, Board meeting agenda, minutes and board resolutions reflecting deliberation and action taken on item indicated.

SECTION A: STUDENT ACHIEVEMENT: The school board conveys clearly and concretely, through the policies it adopts and the information it seeks, that student achievement is the highest priority.	Suggested Documentation	District Score (Type "1" for Yes, "0" for No)	County Score	Comments
A1: The school board or advisory board has a clearly articulated district mission statement incorporating the expectation that all students achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at all grade levels.	Mission statement, state assessments, district report card	<b>1</b>	<b>0</b>	
A2: The school board or advisory board complies with all of the requirements of N.J.A.C. 6A:8, concerning curriculum and instruction and professional development.	Adopted curriculum and documents relating to curriculum adoption, state assessments, district report card; purchase orders linked to assessment data	<b>1</b>	<b>0</b>	
A3: The school board or advisory board establishes policies and procedures for the provision of educational programs and services for all students as set forth in Chapter 7, Managing for Equality and Equity in Education of Volume 6A of N.J.A.C. 6A:7-1.1, <i>et seq.</i>	Equity Plan	<b>1</b>	<b>0</b>	

<p>A4: The school board directs the Chief School Administrator to take appropriate action concerning professional development, purchase of materials and curriculum development. The board also directs the Chief School Administrator to report back to the school board concerning the action(s) taken. <u>Advisory Board Only</u>: The advisory board consults with and monitors the CSA's action concerning professional development, purchase of materials and curriculum development. The advisory board communicates an expectation that the CSA report back to the advisory board concerning the action taken.</p>	<p>Purchase orders linked to professional development; professional development plans</p>	<p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b>0</b></p>	
<p><b>Total Possible Points for Section A: 12</b></p>		<p style="text-align: center;"><b>12</b></p>	<p style="text-align: center;"><b>0</b></p>	

<p><b>SECTION B: BOARD TRAINING, DISCLOSURE AND OPERATION: The school board and the administration comply with training, disclosure and operational requirements.</b></p>	<p style="text-align: center;"><b>Suggested Documentation</b></p>	<p style="text-align: center;"><b>District Score</b></p>	<p style="text-align: center;"><b>County Score</b></p>	<p style="text-align: center;"><b>Comments</b></p>
<p>B1: The school board or advisory board upholds and enforces all applicable rules and regulations of the State Board of Education and the Commissioner. (N.J.S.A. 18A:11-1)</p>		<p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b>0</b></p>	
<p>B2: Each school board or advisory board member completes the New Jersey School Boards training program regarding the skills and knowledge necessary to serve as a local school board member <i>as required by</i> N.J.S.A.18A:12-33 and to evaluate the Chief School Administrator. (N.J.S.A.18A:17-20.3)</p>	<p>Certificate of completion from School Boards Association</p>	<p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b>0</b></p>	

B3: Each school board or advisory board member and administrator, as defined in N.J.S.A. 18A:12-23, files a timely and properly completed financial and personal/relative disclosure statement each year. (N.J.S.A. 18A:12-26)	Copies of signed and filed disclosure statements	1	0	
B4: The school board or advisory board has a travel and related expense reimbursement policy in place and the school board and Chief School Administrator operate in accordance with that policy. (N.J.S.A. 18A:11-12)	Copy of travel policies, vouchers,	1	0	
B5: No school board or advisory board member misses more than three consecutive meetings each year without good cause. (N.J.S.A. 18A:12-3)	Receipts and reimbursements of travel related expenses; provisions of bargaining agreements	0	0	
<b>Total Possible Points for Section B: 11</b>		<b>0</b>	<b>0</b>	

<b>SECTION C: ETHICS COMPLIANCE: The school board and the administration comply with all ethical standards.</b>	<b>Suggested Documentation</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
C1: <u>Other than for the failure to timely file a properly completed financial disclosure statement which is addressed in indicator B3,</u> neither the school board or advisory board nor any of its members has been found in violation of the School Ethics Act. (N.J.S.A. 18A:12-21, et seq.)	<b>Findings, if any, of School Ethics Commission</b>	1	0	
C2: <u>Other than for the failure to timely file a properly completed financial disclosure statement which is addressed in indicator B3,</u> no school administrator has been found in violation of the School Ethics Act. (N.J.S.A. 18A:12-21, et seq.)	<b>Findings, if any, of School Ethics Commission</b>	1	0	

C3: The school board or advisory board annually discusses the Code of Ethics for School Board Members and school board meeting minutes memorialize that discussion (N.J.S.A.18A:12-24.1).		1	0	
C4: When a school board or advisory board member is required to, and recuses himself or herself from deliberations and a vote on a particular matter, the minutes of the board meeting reflect that recusal. (N.J.S.A.10:4-6, et seq.)	Correspondence; doctrine of necessity resolution	1	0	
C5: The school board or advisory board has a nepotism policy in place <u>that complies with N.J.A.C. 6A:23A-6.2</u> and takes action in accordance with that policy.	Nepotism policy; district personnel roster; contracts with vendors	1	0	
<u>C6: The school board or advisory board has a policy in place to ensure that the district shall maintain honest and ethical relations with vendors and shall guard against favoritism, improvidence, extravagance and corruption in its contracting processes and practices and takes action in accordance with that policy (N.J.A.C. 6A:23A-6.2)</u>	<u>Board policy and procedures</u>	1	0	
<b>Total Possible Points for Section C: 11</b>		<b>11</b>	<b>0</b>	

<b>SECTION D: POLICIES, PROCEDURES AND BYLAWS: The school board establishes and annually updates by-laws, policies and procedures reflective of current regulatory and statutory authority and best practices.</b>	<b>Suggested Documentation</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>

D1: At least annually, and more frequently if required by changes in law or regulation, the school board or advisory board reviews, updates and, by resolution, adopts policies reflective of current regulatory and statutory authority. (N.J.S.A.18A:11-1)	All mandatory policies are current. All non-mandatory policies are current. Adopting resolution for each policy;	1	0	
D2: At least annually, and more frequently if required by changes in law or regulation, the school board or advisory board reviews, updates and, by resolution, adopts procedures reflective of current regulatory and statutory authority. (N.J.S.A. 18A:11-1)	School district procedures manual and attachments; adopting resolution	1	0	
D3: At least annually, and more frequently if required by changes in law or regulation, the school board or advisory board reviews, updates and, by resolution, adopts by-laws reflective of current regulatory and statutory authority and best practices. (N.J.S.A. 18A:11-1)	Board by-laws	1	0	
D4: The school board or advisory board annually reviews and approves policies, procedures, mechanisms and programs for the health and safety of students as set forth in N.J.A.C. 6A:16-1.4.	Policies, procedures and report	1	0	
D5: The school board or advisory board complies with all of the requirements for the annual organization meeting. (N.J.S.A. 18A:10-3, et seq.; N.J.S.A. 18A:15-1, et seq.)	Reorganization meeting minutes; election of board officers resolution	1	0	
<b>Total Possible Points for Section D: 11</b>		<b>11</b>	<b>0</b>	

<b>SECTION E: STANDARD SCHOOL BOARD PRACTICES: The school board operates in accordance with standard board practices.</b>	<b>Suggested Documentation</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
E1: Each school board or advisory board meeting is conducted in accordance with the Open Public Meetings Act. (N.J.S.A. 10:4-6, et seq.)	Copies of newspaper publication notices; reading open meeting act notice reflected in minutes; reasons for executive session detailed in minutes	1	0	

E2: Each member of the school board or advisory board confines his or her board action to policy making, planning, and appraisal. (N.J.S.A. 18A:12-24.1(c))		<b>1</b>	<b>0</b>	
E3: School board or advisory board meetings are conducted in accordance with the board's by-laws.	By-laws	<b>1</b>	<b>0</b>	
E4: Individual board and advisory board members recognize that authority rests with the Board of Education and do not make personal promises or take any private action that may compromise the board. (N.J.S.A.18A:12-24.1(e))		<b>1</b>	<b>0</b>	
E5: Meeting minutes, including minutes of executive sessions, reflect all board actions and are publicly available within two weeks or by the next board meeting of the meeting or of final board action. (N.J.S.A.10:4-6, et seq.)	Copies of dated meeting minutes	<b>1</b>	<b>0</b>	
E6: The school board or advisory board meets at least once every two months, and all meetings are open to the public. (N.J.S.A. 18A:10-6)		<b>1</b>	<b>0</b>	
<u>E7: All board members acknowledge that they have read and are familiar with all of the terms of all negotiated employment contracts in the district, including by not limited to collective bargaining agreements.</u>		<b>0</b>	<b>0</b>	
<b>Total Possible Points for Section E: 11</b>		<b>0</b>	<b>0</b>	

<b>SECTION F: ANNUAL EVALUATIVE PROCESS: The school board engages in an annual and ongoing evaluative process.</b>	<b>Suggested Documentation</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
F1: The school board has a policy in place to evaluate the CSA on an annual basis. (N.J.S.A. 18A:17-20.3) <u>Advisory Board Only</u> : The advisory board has a procedure in place to review the performance of the CSA on an annual basis and to communicate its findings with the CSA.	Board policy	<b>1</b>	<b>0</b>	
F2: The school board annually reviews and revises, as necessary, an evaluative instrument used in the evaluation of the CSA, based on the goals and objectives of the district. (N.J.A.C. 18A:17-20.3) <u>Advisory Board Only</u> : The advisory board annually reviews and revises, as necessary, an evaluative instrument used in their annual review of the CSA, based on the goals and objectives of the district.	Evaluation form	<b>1</b>	<b>0</b>	
F3: The school board annually evaluates the CSA and complies with all requirements of N.J.S.A. 18A: 17-20.3(a). <u>Advisory Board Only</u> : The advisory board annually reviews the performance of the CSA.		<b>1</b>	<b>0</b>	

<p>F4: The school board’s annual evaluation of the Chief School Administrator is based on the adoption of goals and performance measurement that reflect that highest priority is given to student achievement and attention to subgroup achievement. <u>Advisory Board Only</u>: The advisory board’s annual review of the CSA is based on the adoption of goals and performance measurement that reflect that highest priority is given to student achievement and attention to subgroup achievement.</p>	<p>Evaluative instrument; adopted goals; board minutes; school district news letters</p>	<p><b>1</b></p>	<p><b>0</b></p>	
<p>F5: The school board has a contract with the CSA that provides for an annual evaluation <i>that</i> includes evaluation criteria and procedures <i>and that explicitly states that in the event that the certificate of the superintendent is revoked the contract is null and void as of the date of revocation</i> . (N.J.S.A. 18A:17-15, <i>N.J.S.A. 18A:15.1</i>; N.J.S.A. 18A:17-20.3) <u>Advisory Board Only</u> Not applicable to advisory boards.</p>	<p><u>Contract with CSA</u>: Board policy and procedures; OPRA officer; form for OPRA requests</p>	<p><b>1</b></p>	<p><b>0</b></p>	
<p>F6: The school board or advisory board annually undertakes a self-evaluation process which reflects that highest priority is given to student achievement.</p>	<p>District newsletter; Web site; minutes of public hearings</p>	<p><b>1</b></p>	<p><b>0</b></p>	
<p>F7: The school board or advisory board self-evaluation process includes a professional development improvement plan directed towards increasing knowledge and skills in policy making and governance for members of the board.</p>	<p>District newsletter; Web site; flyers sent home with students, newspaper articles; languages used in circulars/publications/ etc.</p>	<p><b>1</b></p>	<p><b>0</b></p>	

<u>F8: The school board submits new, renegotiated, amended, altered or extended contracts for all superintendents, deputy superintendents assistant superintendents, and school business administrators to the Executive County Superintendent for review and takes no formal action to approve or implement such contracts prior to such review. (N.J.S.A. 18A:7-8; N.J.A.C. 6A: 23A-3.1)</u>	<u>Approval letters from Executive County Superintendent; board minutes</u>	<b>1</b>	<b>0</b>	
<b>Total Possible Points for Section F: 11</b>		<b>11</b>	<b>0</b>	

<b>SECTION G: SCHOOL BOARD/ADMINISTRATION COLLABORATION: The school board and administration work in partnership to ensure the integrity and effectiveness of the organization through oversight of leadership.</b>	<b>Suggested Documentation</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
G1: The school board or advisory board annually adopts a functional organizational chart showing reporting responsibilities of board and administrative personnel.	Organizational chart	<b>1</b>	<b>0</b>	

<p>G2. The CSA has a calendar system and makes timely personnel recommendations to the school board concerning the proposed appointment, transfer, removal or renewal of tenured and non-tenured, certificated and non-certificated personnel in compliance with contractual and/or statutory requirements. <u>Advisory Board Only:</u> The advisory board reviews and comments, as appropriate, on the personnel recommendations by the CSA. The advisory board communicates its expectation that such recommendations are made on a timely basis and include the proposed appointment, transfer, removal or renewal of tenured and non-tenured, certificated and non-certificated personnel in compliance with contractual and/or statutory requirements.</p>	<p>Board minutes; resolutions; committee meeting minutes (if any); correspondence from CSA to board</p>	<p><b>1</b></p>	<p><b>0</b></p>	
<p>G3: The school board 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 CSA, and the board acts within 60 days of the CSA's recommendation. (N.J.S.A. 18A:27-4.1) <u>Advisory Board Only:</u> The advisory board reviews appointments, transfers, removal or renewal of certificated and non-certificated officers and employees.</p>	<p>Board minutes and resolutions</p>	<p><b>1</b></p>	<p><b>0</b></p>	
<p>G4: The school board or advisory board supports and protects school personnel in the proper performance of their duties. (N.J.S.A. 18A:12-24.1(i))</p>	<p>School district procedures manual</p>	<p><b>1</b></p>	<p><b>0</b></p>	
<p>G5: The school board or advisory board refers all complaints to the CSA and acts on the complaints at public meetings only after failure of an administrative solution.</p>	<p>Meeting minutes</p>	<p><b>0</b></p>	<p><b>0</b></p>	

G6: School board or advisory board members carry out their responsibility not to administer the schools, but together as a whole, the board ensures the schools are well run. (N.J.S.A. 18A:12-24.1(d))		0	0	
<b>Total Possible Points for Section G: 11</b>		<b>0</b>	<b>0</b>	

<b>SECTION H: BUDGET PRIORITIES: The school board adopts a budget that sets student achievement as its highest priority and allocates sufficient resources to address instructional and operational needs to ensure every student has the opportunity to receive a thorough and efficient education.</b>	<b>Suggested Documentation</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
H1: The CSA identifies problems impacting on subgroup performance, necessary instructional and curriculum needs and presents to the school board or advisory board a budget which addresses these priorities.	School district budget and supporting documentation	1	0	
H2: The school board holds a public hearing on its proposed budget and formally adopts the budget at a public meeting. (N.J.S.A. 18A:22-1, et seq.) <u>Advisory Board Only:</u> The advisory board holds a public hearing on the district's proposed budget and registers its support for the budget at a public hearing.	Advertisement(s) and notices for budget hearing; minutes of budget hearing	1	0	

<p>H3: 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. <u>Advisory Board Only:</u> The advisory board’s approved 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>		<p><b>1</b></p>	<p><b>0</b></p>	
<p>H4: The school board makes decisions consistent with the adopted budget and approves budget transfers and awards contracts consistent with law and with the board’s established priorities. (N.J.S.A.18A:22-8.1; 8.2) <u>Advisory Board Only</u> The advisory board makes recommendations consistent with the district’s adopted budget and reviews budget transfers and contracts to ensure consistency with the law and with the district’s established priorities.</p>	<p>Dated budget transfer resolutions, meeting minutes</p>	<p><b>1</b></p>	<p><b>0</b></p>	
<p>H5: The school board approves the monthly Board Secretary’s and Treasurer’s Reports within 60 days of month end and certifies in the minutes that the major funds (general fund, special revenue and capital projects fund) have not been over-expended in accordance with the procedures under N.J.A.C. 6A:23-2.11. <u>Advisory Board Only:</u> The advisory board reviews and expresses its support for the monthly Board Secretary’s and Treasurer’s Reports within 60 days of month end and certifies in the minutes that the major funds (general fund, special revenue and capital projects fund) have not been over expended.</p>	<p>Approval resolutions with dates; meeting minutes</p>	<p><b>1</b></p>	<p><b>0</b></p>	

H6: Each board member has reviewed all audit recommendations and, if required, the school board approves and submits an acceptable corrective action plan to any audit finding and recommendation, or other compliance-related report (e.g. Title I audits, special education monitoring reports, etc.). <u>Advisory Board Only:</u> Each advisory board member has reviewed any audit recommendations and, if necessary, the advisory board reviews and registers its support for an acceptable corrective action plan to any audit findings and recommendation, or other compliance-related report (e.g., Title I audits, special education monitoring reports, etc.).	Annual audit and recommendations	1	0	
<b>Total Possible Points for Section H: 11</b>		<b>11</b>	<b>0</b>	

<b>SECTION I: COMMUNICATIONS</b> <b>The school board has a uniform and effective process for obtaining and disseminating information and decisions within the district, with the parents, and with the community.</b>	<b>Suggested Documentation</b>	<b>District Score</b>	<b>County Score</b>	<b>Comments</b>
I1: The school board or advisory board has established and implements policies and procedures for handling public comments.	Board Policy	1	0	
I2: The school board or advisory board maintains the confidentiality of all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. N.J.S.A. 18A:12-24.1(g).	Board Policy	1	0	
I3: The school board or advisory board provides accurate information and, together with fellow board members, interprets to the staff the aspirations of the community for its school. (N.J.S.A. 18A:12-24.1(g))	Board minutes, school district newsletters	1	0	

I4: The school board or advisory board has established a policy to implement the Open Public Records Act and requires appropriate maintenance of public records and requires that such records be made available to the public. (N.J.S.A. 47:1A-1 et. seq.)	Board policy and procedures; OPRA officer appointment, OPRA form	1	0	
I5: The school board or advisory board has developed and implements a policy for obtaining citizen input in policy development and implementation.	District newsletter; Web site; minutes of public hearings	1	0	
I6: School board or advisory board policy is in place and implemented to assure communication among parents, schools, teachers, and community members.	District newsletter; Web site; flyers; newspaper articles; circulars, publications, etc.	1	0	
I7: School board or advisory board member and administrator disclosure statements are made available to the public (N.J.S.A. 18A:12-25 and 26)	Disclosure statements	1	0	
<i>I8: The school board provides public notice prior to renegotiating, extending, amending or otherwise altering the terms of contracts for all superintendents, deputy superintendents, assistant superintendents, and school business administrators (N.J.S.A. 18A:11-11, N.J.A.C. 6A:23A-3.1(c)).</i>	<i>Copies of notices</i>	1	0	
<i>I9: The school board submits a user-friendly budget and publishes key budget provisions, including the salaries of all district employees earning over \$75,000.00 per year who are not members of collective bargaining units (N.J.S.A. 18A:22-8a, N.J.S.A. 18A:7F-5.3)</i>	<i>User-friendly budget</i>	1	0	
<b>Total Possible Points for Section I: 11</b>		<b>11</b>	<b>0</b>	

<b>Governance District Performance Review</b>	<b>District Score</b>	<b>County Score</b>
Total Section A: Student Achievement (12 points)	<b>12</b>	<b>0</b>
Total Section B: Board Training, Disclosure, Operation (11 points)	<b>0</b>	<b>0</b>
Total Section C: Ethics Compliance (11 Points)	<b>11</b>	<b>0</b>
Total Section D: Policies, Procedures and Bylaws (11 Points)	<b>11</b>	<b>0</b>
Total Section E: Standard School Board Practices (11 Points)	<b>0</b>	<b>0</b>
Total Section F: Annual Evaluative Process (11 Points)	<b>11</b>	<b>0</b>
Total Section G: School Board/Administration Collaboration (11 Points)	<b>0</b>	<b>0</b>
Total Section H: Budget Priorities (11 Points)	<b>11</b>	<b>0</b>
Total Section I: Communications (11 Points)	<b>11</b>	<b>0</b>
<b>TOTAL SCORE:</b>	<b>67</b>	<b>0</b>