New Jersey Quality Single Accountability Continuum (NJQSAC) User Manual

New Jersey Department of Education
Division of Field Support and Services

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Introduction

Across New Jersey, there is a common vision shared by all educators that all students should have access to a high-quality education. This is achieved when students have the opportunity to thrive as they advance through each grade and develop the skills and knowledge needed to choose a successful path following high school.

In order to assist school districts in achieving this vision, the New Jersey Department of Education (Department) is clarifying, aligning, and simplifying the state's systems of accountability, including the Federal requirements of the Every Student Succeeds Act (ESSA), New Jersey Quality Single Accountability Continuum (NJQSAC) and school and district performance reports. With clarity, alignment and simplicity in Federal and state oversight, New Jersey's schools and districts will spend less time, energy, and resources on providing evidence of compliance, and more time, energy and resources on teaching and learning. The Department has conducted comprehensive feedback sessions aimed at engaging various stakeholder groups in shaping the ESSA State Plan and the NJQSAC state evaluation model. A number of important innovations have been incorporated into our systems of accountability due to this feedback.

While measuring student proficiency in English language arts, mathematics, and science continues to be an important requirement for Federal and State accountability, the Department believes that student progress should also be measured and reported as continuous growth toward proficiency for all students. The Department developed its tiered systems of support to provide assistance to schools and districts based on their unique needs.

Additionally, required data for NJQSAC, ESSA and the school performance reports have been aligned, to the greatest extent possible, to reduce overly burdensome data collection practices.

Background

In 2005, the New Jersey Legislature enacted the education law N.J.S.A. 18A:7A-10 that established NJQSAC to ensure that school districts are providing a thorough and efficient education for all students. The Department created regulations at N.J.A.C. 6A:30 to implement the law. NJQSAC is initiated by a self-evaluation process of various stakeholders in each school community. Once this self-evaluation is completed in the five District Performance Review (DPR) areas of the model, the Department's county offices of education, led by executive county superintendents (ECS), conduct a verification process using the minimum Documentation for Verification to be provided by the district for each of the quality performance indicators in the following DPR areas:

1) Instruction and Program
2) Fiscal Management (Fiscal)
3) Governance
4) Operations
5) Personnel

The administrative code for NJQSAC, N.J.A.C. 6A:30, is reviewed every five years. The most recent re-adoption in the Spring of 2025 placed emphasis on the following areas:

- Teaching and learning, including an accountability balance for student proficiency and student progress as measured by the median student growth percentile (mSGP)
- Continual teacher and school leader professional development
- Tiered approach to supporting student achievement
- District budgeting process aligned to improving student achievement and teacher practice
- School district safety and security plans
- Learning environment, culture and governance that are collaborative, consistent, and predictable

NJQSAC User Manual

The purpose of the NJQSAC User Manual is to ensure there is clarity in the requirements of the DPR, simplification in the process, and alignment of expectations in order to provide reliable and valid implementation of NJQSAC across all counties.

The changes outlined and represented in N.J.A.C. 6A:30 and in the NJQSAC User Manual are a result of the Department's continued efforts to better support New Jersey school districts. These changes do not reinvent the ways we support student learning. Rather, the Department is building upon those efforts in the spirit of continuous improvement in meeting the demands of our local communities, state, and nation to provide an excellent education for all students.

Disclaimer

The information provided in the following NJQSAC User Manual is designed to assist school districts and county offices of education in the implementation of the NJQSAC evaluation process. This manual is not intended to provide, and should not be relied upon for, legal advice regarding any specific issue or factual circumstance. This manual references NJQSAC Statute 18A:7A-10, which is subject to change. Feedback including comments, corrections, or suggestions should be emailed to QSAC@doe.nj.gov.

The New Jersey Quality Single Accountability Continuum Process

The New Jersey Quality Single Accountability Continuum (NJQSAC) is a single, comprehensive accountability system that consolidates state and Federal monitoring requirements (e.g., the Federal mandate for reporting chronic absenteeism from ESSA and the state mandate for reporting HIB incidents from the Anti-Bullying Bill of Rights Act). Through the NJQSAC process, each district completes a District Performance Review (DPR), commencing with a self-assessment. The Department has developed the self-assessment tool to measure the district's strengths and weaknesses by the quality performance indicators in all five areas of school district effectiveness. County offices review and verify the district's self-assessment and then calculate the district's NJQSAC scores. Some quality performance indicator scores, particularly in the Instruction and Program DPR area, are provided by the Department.

The New Jersey State Board of Education most recently re-adopted, with revisions, the DPRs which are incorporated in N.J.A.C. 6A:30-1.1, et seq., as the chapter appendices (*Appendix A* and *Appendix B*), on March 5, 2025. The Department revised the DPRs, particularly in Instruction and Program and Personnel, to better align with New Jersey's Federally approved ESSA plan and to better identify areas where the Department can provide more support to districts. The revised DPR will provide a more comprehensive assessment of districts, a more accurate placement of districts on the school performance continuum and allow for a more targeted system of supports provided by the Department to promote achievement for every student in the state.

Each of the five DPR areas have quality performance indicators which utilize specific, objective criteria to measure each school district's performance, capacity, and need for state support, assistance, or intervention.

5 DPR Areas

These are the five DPR areas with a summary of performance indicators for each area:

Instruction and Program

19 DPR Indicators that measure, in summary:

- Meeting the State's measure for student performance and progress on state standardized assessments*
- Meeting the State requirements for graduation rate
- Measurement of a district's chronic absenteeism
- Alignment of district's board approved curriculum to state standards and mandates
- Provision of a multi-tiered system of support

***Note:** In calculating the State's measure for student performance and progress the Department is emphasizing student group performance by averaging the aggregate student group scores with the total population score on a 50/50 basis.

Fiscal

14 DPR Indicators that measure, in summary:

- Maintenance of standard operating procedures and monthly reports
- Satisfactory results on annual audits
- Management of grants and capital funds
- Implementation of a facilities plan
- Completion of annual safety reviews
- Preparation and analysis of fiscal year cash flow
- Employment of a certified facilities manager

Governance

14 DPR Indicators that measure, in summary:

- Development of a curriculum aligned to state standards and mandates
- Oversight of the budget process that targets student achievement
- Review, update, and adoption of policies that are consistent with statutes, regulations, and case law
- Evaluation of the superintendent
- Review of administrator contracts

Operations

20 DPR Indicators that measure, in summary:

- Implementation of policies on student conduct, attendance, Alcohol, Tobacco and Other Drug Use, and Harassment Intimidation and Bullying
- Reporting of data to the New Jersey Statewide Longitudinal Education Data System (NJSLEDS) and the Electronic Violence and Vandalism Reporting System (now known as the Student Safety Data System)
- Provision of transportation, health, counseling, and guidance services
- Annual assessment of school district plans and facilities with local law enforcement authorities
- Designation of a school safety specialist, adoption and implementation of a policy to establish a threat assessment team
- Implementation of a comprehensive equity plan (CEP) and submission of the annual CEP statement of assurance

Personnel

6 DPR Indicators that measure, in summary:

- Provision of high-quality professional development
- Alignment of staff evaluations to TEACHNJ
- Support of novice teachers
- Promotion of quality supervision
- Tracking of staffing information
- Implementation of compliance activities (e.g., criminal history background checks)

Scoring

A district may receive a maximum of 100 points in each of the DPR areas. A district must score at least 80 points (80%) in each DPR area to be recommended for certification as a high-performing district to the State Board of Education. If a district scores below 80% in any of the DPR areas, it will be marked as in "interim status." The Department will then work collaboratively with the district on the identified area(s) to help increase performance through a District Improvement Plan and subsequent interim reviews.

By analyzing the district's scores in the DPR areas, the Department is able to determine the following:

- Which districts provide a thorough and efficient education to all students in all areas
- Which districts need state support, assistance, or intervention in order to provide a thorough and efficient education
- Of those districts needing state support, to what area(s) or student group(s) should the additional support be targeted

Mandates, Statutes, Regulations

N.J.S.A 18A:7A-10, *et seq*., *Public School Education Act of 1975*, as amended., L. 2007, c.260 (effective January 13, 2008)

The statutes above are codified in N.J.A.C. 6A:30-1.1, *et seq*., with *Appendices A* and *B* (revisions adopted by the State Board on March 5, 2025; effective July 1, 2025.

Implementation Schedule: September 2025

2020 NJSLS	2023 NJSLS
Districts are compliant if using board adopted curricula aligned to the 2020 NJSLS: • Career Readiness, Life Literacies, and Key Skills • Comprehensive Health and Physical Education • Computer Science and Design Thinking • Science • Social Studies • Visual and Performing Arts • World Languages	Districts are compliant if using board adopted curricula aligned to the 2023 NJSLS: • English Language Arts (ELA) • Mathematics

The Five DPR Areas NJQSAC Overview

Instruction and Program

The Instruction and Program indicators assess a school district's performance and capacity in instruction and student performance. The components of instruction and program include:

- Meeting the state's measures of academic progress and graduation rate
- State assessment results and the analysis of the results to improve teaching and learning
- Curriculum alignment with the New Jersey Student Learning Standards (NJSLS)
- Continuous improvement of curriculum and instruction
- Equitable access to the NJSLS
- Tiered supports for all students

Instruction and Program contains indicators that establish student performance metrics as well as student growth, graduation rate, and chronic absenteeism criteria aligned with the Every Student Succeeds Act (ESSA) to the greatest extent possible. The points for Instruction and Program Indicators 1 through 7 vary based on a school district's grade configuration. A school district will receive points for each item up to the maximum points listed for each indicator, which varies by school district and grade configuration (i.e., kindergarten through grade eight (K–8) or any span within K–8; kindergarten through grade 12 (K–12) or any span within K–12 that is not K–8 or grades nine through 12 (9–12); and grades 9–12 or any span within the high school grades). This grade configuration variation accounts for school districts that contain only high schools and, therefore, do not have student growth measures, and school districts that do not have high schools and, thus, lack graduation data.

General Introductory Information for Indicators 1 through 7

The following resources are available on the NJDOE website:

- Median student growth percentiles
- Student attendance and chronic absenteeism
- Understanding adjusted cohort graduation rates

Minimum *n*-size (i.e., number of students)

Minimum *n*-size required for calculations of ELA, math and science proficiency is 20. The minimum *n*-size applies to calculations at both the district and student group levels. If a district has less than 20 students in an area, the area is not factored into the calculations for the summary achievement subtotal section of Instruction and Program.

Student Groups

- Economically Disadvantaged Students are those eligible for free or reduced lunch program participation.
- Students with Disabilities are those currently receiving special education services.
- Multilingual Learners (ML) are those currently receiving ML services and former MLs four years after exiting the program.
- Racial and ethnic student groups:
    - American Indian or Alaska Native
    - Asian/Native Hawaiian/Pacific Islander
    - Black or African American
    - Hispanic/Latino
    - White
    - Two or more races

These racial and ethnic student groups are consistent with the requirements for Federal reporting according to the most recent Federal guidance published in the Federal Register (72 Fed. Reg. 59267).

Scoring

For Instruction and Program Indicators 1 through 7 in *Appendix A*, the district will receive points based on the performance on the indicator to the nearest tenth. The overall Instruction and Program score will be rounded up or down depending upon the final score.

Example of Scoring Rounding Up

If a school district receives 39.6 total points for Indicators 1 through 7 and receives 40 total points for the remaining Instruction and Program indicators, then the total Instruction and Program point allocation for that school district is 79.6 and will be rounded up to 80 points.

Example of Scoring Rounding Down

If a school district receives 39.2 total points for Indicators 1 through 7 and receives 40 total points for the remaining Instruction and Program indicators, then the total Instruction and Program point allocation for that school district is 79.2 and will be rounded down to 79 points, or 79 percent of the Instruction and Program points.

Instruction and Program—Indicators 1 and 2

Calculating Proficiency

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
1. The school district's ELA achievement score. The score is comprised of the following: • **Overall performance:** The proficiency rate of all students in a school district • **Student group performance**: The proficiency rate of all student groups with an n size over 20	10	7	10
2. The school district's mathematics achievement score. The score is comprised of the following: • **Overall performance:** The proficiency rate of all students in a school district • **Student group performance:** The proficiency rate of all student groups with an n size over 20	10	7	10

Purpose

These indicators illustrate school districts' implementation of appropriate strategies and interventions to continuously improve ELA and mathematics proficiency.

Clarifying Proficiency

This indicator is monitored remotely.

Scoring is based on the percentage of students in grades 3 through 10 who demonstrate proficiency by meeting or exceeding expectations on statewide assessments, including alternative assessments for students with disabilities.

Proficiency rates must include the participation of 95% of students, consistent with the Federal requirement for calculating proficiency established in ESSA (i.e., proficiency rates are adjusted for participation).

Students demonstrate proficiency by scoring at:

- Levels 3 or 4 on the Dynamic Learning Maps, **or**
- Levels 4 or 5 on NJSLA

Rates are calculated for all students and each student group in each district.

Calculating Proficiency

Proficiency calculations are based on students who are required to participate in statewide assessments. Students who are not required to participate (e.g., students identified as first-year multilingual learners who are exempt from ELA tests) are excluded from calculations.

Proficiency calculations also take into consideration a student's time in school. For a student's statewide assessment scores to be included in the calculations, the student must have been in school for at least half of the school year (this is referred to as the "time in school" criterion). The scores of students who were in school for less than half of the school year are excluded from the calculations.

The first step in calculating proficiency is to determine whether a district has met the minimum participation rate (i.e., the percentage of students in the district/student group who received valid scores on the statewide assessments) at the district and student group levels. The minimum participation rate for districts and student groups is 95%.

Participation is calculated in two ways:

1. Based on all students in the district/student groups
2. Based on students in the district/student groups who are required to participate based on their time-in-district status

If a district fails to meet the 95% threshold in both calculations, the district will require an adjustment to the denominator in order to ensure that the proficiency rates reflect the performance of 95% of the students. The next step for calculating proficiency depends on whether the participation rate is 95% or below.

The following examples reflect district-level scenarios, but the same rules apply for each student group's proficiency calculation. Thus, a district may meet the participation requirement for all students and not require an adjustment to the denominator, while some student groups within the district may not meet the participation requirement and will require an adjustment to the denominator and vice versa.

95% or More of all Students or all Students Meeting the Time-In-District Criterion

If 95% or more of all students or all students meeting the time-in-district criterion in a district or student group receive valid scores (i.e., participation rate is above 95%), proficiency is calculated by dividing the number of proficient scores by the number of valid scores.

Example 1

District A has 1,000 students registered to take statewide assessments, all of whom meet the "time-in-school" criterion. District A has valid scores for 960 students and 700 are proficient. The district's participation rate is 96% or (960 ÷ 1,000 = 0.96). Since the participation rate is above 95%, its proficiency is calculated by dividing the number of proficient students by the number of valid scores (700 ÷ 960 = 0.729 × 100). District A's proficiency rate is 72.9%.

Less than 95% of all Students and Less than 95% of all Students Meeting the Time-In-School Criterion

If less than 95% of all students and less than 95% of all students meeting the time-in-school criterion in a district or student group receive valid scores (i.e., participation rate is below 95%), proficiency is calculated based on the scores of the students who meet the "time-in-school" criterion. This is achieved by adjusting the denominator in the proficiency calculation to reflect 95% of students meeting the "time-in-school" criterion.

Example 2a

District B has 1,000 students registered to take statewide assessments, all of whom meet the "time-in-school" criterion. District B has valid scores for 800 students and 600 are proficient. The district's participation rate is 80% or (800 ÷ 1,000 = 0.80 × 100). Since the participation rate is below 95%, District B's proficiency is calculated by dividing the number of proficient students (600) by the number of students who meet the "time-in -school" criterion multiplied by 95% (1,000 × 0.95 = 950) → (600 ÷ 950 = 0.632 × 100). District B's proficiency rate is 63.2%.

Example 2b

District C has 1,000 students registered to take statewide assessments, 820 of whom meet the "time-in-school" criterion. District C has valid scores for 800 students and 600 are proficient. The district's participation rate is 80% or (800 ÷ 1,000 = 0.80 × 100). Since the participation rate is below 95%, District C's proficiency is calculated by dividing the number of proficient students (600) by the number of students who meet the "time-in- school" criterion multiplied by 95% (820 × 0.95 = 779) → (600 ÷ 779 = 0.770 × 100). District C 's proficiency rate is 77%.

NJQSAC Proficiency Rate Conversion and NJQSAC Point Calculation

Once a district calculates its proficiency rates for all students and for each of its student groups, the district can calculate the number of points earned by calculating the district's NJQSAC Proficiency Rate.

1. 50% of the NJQSAC Proficiency Rate is derived from the district proficiency rate for all students.
2. The other 50% of the NJQSAC Proficiency Rate is derived from the average student group rate.
3. These two numbers (the district proficiency rate for all students and the average student group proficiency rate) are then averaged to find the NJQSAC Proficiency Rate.

$$\text{NJQSAC Proficiency Rate} = \frac{\text{District proficiency rate} + \text{Average student group proficiency rate}}{2}$$

4. The NJQSAC Proficiency Rate is divided by 80 to find the NJQSAC Proficiency Rate Conversion.

$$\text{NJQSAC Proficiency Rate Conversion} = \left(\frac{\text{District proficiency rate} + \text{Average student group proficiency rate}}{2}\right) \div 80$$

5. The NJQSAC Proficiency Rate Conversion is then multiplied by the total points available.
   Points earned = NJQSAC Proficiency Rate Conversion × maximum points available.

Example For ELA and Mathematics

After making the necessary participation rate adjustments, District D has a district proficiency rate of 74.0%. District D has four student groups with proficiency rates of 80.0%, 36.0%, 76.0% and 82.0%. The average student group proficiency rate is 68.5% or (0.800 + 0.360 + 0.760 + 0.820 = 2.740; 2.740 ÷ 4 = 0.685)

The district proficiency rate of 74.0% is averaged with the average student group rate of 68.5% to arrive at the NJQSAC Proficiency Rate of 71.3% or (0.740 + 0.685 = 1.425; 1.425 ÷ 2 = 0.713). The NJQSAC Proficiency Rate is then divided by 80 to determine the NJQSAC Proficiency Rate Conversion of 89.1% or (0.713 ÷ 80 = 0.891). The NJQSAC Proficiency Rate Conversion is then multiplied by the maximum points available to determine the points earned.

- If District D is a K to 8 district, it would earn 8.9 out of 10 points (0.891× 10 = 8.9).
- If District D is a K to 12 district, it would earn 6.2 out of 7 points (0.891 × 7 = 6.2).
- If District D is a 9 to 12 district, it would earn 8.9 out of 10 points (0.891× 10 = 8.9).

Note: The minimum *n*-size for ELA and mathematics proficiency must be 20 or greater in total student population for a school district to receive points for Indicators 1 and 2. If the minimum *n*-size is less than 20, the school district will not be held accountable for ELA and mathematics proficiency.

Instruction and Program—Indicator 3

Calculating Proficiency

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
3. The school district's science achievement score: The score is comprised of the following: • **Overall performance:** The proficiency rate of all students in a school district • **Student group performance**: The proficiency rate of all student groups	5	3.5	5

Purpose

This indicator illustrates the school district's implementation of appropriate strategies and interventions to continuously improve science proficiency.

Clarifying Proficiency

This indicator is monitored remotely.

Scoring is based on the percentage of students in grades 5, 8, and 11 who demonstrate proficiency by meeting or exceeding expectations on statewide assessments, including alternative assessments for students with disabilities.

Proficiency rates must include the performance of 95% of students, consistent with the Federal requirement for calculating proficiency established in ESSA (i.e., proficiency rates are adjusted for participation).

Students demonstrate proficiency by scoring at:

- Levels 3 or 4 on the Dynamic Learning Maps, **or**
- Levels 3 or 4 on NJSLA

Rates are calculated for each district and each student group in each district.

Example For Science

After making the necessary participation rate adjustments, District D has a district proficiency rate of 74.0%. District D has four student groups with proficiency rates of 80.0%, 36.0%, 76.0% and 82.0%. The average student group proficiency rate is 68.5% or (0.800 + 0.360 + 0.760 + 0.820 = 2.740; 2.740 ÷ 4 = 0.685).

The district proficiency rate of 74.0% is averaged with the average student group rate of 68.5% to arrive at the NJQSAC Proficiency Rate of 71.3% or (0.740 + 0.685 = 1.425; 1.425 ÷ 2 = 0.713). The NJQSAC Proficiency Rate of 71.3% is then divided by 80 to determine the NJQSAC Proficiency Rate Conversion of 89.1% or (0.713 ÷ 80 = 0.891).

The NJQSAC Proficiency Conversion Rate is then multiplied by the maximum points available to determine the points earned.

- If District D is a K to 8 district, it would earn 4.5 out of 5 points (0.891× 5 = 4.5).
- If District D is a K to 12 district, it would earn 3.1 out of 3.5 points (0.891 × 3.5 = 3.1).
- If District D is a 9 to 12 district, it would earn 4.5 out of 5 points (0.891× 5 = 4.5).

Note: The minimum *n*-size for science proficiency must be 20 or greater in total student population for a school district to receive points for Indicator 3. If the minimum *n*-size is less than 20, the school district will not be held accountable for science proficiency.

Instruction and Program—Indicators 4 and 5

Calculating Academic Progress

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
4. The school district's ELA academic progress. Academic progress is calculated to include student group performance by averaging the median student growth percentile (mSGP) of all students with the average of all student group mSGPs.	12.5	8.75	0
5. The school district's mathematics academic progress. Academic progress is calculated to include student group performance by averaging the mSGP of all students with the average of all student group mSGPs.	12.5	8.75	0

Note: Currently, regional and vocational high schools (9 to 12) do not measure student progress with mSGPs.

Purpose

These indicators are designed to measure school districts' successful implementation of strategies and interventions that foster an individual student's academic growth, as measured by performance on statewide assessments relative to their performance on the prior year's statewide assessment (i.e., student growth percentiles).

Clarifying Academic Progress

These indicators are monitored remotely using median student growth percentile (mSGP)—for students in grades 4 through 7 in math and grades 4 through 8 in ELA—for all students and for each student group in the district. Academic progress rates must include the participation of 95% of students, consistent with the Federal requirement for calculating proficiency established in ESSA (i.e., proficiency rates are adjusted for participation).

NJQSAC Academic Progress Score and NJQSAC Point Calculation

Once a district calculates its mSGP for all students and for each of its student groups, the district can calculate the number of points earned by calculating the district's NJQSAC Academic Progress Score.

1. 50% of the NJQSAC Academic Progress Score is derived from the district's mSGP rate for all students.
2. The other 50% of the NJQSAC Academic Progress Score is derived from the average student group's mSGP.
3. These two numbers (the district mSGP for all students and the average student group's mSGP) are then averaged to find the NJQSAC Academic Progress Score, which is converted to a multiplier using the NJQSAC Academic Progress Score Conversion table.

$$\text{NQSAC Academic Progress Score} = \frac{\text{District mSGP} + \text{Average Student Group mSGP}}{2}$$

4. The multiplier is applied to the maximum available points to determine points earned.

   Points earned = multiplier × maximum available points

Example 1

District A has an mSGP of 62 for all students. District A has four student groups and its mSGPs are 50, 35, 65 and 58. The average student group mSGP is 52 or (50 + 35 + 65 + 58 = 208; 208 ÷ 4 = 52). The indicator score is determined by averaging the mSGP for all students (62) with the average the student group's mSGP (52), giving District A an NJQSAC Academic Progress Score of 57 or (62 + 52 = 114; 114 ÷ 2 = 57).

The district would then refer to the NQSAC Academic Progress Score Conversion table and see that a NJQSAC Academic Progress Score of 57 equates to a NJQSAC Points Multiplier of 0.86.

- If District A is a K to 8 district, it would earn 10.8 points out of 12.5 available points (12.5 × 0.86 = 10.8).
- If District A is a K to 12 district, it would earn 7.5 out of 8.75 available points (8.75 × 0.86 = 8.6).

Example 2

District A has an mSGP of 50 for all students. District A has four student groups and their mSGPs are 60, 53, 48, and 30. The average student group's mSGP is 47.8 or (60 + 53 + 48 + 30 = 191; 191 ÷ 4 = 47.8). The indicator score is determined by averaging the mSGP for all students (50) with the average student group's mSGP (47.8), giving District A an NJQSAC Academic Progress Score of 48.9 or (50 + 47.8 = 97.8; 97.8 ÷ 2 = 48.9).

The district would then refer to the NJQSAC Academic Progress Score Conversion table and see that NJQSAC Academic Progress Score of 48.9 equates to a NJQSAC Points Multiplier of .76.

- If District A is a K to 8 district, it would earn 9.5 out of 12.5 available points (12.5 × 0.76 = 9.5).
- If District A is a K to 12 district, it would earn 6.7 out of 8.75 available points (8.75 × 0.76 = 6.7).

Instruction and Program—Indicator 6

Calculating Graduation Rate

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
6. The school district's State graduation rate (average of four-year and five-year adjusted State cohort graduation rates). State graduation rate is calculated to include student group performance by averaging the combined State graduation rate (i.e., the average of the four-year and five-year graduation rates) of all students with the average of all student groups' combined State graduation rates.	0	15	25

Purpose

To ensure that school districts are monitoring student progress toward graduation and implementing best practices to facilitate students' successful completion of high school within four and five years.

Clarifying Graduation Rate

The four-year and five-year graduation rates are based on the adjusted cohort graduation rate calculation methodology. Minimum *n*-size must be met for each graduation cohort to be included in the calculations.

Graduation rates are calculated for each district and each student group in each district, using the most recent available data at the time of monitoring.

NJQSAC Graduation Rate and NJQSAC Point Calculation

District four-year and five-year graduation rates (GR) are calculated similarly to the other indicators.

1. The four-year graduation rate for all students is averaged with the average student group's four-year graduation rate.

$$\text{NQSAC 4-Year GR} = \frac{\text{4-year GR} + \text{average student group 4-year GR}}{2}$$

2. The five-year graduation rate for all students is averaged with the average student group's five-year graduation rate.

$$\text{NQSAC 5-Year GR} = \frac{\text{5-year GR} + \text{average student group 5-year GR}}{2}$$

3. These two numbers are then averaged to generate the NJQSAC Graduation Rate, which is multiplied by the maximum points available to determine the NJQSAC points earned.

$$\text{NJQSAC GR} = \frac{\text{4-year GR} + \text{5-year GR}}{2}$$

NJQSAC Graduation Rates will always include the district's four-year graduation rate (50%) and five-year graduation rate (50%).

However, if, due to minimum *n*-size requirements, a small district has student group data for one year and not the other, the two available rates would not be averaged. Instead, the year for which the district has student group data would be calculated based on the described methods, and the total district rate would represent the entire 50% for the year for which the student groups' data is unavailable (see Example 2, below).

Example 1

District A has a four-year graduation rate of 90.0% for all students. Its student groups have four- year graduation rates of 78.0%, 96.0% and 82.0%. The average student group's four-year graduation rate is 85.3%. Thus, its four-year graduation rate for NJQSAC is 87.7 % or (0.900 + 0.853 = 1.753; 1.753 ÷ 2 = 0.877 × 100).

District A has a five-year graduation rate of 98.0% for all students. Its student groups have five- year graduation rates of 95.0%, 94.0%, and 90.0%. The average student groups' five-year graduation rate is 93.0%. Thus, the five-year graduation rate for NJQSAC is 95.5% or (0.980 + 0.930 = 1.910; 1.910 ÷ 2 = 0.955).

The NJQSAC Graduation Rate is determined by averaging the four-year graduation rate for NJQSAC (0.877) with the five-year graduation rate for NJQSAC (0.955).

- If District A is a K to 12 district, it would earn 14.6 out of 15 available points (15 × 0.916 = 13.74).
- If District A is a 9 to 12 district, it would earn 23.6 out of 25 available points (25 × 0.916 = 22.9).

Example 2

District B has a four-year graduation rate of 95.3% for all students. Its student groups have four- year graduation rates of 80.0%, 98.0%, and 84.0%. The average student groups' four-year graduation rate is 87.3%. Thus, the four-year graduation rate for NJQSAC is 91.3% or (0.953 + 0.873 = 1.826; 1.826 ÷ 2 = 0.913 × 100).

District B has a five-year graduation rate of 97.0% for all students. However, the cohort for whom the five-year graduation rate is calculated is small, and no student group meets the minimum *n*-size requirement, thus, its five-year graduation rate for NJQSAC is 97.0%.

The NJQSAC Graduation Rate is determined by averaging the four-year graduation rate for NJQSAC (0.913) with the five-year graduation rate for NJQSAC (0.970), which is 94.2%.

- If District B is a K to 12 district, it would earn 14.1 out of 15 available points (15 × 0.942 = 14.1).
- If District B is a 9 to 12 district, it would earn 23.6 out of 20 available points (25 × 0.942 = 23.6)

Instruction and Program—Indicator 7

Calculating Chronic Absenteeism

Indicator	If the school district is comprised of any composition of K–8, maximum points are:	If the school district is comprised of any composition of K–12, maximum points are:	If the school district is comprised of any composition of 9–12, maximum points are:
7. The school district's measure(s) for school quality and student success is calculated to account for student group performance by averaging the rates for all students with the average of all student groups' rates.	10	10	10

Purpose

To ensure that school districts are implementing strategies that encourage student attendance and interventions to help students overcome barriers to attendance.

Calculating Chronic Absenteeism

This indicator is monitored remotely using chronic absenteeism rates, the measure for school quality and student success aligned with the New Jersey State ESSA Plan.

Chronic Absenteeism rates are calculated based on the percentage of students in grades kindergarten through 12 who are:

- Enrolled in the district for 45 or more days during the school year.
- Chronically absent, which means they have missed more than 10% of the school days for which they are in membership.

NJQSAC Chronic Absenteeism and NJQSAC Point Calculation

The NJQSAC Chronic Absenteeism Score is calculated by averaging the district's chronic absenteeism rate for all students and the average student group chronic absenteeism rate and then subtracting this number from 1 (See Example, below). This number reflects the percentage of students who are not chronically absent.

$$\text{NJQSAC Chronic Absenteeism Score} = 1 - \frac{\text{District chronic absenteeism rate+ Average student group chronic absenteesim rate}}{2}$$

The NJQSAC Chronic Absenteeism Score is then multiplied by the maximum points available to determine the points earned.

Points earned = NJQSAC Chronic Absenteeism Score × maximum point available

Since chronic absenteeism points are based on the percentage of students who are not chronically absent, as the chronic absenteeism rate increases, the number of NJQSAC points a district receives decreases.

Example

District A has a chronic absenteeism rate of 8.0% for all students. Its four student groups have chronic absenteeism rates of 5.0%, 10.0%, 12.0%, and 7.0%. The average student group chronic absenteeism rate is 8.5% or (0.050 + 0.100 + 0.120 + 0.070 = 3.4; 3.4 ÷ 4 = 0.085 × 100).

The chronic absenteeism rate for all students (0.080) is averaged with the average student group chronic absenteeism rate (0.085) to find the district's chronic absenteeism rate for NJQSAC, 8.3% (0.083). Next, this value is subtracted from 1 (1 − 0.083 = 0.917), resulting in a NJQSAC Chronic Absenteeism Score of 0.917 (i.e., the district earned 91.7% of the available points).

The maximum points available for all district configurations is ten points, and District A would earn 9.2 points (10 × 0.917 = 9.2).

Instruction and Program—Indicator 8

The chief school administrator (CSA) reports participation and performance results of annual Statewide assessments to the district board of education within 60 days of receipt of the finalized information from the Department. The reports include aggregated and disaggregated student group data, as well as trend and comparative analyses and appropriate intervention strategies. N.J.A.C. 6A:8-4.3

Points: 5

Purpose

To ensure school districts are transparent and held accountable to the district board of education regarding the proficiency and growth of students on statewide assessments by presenting analyses that include student groups, comparison data and intervention strategies that correspond to the data.

Documentation for Verification

This indicator is monitored remotely or in person using:

- CSA report with statewide assessments data that includes the following:
    - NJSLA (ELA, mathematics, and science)
    - ACCESS
    - DLM
    - Trend and comparative analyses
    - Performance and growth data (if applicable)
    - Intervention strategies aligned to the analyses of the data
- Evidence that the report was provided to the district board of education within 60 days of the receipt of the finalized assessment information provided by the Department for each assessment report.
- Evidence that the district board of education provides students, parents, and the community with the results of annual State assessments for those assessments with a minimum *n*-size of 10 or more students.

Department Review Process

- Verify that the CSA has reported to the district board of education final participation and performance results of annual statewide assessments within 60 days of final receipt of information from the Department.
- Verify that the report includes:
    - Aggregated and disaggregated student group data for student groups as reported on their ESSA Accountability Profile.
    - Proficiency and growth data (if applicable).
    - Trend and comparative analyses.
    - Responses to the data with appropriate interventions.
- Verify dissemination of Statewide assessment results to the public within 60 days of the release of the results.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- Within 60 days of final receipt of information from the Department, the CSA reported to the district board of education participation and performance results of the annual statewide assessments and local district assessments, including:
    - Trend and comparative analyses
    - Intervention strategies corresponding to the data
- Statewide assessment results are publicly available within 60 days of the release of the results.

Instruction and Program—Indicators 9 through 17

Curriculum and instruction content areas (English language arts, mathematics, science, social studies, world language, comprehensive health and physical education, visual and performing arts, career readiness, life literacies and key skills, and computer science and design thinking) are aligned to theNew Jersey Student Learning Standards (NJSLS) in accordance with the Department's curriculum implementation timeline and include the following: N.J.A.C. 6A:8

a. Curriculum designed and implemented to meet grade, grade-band, or grade level expectations and graduation requirements

b. Integrated accommodations and modifications for students with disabilities, multilingual learners, students at risk of school failure, gifted and talented students and students with 504 plans

c. Assessments, including, formative, summative, benchmark and alternative assessments

d. List of core instructional and supplemental materials, including grade-level appropriate texts and decodable texts for emergent readers

e. Pacing guide

f. Interdisciplinary connections

Points: 3 for each content area

Purpose

To ensure that the school district's curricula for all content areas contain all the required elements from the New Jersey Student Learning Standards and N.J.A.C. 6A:8-1.1, et seq.

Documentation for Verification

Indicators will be reviewed remotely with in-person follow-up as needed.

The county office will determine a random sampling of curricula and assessments for selected grade levels across all content areas at the time of verification review.

Evidence will include the most recent date of revision for each curriculum.

The district will provide curriculum documents/guides in electronic or paper format that include:

- All grade level appropriate NJSLS for all students
- Pacing guides consistent with the actual days of instruction
- Formative, summative, benchmark and alternative assessments
- Evidence of at least one interdisciplinary connection across grades and content areas
- Content specific accommodations and modifications for the district student groups embedded into the curriculum and/or a guide that functions as an appendix, addressing accommodations and modifications for all student groups through multiple means of engagement

- An ESL curriculum:
    - Developed and adopted by the district board of education
    - Addressing WIDA English language development standards and the instructional needs of MLs
    - Cross referenced to the school district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all content areas taught in accordance with N.J.A.C. 6A:15-1.4 (d)

The curricula must also demonstrate the use of a variety of instructional, supplemental, and intervention materials that support student learners at all levels.

Documentation for Verification by Indicator and Content Area

Indicator 9: English Language Arts

Points: 3

In the curriculum:

- NJSLS for English Language Arts (NJSLS-ELA) are grade-specific for grades K through 8, and banded in grades 9 through 10, and 11 through 12.
- NJSLS-ELA standards in the domains of Language, Reading, Writing, and Speaking and Listening are addressed at each grade level or grade band.
- K–5 Foundational Reading and Writing standards, housed in the Language domain, are included to reflect the critical need for systematic literacy skill instruction in elementary grades.

Indicator 10: Mathematics

Points: 3

In the curriculum:

- NJSLS for Mathematics (NJSLS-M) are grade-specific for grades K through 8.
- NJSLS-M for High School are organized by conceptual category in the standards document and are to be organized into courses for grades 9 through 12.
- Each Standard for Mathematical Practice (SMP) is appropriate for each grade and course. Each SMP should be the focus of instruction multiple times throughout the year and incorporated with a Standard for Mathematical Content.

Indicator 11: Science

Points: 3

In the curriculum:

- NJSLS for Science (NJSLS-S) are grade specific for grades K through 5 and banded for grades 6 through 8 and grades 9 through 12.
- Within the banded grades (6–8 and 9–12), the standards are organized by Earth and Space Science (ESS), Life Science (LS) and Physical Science (PS).
- Science courses in grades 6 through 12 may include standards from one or more of the three dimensions, for example Earth Science and Space Science or Life Science and Physical Science.
- The elements of the science and engineering practices (SEP), disciplinary core ideas (DCI) and crosscutting concepts (CCC) are incorporated.

Indicator 12: Social Studies

Points: 3

In the curriculum:

- NJSLS for Social Studies (NJSLS-SS) are delineated according to proficiency-level benchmarks based on grade bands when instruction begins (e.g., grades K–2; 3–5; 6–8; and 9–12). In each banded grade level, there should be evidence of the use of primary and secondary sources.
- Asian American and Pacific Islander history and contributions are incorporated in an appropriate place in kindergarten through grade 12 as part of the social studies curriculum. N.J.S.A 18A:35-4.44

The additional instructional mandates listed below may be met in other content areas, though the New Jersey Student Learning for Social Studies (NJSLS-SS) provides explicit opportunities to meet these mandates:

- Amistad Mandate
- Holocaust and Genocide Mandate

The Amistad mandate (N.J.S.A. 18A:35-4.43) requires that curricula in K–12 include the teaching of the following:

- African slave trade
- Slavery in America
- Vestiges of slavery in this country
- Contributions of African Americans to this country

The Holocaust and Genocide mandate N.J.S.A. 18A:35-28 requires that curricula in K–12 include teaching about:

- Holocaust and genocides
- Issues of bias, prejudice, and bigotry, including bullying

Compliance with the Amistad and the Holocaust and Genocide mandates are accounted for in Indicator 12: Social Studies, which means that if a district is out of compliance with either mandate it will result in a loss of all points for this indicator.

Middle School Civics Requirement N.J.S.A. 18A:35-41

Districts must provide at least two consecutive quarters (or one semester, if equivalent, in a system of four quarters/academic year) of civics instruction in their grade 6 through 8 social studies curricula.

Examples of scheduling configurations can include, but are not limited to:

- Any two consecutive quarters or one semester, if equivalent in a system of four quarters/academic year in any grade 6 through 8
- Consecutive quarters may also mean the fourth quarter of one grade and the first quarter of the next grade

Middle school civics instruction **does not** need to be scheduled as stand-alone civics classes, but the civics content must be addressed within the scheduled social studies instructional classes.

The civics instructional requirement is supported by the NJSLS-SS. Applicable civics-related core ideas and performance expectations can be found in standards 6.1 U.S. History and 6.3 Active Citizenship in the 21st Century.

Indicator 13: World Language

Points: 3

In the curriculum:

- NJSLS for World Languages (NJSLS-WL) are delineated according to proficiency-level benchmarks based on grade bands when instruction begins (e.g., grades K–2; 3–5; 6–8; and 9–12).
- All three modes of communication are evident:
    - Interpretive
    - Interpersonal
    - Presentational

Notes:

- Culture and language must be completely embedded into 7.1.
- Culture courses taught in English do not meet the expectations of NJSLS for World Languages. Points can only be awarded for curriculum that reflect instruction of a language other than English.
- If a computer software program (e.g., Rosetta Stone) is used to deliver instruction, the district must demonstrate that there is sufficient evidence of face-to-face interaction (interpersonal mode) with a certified teacher who has demonstrated linguistic proficiency in the language of instruction N.J.A.C. 6A:9B-10.5(b)).

Indicator 14: Comprehensive Health and Physical Education

Points: 3

- The curriculum includes NJSLS for Comprehensive Health and Physical Education (NJSLS-CHPE).
- NJSLS-CHPE are delineated according to proficiency-level benchmarks based on grade bands when instruction begins (e.g., grades K–2; 3–5; 6–8; and 9–12).

The legislative mandates regarding health, safety, and physical education course requirements are stated in N.J.S.A. 18A: 35-5 regarding health, safety, and physical education. N.J.S.A. 18A:35-7 and N.J.S.A. 18A:35-8 require that students receive 150 minutes (or two and one-half hours) of health, safety, and physical education per week for all elementary, middle, and high school students.

Physical Education Specific

Physical education curriculum for grades K through 12 must show alignment with NJSLS standards and disciplinary concepts.

Health Specific

Curriculum must include health education standards and disciplinary concepts for grades K through 12.

Indicator 15: Visual and Performing Arts

Points: 3

In the curriculum:

- NJSLS for Visual and Performing Arts (NJSLS-VPA) is banded for grades K–2, 3–5, 6–8, and 9–12.
- Performance expectations for each of the four artistic processes of creating, performing/presenting/producing, responding, and connecting are present in curricular units for each grade band.
- Within each grade band, all performance expectations are present for each of the five arts disciplines:
    - Dance
    - Media Arts
    - Music
    - Theater
    - Visual Art

Notes: Media Arts for **grades** K through 5 may be integrated into the other arts disciplines or it may be a stand-alone class. All grade-band standards for Media Arts must be present.

In addition to general visual and performing arts courses, specialized courses for arts disciplines may be present in grades 6 through 8. Specialized visual and performing arts courses must be present for grades 9 through 12.

Indicator 16: Career Readiness, Life Literacies, and Key Skills

Points: 3

This indicator ensures that the curriculum for NJSLS for Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS) is comprehensive and aligned with the NJSLS-CLKS, providing students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet the challenges and opportunities in an interconnected global economy.

Performance expectations may be integrated within and across other content areas or presented as an independent course. Districts are required to have these standards present in all of the grade bands (e.g., grades K–2; 3–5; 6–8; and 9–12) curricula.

In the curriculum:

- Personal Financial Literacy (9.1)
- Career Awareness, Exploration, Preparation and Training (9.2)
- Career and Technical Education (9.3) CTE program specific for grades 9 through 12
- Life Literacies and Key Skills (9.4)

Middle School Financial Literacy Requirement N.J.S.A. 18A:35-4.34

Districts are required to provide instruction in grades 6, 7, and 8 that includes teaching about budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility that is appropriate and reflects the age and comprehension of the students. This content is reflected in standard 9.1 Personal Financial Literacy.

Standard 9 Graduation Requirements N.J.A.C. 6A:8-5.1

For a State-endorsed diploma, district boards of education shall develop, adopt, and implement local graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:

- Participation in a local program of study of not fewer than 120 credits in courses designed to meet all of the NJSLS, including, but not limited to, the following credits:
    - At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class
    - At least five credits in 21st century life and careers, or career-technical education

Indicator 17: Computer Science and Design Thinking

Points: 3

This indicator ensures that the curriculum for NJSLS for Computer Science and Design Thinking (NJSLS-CSDT) is comprehensive and aligned with the NJSLS-CSDT, providing students with the necessary skills and knowledge to succeed in a technology-driven world.

In the curriculum:

- NJSLS for Computer Science and Design Thinking (NJSLS-CSDT) are banded for grades K–2, 3–5, 6–8, and 9–12. Performance expectations may be integrated within and across other content areas or presented as an independent course in accordance with N.J.S.A. 18A:7C-1.1.
- Within the grade bands, the standards are delineated by disciplinary concepts, core ideas, and performance expectations that build progressively from Kindergarten through 12th grade.
- Within the K–2, 3–5, and 6–8 grade bands, all performance expectations are represented for each of the disciplines. Schools can demonstrate evidence of integration through their curricular documentation, showing:
    - Grade band appropriate standards included in curricula
    - Appropriate connections between Computer Science and Design Thinking content areas and other disciplines outlined in curricular activities
    - Assessments for NJSLS-CSDT in addition to other content areas
    - Curricular resources
    - The scope and sequence describing the vertical alignment and inclusion of K-8 standards that will prepare students for high school level courses.
- Each public school enrolling students in grades nine through 12, other than a county vocational school district, shall offer a course in computer science. The course shall include, but need not be limited to, instruction in computational thinking, computer programming, the appropriate use of the Internet and development of Internet web pages, data security and the prevention of data breaches, ethical matters in computer science, and the global impact of advancements in computer science. N.J.S.A. 18A:7C-1.1

Indicators 9–17 Department Review Process

- Review a sample of curriculum in each content area.
- Determine if all components are included in accordance with general evidence and content-specific evidence.

Indicators 9–17 Verification of Indicator Compliance

If the general evidence and content-specific documentation for verification of each content area is prevalent for English Language Arts, Mathematics, Science, Social Studies, World Language, Comprehensive Health and Physical Education, Visual and Performing Arts, Career Readiness, Life Literacies, and Key Skills, and Computer Science and Design Thinking, then points will be awarded for each content area.

Instruction and Program—Indicator 18

All statutory curricular requirements are incorporated within the school district curriculum as indicated within the statute. This includes, but is not limited to:

a. Diversity, equity, and inclusion in accordance with N.J.S.A. 18A:35-4.36a; and

b. The history of persons with disabilities and lesbian, gay, bisexual, and transgender people in middle and high school curriculum in accordance with N.J.S.A. 18A:35-4.35.

Points: 3

Purpose

The intention of this law is to increase accurate and truthful representation of individuals with disabilities and lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and other (LGBTQIA+) individuals throughout multiple content areas in the 6–12 curriculum, making their political, economic, and social contributions visible, as part of the of individual NJSLS.

The intention of this law is to:

- Highlight and promote diversity, including:
  - Economic diversity
  - Equity
  - Inclusion
  - Tolerance
  - Belonging in connection with:
    - Disabilities
    - Gender and sexual orientation
    - Race and ethnicity
    - Religious tolerance
- Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, socioeconomic and religious beliefs

Documentation for Verification

The district will provide curriculum documents/guides in electronic or paper format that include:

- Identification of each grade/grade band and content areas with themes, objectives, texts, and/or other materials related to persons with disabilities and LGBTQIA+ individuals and events (may be presented separately as they are not related groups)
- List of discussed LGBTQIA+ individuals and/or resources that meet the mandate
- Content/themes related to:
    - Disability histories in the United States
    - LGBTQIA+ Activists, Artists, Celebrities, Entrepreneurs, Politicians, Inventors, Musicians, Scientists, etc.
- Identification of each of the grade(s) and content area(s) with objectives, texts, and/or other materials to highlight and promote diversity, including:
    - Economic diversity
    - Equity
    - Inclusion
    - Tolerance
    - Belonging in connection with:
        - Disabilities
        - Gender and sexual orientation
        - Race and ethnicity
        - Religious tolerance
- Lessons which examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole
- Classroom or schoolwide programming that encourages safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, socio economic and religious beliefs

Department Review Process

Evaluate curricula to determine if mandate components are included in accordance with general evidence and content area specific evidence.

Verification of Indicator Compliance

If the general evidence and content area specific documentation for verification of each mandate area is prevalent for the mandate-specified grade levels and content areas, then points will be awarded for both mandates.

Purpose

To confirm the school district has policies and procedures to ensure coordinated systems for implementing the requirements of PL.2024, c.52, including universal literacy screening, parent notification, and submission of data to the Department. Public school districts are mandated to administer a literacy screener twice a year to all students in grades K–3 using a State approved literacy screener.

Documentation for Verification

Administration of State approved universal literacy screener for all K–3 students at least two times per year. Procedures for parent notification, monitoring student interventions and submission of universal literacy screener data.

Department Review Process

The Office of Learning Equity and Academic Recovery will provide the County Office of Education confirmation of school district submission of Universal Literacy Screening data in accordance with the requirements of PL.2024, c.52.

Verification of Indicator Compliance

If the school district submitted universal literacy screening data to the Office of Learning Equity and Academic Recovery, then points will be awarded.

Instruction and Program—Indicator 19

Policies and procedures exist to ensure a coordinated system for planning, delivering, measuring, and modifying intervention and referral services is implemented in each school by a multidisciplinary team to address the learning, behavior, and health needs of all students. (N.J.A.C. 6A:16-8) This requirement may be fulfilled through implementation of the New Jersey Tiered System of Support (NJTSS) or other models such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS). The system must include:

a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs.

b. Action plans for interventions based on student data and desired outcomes.

c. Professional development for multidisciplinary teams and staff who provide interventions.

d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).

Points: 5

Purpose

To ensure that there is a systematic process within each school to:

- Identify student needs.
- Deliver supports to all students.
- Recommend to the principal actions for improving school programs and services.
- As necessary, remove barriers to learning.

Documentation for Verification

This indicator is monitored remotely using policies and procedures showing:

- Continuum of supports
- Progress monitoring
- Action plans
- Professional development for multidisciplinary teams

Department Review Process

Review policies, procedures, and evidence showing the continuum of supports, action plans, professional development for multidisciplinary teams and methods for progress monitoring.

Verification of Indicator Compliance

If the following are true, then points will be awarded:

- Policies and procedures exist to ensure a coordinated system for planning, delivering, measuring, and modifying intervention and referral services
- Evidence of implementation is provided in each school by a multidisciplinary team(s) to address the learning, behavior, and health needs of all students

Fiscal

The Fiscal Management indicators are used to assess a school district's performance and capacity in the area of finance. Districts will be assessed in the areas of finance for which the district board of education has direct oversight, including:

- Produce financial reports monthly.
- Maintain and update the standard operating procedures manual for business functions.
- File an Annual Comprehensive Financial Report (ACFR) audit and other supporting forms and collections.
- Satisfy the elements of the annual audit.
- Manage and oversee entitlement and discretionary grants, as required.
- Properly oversee the accounting for capital projects in Fund 30.
- Implement, review and revise projects to ensure consistency with the approved long-range facilities plan.
- Secure county office approval for emergent projects.
- Conduct annual health and safety reviews according to regulations.
- Create and follow a budget calendar.
- Employ a buildings and grounds supervisor who possesses a valid educational facilities manager certificate.
- Transfer funds during the budget year in accordance with statute and budgetary control provisions.
- Prepare and analyze fiscal-year cash flow management for all funds.
- Submit reimbursement requests for Federal grant awards for the actual cost of incurred expenditures.
- Only approve purchase orders permitted by the purchasing agent.

General Monitoring Notes

- The review process begins with the district self-assessment.
- The verification process will begin remotely, with the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If questions, clarifications, or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).
- A site visit may also be scheduled if the executive county business official (ECBO) deems that producing documents for remote review places an undue burden on the district.
- It is preferable for districts to make the district board of education minutes available through the district website or another online platform, since much of the required evidence is found in the minutes.

Fiscal—Indicator 1

Monthly district board of education secretary's reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval, pursuant to N.J.S.A. 18A:17-9 and N.J.A.C. 6A:23 A-16.10

Points: 8

Purpose

To ensure the monthly district board of education secretary and treasurer/cash reconciliation reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval and that the district board of education is updated on the district's financial status.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education secretary's reports—12 months immediately prior to New Jersey Quality Single Accountability Continuum (NJQSAC) review
- District board of education treasurer's report/cash reconciliation reports—12 months immediately prior to NJQSAC review
- Annual Comprehensive Financial Report (ACFR) —available at the county
- Auditor's Management Report (AMR)—available at the county

Department Review Process

- Review the district board of education's meeting minutes to verify both the timeliness and accuracy of the reconciliation of the district board of education secretary and treasurer reports/cash reconciliation report.
- Review ACFR and AMR for potential recommendations.

Verification of Indicator Compliance

If the following are true, then points will be awarded.

The Secretary and treasurer reports/cash reconciliation reports have all been:

- Completed and reconciled without exception.
- Submitted for district board of education approval within 60 days of the end of the month.

For example, reports for the end of September would have to be approved not later than the meeting held in November (to comply with the December 1 deadline).

Fiscal—Indicator 2

A standard operating procedures (SOP) manual for business functions is maintained, updated, and implemented pursuant to N.J.A.C. 6A:23A-6.6. The SOP manual includes a system of internal controls in accordance with N.J.A.C. 6A:23A-6.4 to prevent the over-expenditure of line-item accounts and to safeguard assets from theft and fraud and includes a section that details purchasing procedures.

Points: 8

Purpose

To ensure the district's fiscal operations are consistent with statutory and regulatory requirements.

Documentation for Verification

This indicator is monitored remotely using:

- District SOP manual contains the following areas and task or function in the following areas as identified in 6A:23A-6.6(b) Standard operating procedures for business functions:
    1. Accounting, including general ledger, accounts payable, accounts receivable, payroll and fixed assets, and year-end procedures for each
    2. Cash management
    3. Budget development and administration, including tasks such as authorization of transfers and overtime
    4. Position control
    5. Purchasing, including tasks such as preparation of requisitions, approval of purchase orders and encumbering of funds, bid and quote requirements, and verification of receipt of goods and services
    6. Facilities, including administration of work, and health and safety
    7. Security
    8. Emergency preparedness
    9. Risk management
    10. Transportation
    11. Food service
    12. Technology systems
    13. Information management
- ACFR and AMR for any comments or recommendations for SOP manual (available at the county)

Department Review Process

- Review the SOP manual to ensure it is current and to confirm the inclusion of procedures for the routine tasks or functions demonstrating a system of internal controls that safeguards assets from theft and fraud.
- Conduct interviews with administrative staff including, but not limited to, the business administrator (BA) and other business office staff regarding identified SOP manual components related to their individual job functions. The interviews are a tool to help determine whether standard procedures relative to purchasing are being effectively communicated and implemented.
- In order to receive points, there should be no repeat findings of the SOP in the ACFR or AMR.

Verification of Indicator Compliance

If the following are true, points will be awarded.

The SOP manual for business functions:

- Is maintained, updated, and implemented
- Includes a section that details purchasing procedures and a system of internal controls to:
    - Prevent the over-expenditure of line-item accounts
    - Safeguard assets from theft and fraud

Fiscal—Indicator 3

The annual audit of its Annual Comprehensive Financial Report (ACFR), Auditor's Management Report (AMR), Federal Data Collection Form, and other supporting forms and collections have been filed by the due date set forth at N.J.S.A. 18A:23-1.

Points: 6

Purpose

To ensure that the district completes and files its ACFR and related subsidiary reports annually and by the required due date. For the audit cycle, audits must be completed and submitted to the Department by the annual due date (P.L.2023, c.305).

Documentation for Verification

This indicator is monitored remotely using:

- Office of Fiscal Accountability and Compliance (OFAC) verification that the following were uploaded to the system maintained by the Department:
    - ACFR
    - AMR
    - Board resolution
    - Other supporting documentation

Department Review Process

Review the online OFAC verification system to determine whether the district's ACFR and supporting documents have been reviewed and filed by the statutory deadline.

Verification of Indicator Compliance

If the ACFR has been filed with OFAC by the due date, points will be awarded. For the 2025-26 audit cycle, audits must be completed and submitted to the Department by the annual due date (P.L.2023, c.305).

Fiscal—Indicator 4a

The school district implements a corrective action plan (CAP) that addresses all audit recommendations and is acceptable to the Department (if required).

Points: 4

Purpose

To ensure that a district has an approved CAP that addresses all audit recommendations and is compliant with the Department's audit program.

Documentation for Verification

This indicator is monitored remotely using:

- Previous two years ACFR and AMR
- District board of education minutes
- District CAP
- Certification of Implementation (COI) (a document filed with OFAC).

Department Review Process

- Review the ACFR and AMR to identify any specific findings and recommendations.
- Review the CAP to ensure the audit findings and recommendations are addressed.
- Review the district board of education meeting minutes to confirm that the district board of education has approved each line of the CAP and the ACFR was reviewed and discussed with the district board of education.
- Verify with OFAC that COI has been filed by June 30.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- The district board of education has approved a CAP which addresses each audit recommendation recorded in the minutes of the district board of education meeting.
- The approved CAP and the COI have been submitted to OFAC, and the CAP is in an acceptable format.
- District documentation provides evidence of CAP implementation.

If there have been no audit recommendations, the school district will receive points for this indicator.

Fiscal—Indicator 4b

The school district reports no repeat ACFR or AMR audit findings of a substantive nature.

Points: 4

Purpose

To ensure prior audit findings of a substantive nature are not repeated.

Documentation for Verification

This indicator is monitored remotely using:

- Previous two years ACFR and AMR documents
- CAP and COI

Department Review Process

The ECBO will review the ACFR and AMR to determine if repeat audit findings of a substantive nature have been noted.

Verification of Indicator Compliance

If there are no repeat substantive audit findings, points will be awarded.

Fiscal—Indicator 4c

The school district reports no material weaknesses or significant deficiencies in the ACFR.

Points: 4

Purpose

To ensure that no material weaknesses or significant deficiencies are found in ACFR.

Documentation for Verification

This indicator is monitored remotely using the previous two years ACFR.

Department Review Process

Review the ACFR for the auditor's determination of material weaknesses or significant deficiencies noted in the ACFR K6 (Schedule of Findings and Questioned Costs).

Verification of Indicator Compliance

It the district has no material weaknesses or significant deficiencies noted, points will be awarded.

Fiscal—Indicator 4d

The school district ends the year with no deficit balances and no line-item over-expenditures in the general fund, (on the budgetary basis of accounting) special revenue fund, capital projects fund, or debt service fund (other than permitted under State law and generally accepted accounting principles [GAAP]).

Points: 4

Purpose

To ensure the district has not over-expended, except in ways permitted under State law and GAAP.

Documentation for Verification

This indicator is monitored remotely using:

- ACFR "(specifically section K- Schedule of Findings and Questioned Costs)" and AMR
- Budgetary Comparison Schedule, including schedules C-1, E-2, and F-1 and the excess surplus calculation

Department Review Process

Review section K-Schedule of Findings and Schedules C-1, E-2, and F-1 (in the ACFR specifically Budgetary Comparison Schedule) to determine if any line items have been over expended and to analyze the excess surplus calculation in the AMR to determine if the district is in deficit.

Verification of Indicator Compliance

If the district has a positive fund balance and no negative variances in the Budget Comparison Schedule, points will be awarded.

Fiscal—Indicator 5a

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Submits initial applications, revisions, and final reports for all entitlement and discretionary grants by published due dates and expends Federal funds consistent with the approved indirect cost rate and grant application.

Points: 2

Purpose

To ensure all grants, both entitlement and discretionary, have been submitted and, if necessary, revisions completed by the required due dates and funds are expended consistently with the indirect cost rate and grant application.

Documentation for Verification

This indicator is monitored remotely using:

- Electronic Web-Enabled Grant (EWEG) and NJ Grants Management System (NJGMS) applications
- Correspondence: Office of Grants Management (OGM) or the county office of education
- OGM website and reports
- ACFR and AMR
- Budget Summary Report for Fund 20
- Evidence for discretionary grants from Program Office for Risk Assessment, timelines, and appropriate spending
- Monitoring reports
- Published Notice of Grant Opportunity (NGO)

Department Review Process

- OGM will provide a summary report to the county office indicating the district's compliance with grant submission timelines.
- Review of the evidence provided to verify the district expends Federal funds consistent with the approved indirect cost rate and grant application.

Verification of Indicator Compliance

If the district submitted all grant applications, amendments, expense reports and final reports by the published due dates, in accordance with the indirect cost rate and grant application, points will be awarded.

Fiscal—Indicator 5b

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Budgets grant funds according to the approved application and spends grant funds as budgeted. Amendments and budget modifications are completed for charges that exceed the applicable threshold of 10 percent or for modifications that require opening new budget lines.

Points: 2

Purpose

To ensure grant funds are spent as originally budgeted and that any budget modifications greater than 10% or requiring a new budget line had an approved amendment within grant guidelines by the due date.

Documentation for Verification

This indicator is monitored remotely using:

- EWEG and NJGMS
- Budget Modification Request Worksheet
- Department Nonpublic Office or OGM approval (via EWEG, NJGMS, or letter) of amendment/budget modification
- Correspondence from OGM or the county office of education
- ACFR and AMR
- Budget Summary Report for Fund 20

Department Review Process

Use the ACFR, AMR and the Budget Summary Report for Fund 20 budget to determine if the budget application matches the budget report. County office personnel and Grants Management will verify that any 10% line-item amendments, or any amendments opening new line items, received appropriate approval.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- The district's Fund 20 budget lines agree with approved grants
- All district line-item transfers exceeding the 10% limit or requiring a new budget line have an approved amendment.

Fiscal—Indicator 5c

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Shows evidence of required consultations with nonpublic schools for each required State and Federally funded program and expends nonpublic school allocations as required. If funds are not expended for nonpublic school services, the school district specifies the reason the funds were not spent and provides evidence of consulting with nonpublic schools regarding the use of unexpended funds.

Points: 2

Purpose

To provide assurance that nonpublic schools are advised of all grant opportunities. When a non-public school refuses non-public entitlements, the public district provides a rationale and evidence of consultation.

Documentation for Verification

This indicator is monitored remotely using:

- Confirmation of district meeting(s) held with nonpublic school representatives, including correspondence regarding the meeting(s), agendas, and sign-in sheets
- Copy of nonpublic consultation forms and, when appropriate, nonpublic refusal forms

Department Review Process

- Confirm that the required consultations were held and that appropriate rationale for non-public refusal of funds is provided.
- Ensure unexpended non-public funds are managed according to guidelines.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- Required non-public consultations were held.
- Spending plans were agreed to, and funds were expended accordingly.
- If a non-public refused the funds, a non-public fund refusal form is on file.

Fiscal—Indicator 5d

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Approves salaries funded by Federal grants as documented in district board of education minutes and maintains the required time and activity reports.

Points: 2

Purpose

To provide assurance that salaries funded by Federal grants are approved by the district board of education and that the district maintains the time and activity documents required by grants.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education meeting minutes
- Accurately completed time and activity records (Federal forms or the local equivalent) pursuant to the grant requirements

Department Review Process

Review time and activity reports for alignment with the grant expenditure.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- Time and activity reports are properly completed and on file at the district office.
- All Federally funded staff salaries are approved by the district board of education and recorded in the minutes.

Fiscal—Indicator 5e

Reimbursement requests for Federal grant awards are submitted in a timely manner for the actual cost of incurred expenditures.

Points: 4

Purpose

To ensure reimbursement requests for Federal grants are submitted in a timely manner and reflect incurred expenses.

Documentation for Verification

This indicator is monitored remotely using:

- Reports from OGM or program office
- ACFR and AMR
- SOP Manual for reimbursement request procedures

Department Review Process

- Review the submitted grant request, payments, and OGM reports to ascertain whether submissions were timely and for incurred expenses. Districts must have at least one monthly drawdown of Federal funds.
- Review the ACFR and AMR for any citations of non-compliance.
- Ensure SOP contains a process for submitting grant expenditures.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- All grant reimbursement requests are timely and are only for incurred expenses.
- Fund 20 is not over-expended due to district failure to draw funds in time to meet grant expenditures.
- There are no findings or recommendations of non-compliance and standard operating procedures are followed.

Fiscal—Indicator 6a

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Maintains separate accounting by project.

Points: 2

Purpose

To confirm that each capital project in Fund 30 (Capital Project Fund) is accounted for separately.

Documentation for Verification

This indicator is monitored remotely using:

- District Fund 30 budget summary
- ACFR and AMR (reviewed by county remotely)

Department Review Process

- Review District Fund 30 budget summary to ensure it delineates each project separately.
- Use the ACFR and AMR to confirm that the Fund 30 allocations are properly advanced and to determine if any of the funds available after the project can be transferred to the General Fund.

Verification of Indicator Compliance

If the district has accounted for each capital project in Fund 30 separately, points will be awarded.

Fiscal—Indicator 6b

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.

Points: 3

Purpose

To ensure that there are sufficient funds available to complete each capital project and to fund change order(s) if the need arises. District's Fund 30 budget lines agree with approved budget and/or 10% transfers and new budget lines have an approved amendment.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes
- District board of education approved change orders
- Monthly financial status of all projects
- ACFR and AMR (reviewed by county remotely)

Department Review Process

- Review the district board of education minutes for district board of education-approved change orders and monthly financial status reports for all projects.
- Review ACFR and AMR for annual capital project summary.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- The district has recorded and has on file all change orders, as well as monthly reports for capital projects in Fund 30.
- Change orders do not reflect over-expenditure.
- There are no negative line items on the district's monthly reports.

Fiscal—Indicator 6c

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Spends within the authorized amount unless proper approvals have been received to raise additional funds to augment the authorized amount.

Points: 6

Purpose

To ensure that the funds spent for a capital project are equal to or less than the funds raised, unless proper approvals were received to raise additional funds.

Documentation for Verification

This indicator is monitored remotely using:

- Fund 30 budget detail
- ACFR and AMR (no deficit balances)
- District board of education minutes

Department Review Process

- Review spending for each project to ensure that it is within the authorized amount.
- Review any change orders to determine the impact on the project's budget.
- Review all approvals for spending over the authorized amount.

Verification of Indicator Compliance

District spending is within the authorized amount or has proper approvals on file for raising funds to augment the authorized amount.

Fiscal—Indicator 6d

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Conducts the proper fiscal close-out of completed projects, including proper transfer of interest earned annually to the debt service and/or general fund.

Points: 3

Purpose

To ensure that completed projects are closed out and that any interest earned has been transferred to debt service and/or general fund.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes
- ACFR and AMR
- Fund 30 Budget Detail
- Accounting reports by capital project
- Status of litigation claims (if applicable).

Department Review Process

- Review required evidence, such as board minutes, to determine which projects the district closed out.
- Review the final balance, open encumbrances, and transfer of earned interest in the financial reports detailed in Documentation for Verification.

Verification of Indicator Compliance

If the district closed out all completed projects and the interest earned has been transferred to the debt service and/or general fund, points will be awarded.

Fiscal—Indicator 7

Projects consistent with the approved Long-Range Facility Plans (LRFP) are implemented, reviewed, and revised, pursuant to N.J.A.C. 6A:26-2.

Points: 2

Purpose

Provide assurance that capital projects are done in agreement with the district's LRFP.

Documentation for Verification

This indicator is monitored remotely using:

- Annual budget
- LRFP
- Bond Referendum questions if applicable
- District Board of Education minutes and resolution
- Approved withdrawal from Capital Reserve (if applicable)
- All projects are aligned with LRFP

Department Review Process

- Review the district board of education minutes for district board of education-approved change orders and monthly financial status reports of all projects.
- Review ACFR and AMR for annual capital project summary.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- The district has recorded and has on file all change orders, as well as monthly reports for capital projects in Fund 30.
- Change orders do not reflect over-expenditure.
- There are no negative line items on the district's monthly reports.

Fiscal—Indicator 8

County office approval has been granted for emergent projects, pursuant to N.J.A.C. 6A:26-3.14.

Points: 2

Purpose

To ensure the district receives proper approvals for any project(s) described as emergent.

Documentation for Verification

This indicator is monitored remotely using:

- County office of education approval letter(s)
- District board of education minutes.

Department Review Process

Verify that the county office of education approved emergent project(s) and that district board of education minutes identify the project as emergent. Review the ACFR and AMR for any citations of non-compliance.

Verification of Indicator Compliance

If there is an approval letter for each emergent project and the district board of education minutes identify the project as emergent, points will be awarded.

Fiscal—Indicator 9a

Annual health and safety reviews:

Have been conducted once per year in each building using the Annual Facilities Checklist—Health and Safety Evaluation of School Buildings. N.J.A.C. 6A:26-6.1, 6.2, 6.3, and 12 and 6A:19-6

Points: 5

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored remotely using the Signed Annual Facilities Checklist — Health and Safety Evaluation of School Buildings (for each building in the district).

Department Review Process

Review the Annual Facilities Checklists — Health and Safety Evaluation of School Buildings to ensure that an annual health and safety review of each school building has been completed and signed.

Verification of Indicator Compliance

If the district has completed and signed an Annual Facilities Checklist — Health and Safety Evaluation of School Buildings for each school, points will be awarded.

Fiscal—Indicator 9b

Annual health and safety reviews:

Meet the "100% item" section in the Annual Facilities Checklist—Health and Safety Evaluation of School Buildings, which means all items are in compliance in all buildings.

Points: 5

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored onsite using the Signed Annual Facilities Checklist — Health and Safety Evaluation of School Buildings (for each building in the district)

Department Review Process

- Review the Annual Facilities Checklist — Health and Safety Evaluation of School Buildings to ensure that annual health and safety review of school buildings meet the Section A "100% items" compliance.
- School site visits (one building per grade level configuration, at a minimum).

Verification of Indicator Compliance

If the following are true, then points will be awarded:

- District meets the Section A "100% items" in the Annual Facilities Checklist – Health and Safety Evaluation of School Buildings.
- There are no significant disparities between the information reported on the Annual Facilities Checklist — Health and Safety Evaluation of School Buildings and the observations noted by the county office on the site visit.

Fiscal—Indicator 9c

Annual health and safety reviews:

Meet the "80% item" section Annual Facilities Checklist—Health and Safety Evaluation of School Buildings, which means at least 80 percent of items are in compliance in all buildings.

Points: 2

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored onsite using:

- Signed Annual Facilities Checklist — Health and Safety Evaluation of School Buildings
- Walk through of buildings for verification

Department Review Process

- Review the Annual Facilities Checklist — Health and Safety Evaluation of School Buildings to ensure that annual health and safety review of school buildings meet the Section B "80% items" compliance.
- Perform school site visits (one building per grade level configuration at a minimum).

Verification of Indicator Compliance

If the following are true, then points will be awarded:

- The district demonstrates at least 80 percent of items are in compliance in all buildings in the Annual Facilities Checklist Section B.
- There are no significant disparities between the information reported on the Annual Facilities Checklist —Health and Safety Evaluation School of Buildings and the observances noted by the county office on the site visit.

Fiscal—Indicator 10

An annual budget calendar that is developed and shared with the district board of education and that reflects all applicable legal and management requirements, pursuant to N.J.S.A. 18A:22-7, is followed. This development timeline includes input from all relevant programmatic staff for requirements and materials needed for teaching and student learning.

Points: 4

Purpose

To ensure that the development of a budget calendar includes input from relevant staff regarding resource allocation for teaching and student learning and is shared with the district board of education.

Documentation for Verification

This indicator is monitored remotely using:

- Budget calendar and district board of education minutes to demonstrate that the calendar was shared with the district board of education
- Evidence of input from all relevant programmatic staff

Department Review Process

- Perform site visits to interview district staff for evidence of solicitation of input for the budget calendar.
- Review the budget calendar to ensure that it has been prepared for the entire budget process, reflects all applicable legal and regulatory requirements, and includes time for relevant staff input on resource allocation for teaching and student learning.

Verification of Indicator Compliance

If the district has a budget calendar that meets legal and regulatory requirements and provides time for relevant staff input on resource allocation for teaching and student learning, points will be awarded.

Fiscal—Indicator 11

All persons employed as a buildings and grounds supervisor, as defined at N.J.S.A. 18A:17-49, possess a valid authorization from the Department to serve as a certified educational facilities manager.

Points: 4

Purpose

To ensure all individuals performing the building and grounds supervisory role has certification as an Educational Facility Manager.

Documentation for Verification

This indicator is monitored remotely using evidence of current required certification and the job description.

Department Review Process

Confirm that the person employed in the role of Supervisor of Buildings and Grounds has the required certification.

Verification of Indicator Compliance

If the Supervisor of Buildings and Grounds has a valid certificate or is working towards obtaining certification within guidelines specified in 6A:26-16.1, points will be awarded.

Fiscal—Indicator 12

The transfer of funds during the budget year is made in accordance with N.J.S.A. 18A:22-8.1 and 8.2 and complies with all budgetary control provisions, pursuant to N.J.A.C. 6A:23A-16.10.

Points: 4

Purpose

To ensure that the transfer of funds complies with statute and code.

Documentation for Verification

This indicator is monitored remotely using:

- County office of education transfer approvals
- ACFR and AMR
- District board of education minutes

Department Review Process

- Review district board of education minutes to ensure that all transfers were approved by the district board of education by a two-thirds affirmative vote of the authorized membership of the board.
- Review the ACFR and AMR for any citations of non-compliance.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- All transfers exceeding 10% have been approved by the ECS.
- All budgetary transfers are approved by the district board of education.
- There are no findings or recommendations of non-compliance.

Fiscal—Indicator 13

Fiscal year cash flow management for all funds is prepared and analyzed on a regular basis to ensure payments can be made on a prompt basis.

Points: 4

Purpose

To ensure that the district has sufficient cash flow to meet financial obligations.

Documentation for Verification

This indicator is monitored onsite by examining the fiscal year cash flow plan and the SOP Manual for cash flow management procedures.

Department Review Process

- Review the cash flow plan to establish that the district prepares and analyzes fiscal year cash flow projections for all funds, at least monthly, to ensure that payments are processed in a timely manner.
- Ensure that SOP contains reference to cash flow management.

Verification of Indicator Compliance

If the following are true, points will be awarded.

The fiscal year cash flow:

- Has been prepared monthly
- Follows the standard operating procedures
- Ensures all payments can be made in a timely manner

Fiscal—Indicator 14

The district board of education only approves purchase orders approved by the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.

Points: 4

Purpose

To ensure that only purchasing agents are issuing purchase orders for goods and/or services.

Documentation for Verification

This indicator is monitored onsite by examining the district purchase orders and the SOP Manual purchasing procedures.

Department Review Process

- Review district approved purchase orders.
- Ensure that SOP contains reference to the purchasing agent duties.

Verification of Indicator Compliance

If the purchasing agent is the only individual making purchases for goods and services for the district and there are no confirming orders, points will be awarded.

Governance

The Governance indicators are used to assess a school district's performance and capacity in the areas the district board of education has direct oversight, including:

- The development of curriculum that is aligned with State standards
- The budgeting process
- Developing and implementing all district board of education-approved policies
- Evaluating the Chief School Administrator (CSA)
- Reviewing and approving all new, renewed, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators
- Ensuring transparency and ethical conduct of each member of the board of education

General Monitoring Notes

- The review process begins with the district self-assessment.
- The verification process will begin remotely, with the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If there are questions, clarifications, or additional information needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).

Governance—Indicator 1

At least annually, and more frequently if required by changes in case law, regulation, or statute, the district board of education or the advisory district board of education, reviews, updates, and adopts, by resolution, policies, procedures, and by-laws reflective of current statutory and regulatory authority. N.J.S.A. 18A:11

Points: 8

Purpose

To ensure that the district board of education has the required board policies, procedures, and bylaws, reviews them annually, and continues to update them as needed.

Documentation for Verification

This indicator is monitored remotely using:

- District policy manual (electronic or hard copy)
- Districts should highlight all new and amended approved policies
- District board of education minutes and resolutions approving the new/amended policies
- District board of education minutes and resolutions noting an annual review and adoption of all policies
- Graduation requirements submitted to the county office each NJQSAC year in accordance with N.J.A.C. 6A:8-5.1(d)

Department Review Process

- Audit the policy manual according to the audit sample size parameters.
- Review board of education minutes corresponding to newly adopted and amended policies.
- Review board of education minutes for demonstration of annual review and adoption of all policies.
- Review graduation requirements submitted by the district board of education.

Verification of Indicator Compliance

If the board of education minutes reflect the following, then points will be awarded:

- An annual review of the policies
- Revisions required by law to the policies
- Adoption of the policies by the district board of education
- Submission of graduation requirements to the county office during the QSAC review year

Governance—Indicator 2a

The district board of education:

Establishes a policy and a contract with the CSA to annually evaluate the CSA based on the adoption of goals and performance measurements that reflect that highest priority is given to student achievement and attention is given to student group achievement and each new member has received training on CSA evaluation. N.J.S.A. 18A:17-20.3

Points: 7

Purpose

To ensure that the district board of education has established CSA evaluations that prioritize student achievement, including student group performance, and that each new board member has been trained in the evaluation of a CSA.

Documentation for Verification

This indicator is monitored remotely using:

- Most recent CSA evaluation, completed by July 1, which includes a focus on student achievement
- Copy of CSA evaluation policy
- List of new board of education members and evidence of required training

Department Review Process

- Review CSA evaluation that includes a focus on student achievement, with attention given to student group performance.
- Confirm that there is a CSA evaluation policy.
- Examine evidence of required training for each new board member in evaluation of a CSA.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- The district has identified a priority in the CSA evaluation regarding total student achievement and student group achievement
- The new district board members have been trained in the CSA evaluation instrument and confirm there is a CSA evaluation policy.

Governance—Indicator 2b

The district board of education:

Completes the CSA evaluation by July 1 in accordance with N.J.A.C. 6A:10-8.1(g).

Points: 6

Purpose

To ensure the CSA evaluation is completed by the required date of July 1.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes indicating the evaluation was conducted by July 1
- Dated and signed copy of the CSA evaluation by July 1

Department Review Process

- Verify evaluation of the CSA was conducted by July 1 in the board of education minutes.
- Review copy of the CSA evaluation dated and signed by July 1.

Verification of Indicator Compliance

If the district has completed the CSA evaluation and the evaluation is signed, dated, and verified in the board minutes by July 1, points will be awarded.

Governance—Indicator 3

All new, renegotiated, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators are submitted to the executive county superintendent (ECS) for review and approval. The district board of education takes no formal action to approve or implement such contracts prior to ECS review and approval. N.J.S.A. 18A:7-8(i) and N.J.A.C. 6A:23A-3.1

Points: 6

Purpose

To ensure the district board of education gains ECS approval prior to taking formal action on contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators.

Documentation for Verification

This indicator is monitored remotely using:

- ECS approval letter dated prior to any required public notice and hearing, as well as prior to the approval and execution of contracts by the district's board of education
- Minutes for the district board of education meeting approving the contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators

Department Review Process

- Review the date of the ECS approval letter of the contracts.
- Review the date of approval of contracts in the board minutes.

Verification of Indicator Compliance

If the district board of education has approved the contract following ECS review and approval, points will be awarded.

Governance—Indicator 4

The district board of education approves appointments and transfers and removes or renews certificated and non-certificated officers and employees, only by a roll call majority vote of the district board of education's full membership upon the CSA's recommendation. N.J.S.A. 18A:27-4.1 and N.J.A.C. 6A:32-4.1

Points: 6

Purpose

To ensure no district board of education action is taken regarding personnel without CSA recommendation.

Documentation for Verification

This indicator is monitored remotely using the Board of education minutes demonstrating that, upon the CSA's recommendation, there was a roll call majority vote of the district board of education's full membership for the following personnel matters:

- Approved appointments
- Transfers
- Removal/renewal of certified and non-certified officers and employees

Department Review Process

Review board of education minutes indicating a roll call majority vote of the district board of education's full membership for approved appointments, transfers and removal/renewal of certified and non-certified officers and employees upon the recommendation of the CSA.

Verification of Indicator Compliance

If board of education minutes indicate that the board has acted upon the recommendation of the CSA, by roll call majority of the district board of education's full membership for approved appointments, transfers and removal/renewal of certified and non-certified officers and employees, points will be awarded.

Governance—Indicator 5

The district board of education-approved corrective action plans are submitted for any finding or recommendation for all compliance-related reports, consolidated monitoring reports, financial audits, students with disabilities reports, etc. The school district has no outstanding monitoring or complaint investigation findings that exceed the required timelines for correction. There is no evidence of the school district not implementing the plan.

Points: 7

Purpose

To ensure that the school district is in compliance with corrective action plans and complaint investigation findings.

Documentation for Verification

This indicator is monitored remotely using:

- CAP, if applicable
- Certification of Implementation (COI) of CAP Board of Education minutes
- Compliance letters from the New Jersey Department of Education's individual program offices

Department Review Process

- Review compliance letters from the New Jersey Department of Education.
- Review CAPs, reports, and audits.
- Determine that all timelines for corrective actions have been met and that there are no outstanding monitoring or complaint investigations or findings.

Verification of Indicator Compliance

If all elements of the CAP, reports and audits have occurred within the required timeframe for the CAP, points will be awarded.

Governance—Indicator 6a

The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education N.J.S.A.18A:7F-6 and 46 and N.J.A.C. 6A:23A-8.1 as demonstrated by:

Adoption and implementation of written policies and procedures for the budget and financial planning process that are integrated and aligned with school district priorities and planning objectives based on Statewide assessments and applicable strategic plans.

Points: 8

Purpose

To ensure that district board of education policies and regulations are adopted and aligned with district priorities and objectives for the budget-planning process based on Statewide assessments, district graduation summary report, and applicable strategic plans.

Documentation for Verification

This indicator is monitored remotely using the following.

Board approved policies and procedures demonstrating that the budget and financial planning processes are:

- Integrated and aligned with school district priorities and planning objectives
- Based on statewide assessments
- In accordance with strategic plans
- Support district graduation report

The district graduation report, as required by N.J.A.C. 6A:8-5.2 (pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3) should be presented to the district school board at a public meeting no later than September 30, and submitted to the Commissioner via the county office.

The graduation report must identify the following:

- The total number of students graduated
- The total number of students graduated passing the high school end-of-course New Jersey Student Learning Assessment
- The number of students graduated under the substitute competency test process
- The number of students graduated under the portfolio appeals process
- The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs
- The total number of students denied graduation from the 12th grade class
- The number of students denied graduation from the 12th grade class solely because of failure to pass the high school end-of-course New Jersey Student Learning Assessment, substitute competency tests, or portfolio appeals process based on the provisions of this chapter

Department Review Process

Evaluate the policies and procedures demonstrating the integration and alignment with school district priorities based on statewide assessments, graduation report, and applicable strategic plans.

Verification of Indicator Compliance

If there is evidence of the adoption of written policies and procedures for the district's budget and financial planning that is aligned with district priorities based on Statewide assessments, graduation report and applicable strategic plans, points will be awarded.

Governance—Indicator 6b

The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education N.J.S.A.18A:7F-6 and 46 and N.J.A.C. 6A:23A-8.1 as demonstrated by:

Annually align fiscal goals and budget objectives with curricula that comply with the NJSLS.

Points: 8

Purpose

The budget process verifies that the board-adopted curricula conform to New Jersey Student Learning Standards (NJSLS), and that fiscal goals and budget objectives align with instructional, and professional development priorities.

Documentation for Verification

This indicator is monitored remotely using:

- Evidence that instructional priorities and student needs are aligned to annual fiscal goals and budget objective
- Mid-year budget review documentation
- Minutes of stakeholder meetings for budget development

Department Review Process

- Review mid-year budget review documentation.
- Check minutes from stakeholder meetings for budget development.
- Verify stakeholder involvement in the process.

Verification of Indicator Compliance

If documentation shows that fiscal goals and budget objectives align with student achievement goals and objectives and curricula that comply with New Jersey Student Learning Standards, points will be awarded.

Governance—Indicator 7

The district board of education follows the budget process by:

a. Conducting a public hearing on the proposed budget, within the timeframe established at N.J.S.A. 18A:22-7 and 10.

b. Adopting the budget at a public meeting within the timeframe established at N.J.S.A. 18A:22-10.

c. Providing ongoing information on the budget's status and any revision(s) or emergent conditions.

d. Making the budget available for public notice and inspection. N.J.S.A. 18A:22-7 and N.J.A.C. 6A:23A-8.1 and 8.2.

Points: 8

Purpose

To ensure that a transparent budget process is in place.

Documentation for Verification

This indicator is monitored remotely using:

- Public notice of the public hearing on the proposed budget
- Public availability of the budget (e.g., budget information has a separate section on district website)
- Minutes, agendas, and resolutions regarding the proposed and adopted budget
- Documentation of public notice and inspection for the district budget

Department Review Process

- Check evidence of public meeting notices.
- Verify the public hearing of the proposed budget and the adoption of the budget at a public meeting in the district board of education minutes.
- Verify availability of the budget for public review (separate section on the district website).
- Review sample size of board minutes, agendas, and resolutions regarding the budget status.

Verification of Indicator Compliance

If the school district provides evidence of the public notice and budget availability to the public and minutes, agendas, and resolutions regarding the proposed and adopted budget, points will be awarded.

Governance—Indicator 8

The district board of education ensures compliance with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, which shall include but not be limited to grant programs under the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act.

Points: 6

Purpose

To ensure that the district administration communicates with appropriate stakeholders as defined by each grant.

Documentation for Verification

This indicator is monitored remotely using:

- List of Federal grants awarded (entitlement and discretionary)
- List of invited stakeholders
- Notification to stakeholders
- Sign-in sheets, agendas, and minutes of stakeholder meetings
- Stakeholder engagement activities, identified in grant applications for Every Student Succeeds Act (ESSA), Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), and Perkins through EWEG and NJGMS.

Note: Lists of stakeholder engagement requirements by Federal funding source can be found in the "Local Stakeholder Engagement under the Every Student Succeeds Act" PDF (pp. 9–22), which is available on the ESSA in New Jersey Resources webpage.

Department Review Process

- Review the stakeholder engagement activities identified in the grant application.
- Cross-reference the evidence provided by the district to verify that there are lists of invited stakeholders, notifications, sign-in sheets, agendas, minutes as well as stakeholder engagement activities identified in the grant applications.

Verification of Indicator Compliance

If all information is compliant with all stakeholder engagement requirements, such as lists of invited stakeholders, meeting notifications, sign-in sheets, minutes as well as stakeholder engagement activities; pursuant to the Federal grant programs for which the school district receives funds, points will be awarded.

Governance—Indicator 9

The district board of education has established programs and services for Multilingual Learners, pursuant to N.J.A.C. 6A:15

Points: 7

Purpose

To ensure the educational needs of Multilingual Learners (ML) (formerly English Language Learners) are met through language instruction educational programs (LIEPs), English as a Second Language (ESL) or English Language Services (ELS) programs.

Documentation for Verification

This indicator is monitored remotely using:

- Roster indicating all identified students whose primary language is other than English and who are MLs as per N.J.A.C. 6A:15-1.3(b)
- Department approval letter for board approved bilingual, ESL, and ELS three-year plan (language instruction educational programs (LIEP))
- Department approval letter for the annual bilingual waiver, if applicable
- Board of education minutes approving three-year plan

Department Review Process

- Verify the approval letter for the board approved bilingual, ESL, and ELS three-year plan.
- Verify the approval of the annual bilingual waiver, if applicable.
- Verify board of education approval of the three-year plan in board minutes.

Verification of Indicator Compliance

If the school district has demonstrated that programs and services for all MLs verified by an approval letter or waiver with Board of Education approval: pursuant to N.J.A.C. 6A:15.1.1(a), have been developed, points will be awarded.

Governance—Indicator 10

The district board of education implements the Open Public Meetings Act and there have been no findings of noncompliance since the last NJQSAC monitoring. N.J.S.A. 18A: 10:4-6 et seq.

Points: 3

Purpose

To ensure that the board of education conducts business in an open and transparent manner.

Documentation for Verification

This indicator is monitored remotely using:

- Public postings of meeting times, dates, and locations and whether formal action may or may not be taken (legal advertisements showing this information)
    - Additionally, if technology is utilized to convene a public meeting, the board should provide guidance to the public regarding remote access and how to make a public comment at the meeting
- Statements of adequate notice are in the board minutes, confirming that the board provided the public with at least 48 hours of written notice of the meetings
- Adoption of resolutions to go into executive session, which meet the approved Open Public Meeting Act (OPMA) criteria for executive session
- Any court orders of violations of OPMA

Department Review Process

- Verify that there are public postings of meeting dates, times, and locations, and whether formal action may or may not be taken (legal advertisements showing this information).
- Verify that there are statements of adequate notice in the board minutes, confirming that the board provided the public with 48 hours of written notice of the meetings.
- Review resolutions to go into executive session, which meet the approved OPMA criteria for executive session.
- Determine if there are any court orders of violations of OPMA.

Verification of Indicator Compliance

If the following are true, points will be awarded. The school district:

- Has not violated OPMA (i.e., there are no court orders demonstrating OPMA violations)
- Complied with OPMA by publicly posting its meeting dates, times, locations, and whether formal action will be taken
- Provided the public with at least 48 hours of written notice of its meetings
- Has adopted resolutions which meet the approved OPMA criteria for executive session

Governance—Indicator 11

The district board of education approves the monthly district board of education secretary's and treasurer's reports within 60 days of month's end and, in its minutes, certifies that major funds (general fund, special revenue, and capital projects fund) have not been over-expended. N.J.A.C. 6A:23A-16.10(c)

Points: 6

Purpose

To ensure transparency of the fiscal conditions of the district.

Documentation for Verification

This indicator is monitored remotely using:

- Board of education minutes reflecting approval of the board secretary's and treasurer's reports or cash reconciliation reports for the month, within 60 days of the month's end
- Certification that major funds (general fund, special revenue, and capital projects) have not been over-expended

Department Review Process

- Review district board of education minutes to verify that the board approved the board's secretary and treasurer's reports for the month within 60 days of the month's end.
- Verify that the board has certified that major funds (general fund, special revenue, and capital projects) have not been over-expended.

Verification of Indicator Compliance

If the school district's board of education minutes show that the secretary's and treasurer's reports for the month have been approved within 60 days of the month's end and that funds have not been over-expended, points will be awarded.

Governance—Indicator 12

Minutes of all meetings, including executive sessions, reflect all district board of education actions and are publicly available within two weeks or by the next district board of education meeting N.J.S.A.18A:17-7

Points: 6

Purpose

To ensure the transparency of official district board of education actions.

Documentation for Verification

This indicator is monitored remotely using district board of education minutes, including special meetings, made publicly available within two weeks or by the next district board of education meeting.

Department Review Process

Review the district board of education minutes to verify that district board of education minutes are publicly available within two weeks or by the next district board of education meeting.

Verification of Indicator Compliance

If the school district board of education minutes, including special meetings, are publicly available within two weeks or by the next district board of education meeting, points will be awarded.

Governance—Indicator 13

District board of education members and school administrators annually file a timely and properly completed financial and personal/relative disclosure statement. The district board of education annually discusses the School Ethics Act and no district board of education member or administrator has been found in violation of the School Ethics Act. N.J.S.A. 18A:12-22, 24.1 and 26

Points: 5

Purpose

To ensure transparency and ethical conduct of board of education members and school administrators.

Documentation for Verification

This indicator is monitored remotely using:

- Annual online completion of required disclosure statements for board of education members and school administrators
- Annual discussion of the School Ethics Act as demonstrated in the board of education minutes
- List of any board of education member or administrator in the district who has been in violation of the School Ethics Act from the School Ethics Commission

Department Review Process

- Verify annual online completion of required disclosure statements for board members and school administrators.
- Review board of education minutes indicating annual discussion of the School Ethics Act
- Verify that no board of education members or administrators have been in violation of the School Ethics Act from the School Ethics Commission.

Verification of Indicator Compliance

If, annually, the school district demonstrates completion of the required disclosure statements for board members and school administrators, discussion of the School Ethics Act, and there have been no violations of the School Ethics Act, points will be awarded.

Governance—Indicator 14

The district board of education ensures that all students have access to library media services that are connected to classroom studies in each school building including access to computers; school district-approved instructional software; appropriate books, including novels, anthologies, and other reference materials; and supplemental materials that motivate students to read in and out of school and to conduct research. N.J.A.C. 6A:13-2.1(h)

Points: 3

Purpose

To ensure that districts provide students with the diverse materials and resources needed to access information and conduct research.

Documentation for Verification

This indicator is monitored remotely using:

- Name and certification of the district library media specialist
- Evidence of compliance with N.J.A.C. 6A:13-2.1(h) in the provision of library media services, which includes providing library media services under the direction of a certified school library media specialist
- Provide evidence that students have access to appropriate books, novels, anthologies, reference materials, and supplemental materials for research
- Evidence of compliance with N.J.A.C. 6A:13-2.1(h) in the provision of library media services, includes providing library media services under the direction of a certified school library media specialist

Department Review Process

- Review evidence that students have access to library media services under the direction of a certified school library media specialist and that these services are connected to classroom studies in each building.
- Determine that all students have access to computers and district approved software that is connected to classroom studies in each school building.
- Check that all students have access to appropriate books, novels, anthologies, reference materials and supplemental materials to conduct research.

Verification of Indicator Compliance

If the school district provides all students with access to library media services, connected to their classroom study in each school building, points will be awarded.

Operations

The Operations indicators are used to assess a school district's performance and capacity in:

- Implementing school district policies related to code of student conduct, attendance, alcohol, tobacco, as well as other drugs, and harassment, intimidation, and bullying (HIB)
- Submitting accurate, complete data for Standards Measurement and Resource for Teaching (New Jersey Statewide Longitudinal Education Data System [NJSLEDs]) and the Department's web application portfolio, accessed through Homeroom, ensuring a safe school environment
- Developing and maintaining a positive school climate
- Implementing the education and law enforcement memorandum of agreement
- Providing school health services
- Reporting potentially missing and abused children
- Providing transportation services

General Monitoring Notes

- The review process begins with the district self-assessment.
- The verification process will begin remotely, with the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If questions, clarifications, or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).

Operations—Indicator 1a

The school district has demonstrated that its data in the Department's Statewide longitudinal data system and the school district's educator evaluation data files:

Have been certified by established deadlines and provide complete data.

Points: 2

Purpose

To ensure data is complete and submitted in a timely manner for the New Jersey Statewide Longitudinal Education Data System (NJSLEDS) and Evaluation Information System (EIS).

Documentation for Verification

This indicator is monitored remotely using:

- NJSLEDS reports
- EIS reports

Department Review Process

Review NJSLEDS and EIS submissions to determine if the reports:

- Were certified by the established deadlines
- Contain complete date

Verification of Indicator Compliance

If the district's NJSLEDS submissions and their EIS submissions are both certified by the established deadlines and are complete data, points will be awarded.

Operations—Indicator 1b

The school district has demonstrated that its data in the Department's Statewide longitudinal data system and the school district's educator evaluation data files:

Have an error rate of less than 1.5 percent for each file—inclusive of student sync errors.

Points: 3

Purpose

To ensure accuracy of data submitted by districts through NJSLEDS.

Documentation for Verification

This indicator is monitored remotely using the NJSLEDS report. The district does not have to submit any documentation.

Department Review Process

Review NJSLEDS report to determine if each NJSLEDS file has an error rate of less than 1.5 percent, inclusive of student sync errors.

Verification of Indicator Compliance

If the district has an error rate of less than 1.5 percent for each NJSLEDs file, inclusive of student sync errors, the district will receive credit for this indicator.

Operations—Indicator 2a

The school district's County District School (CDS) Information System data:

Have been submitted by established deadlines and no evidence of changes not approved by the Department were reported since the last NJQSAC monitoring.

Points: 1

Purpose

To ensure that districts:

- Maintain accurate data within the county district school (CDS).
- Make appropriate changes during the established deadlines of CDS's open collection period.
- Follow proper approval by the county office if/when emergency changes occur outside of the established open collection period.

Documentation for Verification

This indicator is monitored remotely using:

- CDS accessed through Homeroom on the Department's website
- CDS change forms located in the county office

The district does not have to submit any documentation.

Department Review Process

- Review information entered into the CDS to confirm alignment with the district's current known information.
- Confirm all data has been submitted to the CDS within the established guidelines. Any change forms sent after the close of the established time period that the county office did not deem emergent or unforeseen will result in loss of points.
- Review change forms and the CDS to confirm that all changes, except contact information, were submitted to the county office for review and approval prior to the change going into effect at the school district.

Verification of Indicator Compliance

If the CDS data have been submitted by established deadlines, and there is no evidence of changes not approved by the Department since the last NJQSAC monitoring, points will be awarded.

Operations—Indicator 2b

The school district's County District School (CDS) Information System data:

Have accurately maintained the required school contacts throughout the year and the school district has submitted to the Department for approval any change requiring district board of education action within five business days of the action.

Points: 3

Purpose

To ensure the availability and accuracy of current district and school contact information, as well as school configurations.

Documentation for Verification

This indicator is monitored remotely using:

- CDS accessed through Homeroom on Department's website.
- Minutes of district board of education approval for change in school grade configurations (if applicable)
- CDS change form submitted within five days of board's approval of the school configuration change (if applicable)
- Any incidents reported to the county office

The district does not have to submit any documentation.

Department Review Process

- Review the district board of education minutes and, if applicable, the change form for grade reconfiguration.
- Review any incidents reported for incorrect contact information.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- District maintained accurate school contacts.
- There is consistency between the grade configurations posted in the CDS and the district's grade configurations.
- District submitted changes to the county office for review and approval within five business days of the board of education action.

Operations—Indicator 3a

The school district has a data management process that includes:

Identification of a school district data coordinator, school district contacts for all Department data submission applications, and an internal communication/information dissemination procedure.

Points: 2

Purpose

To ensure that data is submitted accurately and shared throughout the school district.

Documentation for Verification

This indicator is monitored remotely using:

- Name of the data coordinator (this person may have the function but not the exact title)
- Names of all district contacts for active Department application submissions, with their assignments specified
- District's written procedures for communication and dissemination of data submitted through the applications.

Department Review Process

- Confirm the district has a data coordinator (this person may have the function but not the exact title).
- Confirm all applications have an assigned district staff member.
- Review the procedures for communication and dissemination of data submitted through the applications.

Verification of Indicator Compliance

If staff members have been assigned (one for the function of a data coordinator and others for all Department data submission applications) and the policies reflect an internal communication procedure for data, points will be awarded.

Operations—Indicator 3b

The school district has a data management process that includes:

Submission of data collection applications via the Department's website by the established deadlines.

Points: 3

Purpose

To ensure the district submits all applications by the due dates on the Data Submissions Calendar.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation. A district may obtain points for late submission if it can produce evidence of Department program office approval.

Applications used for review:

- Annual School Plan (ASP)
- Application for Special Education Extraordinary Aid
- Applications for State School Aid
- Audit Summary Online
- Bilingual Waiver Request Submission
- Career and Technical Education Data Management System
- Chapter 192-193 Funding Statement and Additional Funding Request
- Charter School Enrollment System
- County District School Information System
- District Report of Transported Resident Students
- Gifted and Talented Services Report
- New Jersey Quality Single Accountability Continuum
- Nonpublic Enrollment and Approved Private Schools for Students with Disabilities Program Enrollment
- Nonpublic Project Completion Reports (Nursing, Textbook and Technology Included)
- Report of Nonpublic Auxiliary and Handicapped Services
- School Self-Assessment for Determining Harassment, Intimidation and Bullying
- Tuition Reimbursement for State-Responsible Homeless Children and Youth

Department Review Process

Review the Department-generated report to determine if:

- All applications were submitted by the due dates
- Late applications were approved by the Department program office.

Verification of Indicator Compliance

If there were no late submissions in Department applications, or the district provided evidence of Department program office approval for a late submission, points will be awarded.

Operations—Indicator 4

The school district has policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies.

Points: 3

Purpose

To ensure that decision making is data driven and that a variety of data is used to analyze and monitor student achievement and progress, as well as to evaluate school programs including, but not limited to the following requirement:

Public school districts are mandated by the "Strengthening Gifted and Talented Education Act" (Law) to provide appropriate instructional adaptations and educational services to gifted and talented students in kindergarten through grade 12 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards at the instructional level of the student.

Documentation for Verification

This indicator is monitored remotely using:

- District policies and procedures requiring multiple sources of data (more than two) to:
    - Monitor progress of students
    - Measure the effectiveness of programs, initiatives, and strategies
- Gifted and Talented Report Submission
- Complaint policy on the homepage of the board's Internet website N.J.S.A. 18A:35-38
- Detailed information—on the district website—regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. N.J.S.A. 18A:35-39

Department Review Process

- Review district policies and procedures, checking for multiple data sources.
- The Department will provide data regarding the district submission of the Gifted and Talented Report.
- Review district website for Gifted and Talented to confirm that it contains:
    - The complaint policy
    - Detailed information regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students

Verification of Indicator Compliance

If a district has a policy indicating the use of multiple (more than two) sources of data to monitor progress of students and measure the effectiveness of programs, initiatives and strategies; and is compliant with the requirements of the Strengthening Gifted and Talented Education Act, points will be awarded.

Operations—Indicator 5

The district board of education adopts and annually distributes to staff, parents, and students, policies and procedures to address the equitable application of a code of student conduct that establishes expectations for academic achievement, behavior, and attendance. The policy provides comprehensive, tiered behavioral supports, and responses to violations that include positive disciplinary practices that minimize exclusionary practices, such as suspension and expulsion, and details students' due process rights. The district board of education provides all employees annual training on the code of student conduct and its equitable application, including training on the prevention, intervention, and remediation of student conduct that violates the district board of education's code of student conduct. N.J.A.C. 6A:16-7.1

Points: 5

Purpose

To ensure the policies and procedures for the code of student conduct (CSC) are communicated to all stakeholders and are inclusive of both disciplinary measures and supportive measures.

Documentation for Verification

This indicator is monitored remotely using:

- Board of education approved CSC policies and procedures that meet the requirements in N.J.A.C. 6A:16-7.1
- Evidence of distribution of the CSC (e.g., student handbooks contain CSC, parents receive through mail, email or online from school district website)
- Evidence that all employees received annual training on the code of student conduct (e.g., attendance sheets for current staff or copy of orientation agenda for new staff)

Department Review Process

- Review the CSC policies and procedures using the Department Code of Student Conduct Compliance Checklist to ensure it contains all requirements as listed under N.J.A.C. 6A:16-7.
- Verify that all employees were provided annual training on the code of student conduct.
- Verify how the information is distributed to all stakeholders.

Note: If evidence provided is distribution of an abridged version of the CSC only, this is not acceptable. Minimally, the recipient of the policy must be directed to where a complete copy of the policy may be viewed or obtained. For example, the abridged version of the policy in a student handbook must also include the location to view or obtain a complete copy.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- CSC meets the checklist requirements and was distributed to all stakeholders
- Evidence of training of staff was provided, as well as adopted by the district board of education.

Operations—Indicator 6

Twice per year, the Chief School Administrator (CSA) presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation, and bullying (HIB) incidents submitted on the Department's incident reporting system. The CSA or designee submits the final data verification to the Department in accordance with the due dates annually established by the Department.

Points: 5

Purpose

To ensure that accurate information on violence, vandalism, substance abuse and HIB incidents submitted to the Department are publicly reported to the district board of education and shared with stakeholders.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes indicating that the summary of incidents for Report Period 1: September 1 through December 31 and Report Period 2: January 1 through June 30, were presented to the district board of education by the superintendent or designee at a public meeting once between January and June and once between July and December
- Incident data reported in the Student Safety Data System (SSDS)

Department Review Process

- Review the district board of education minutes for the two CSA presentations.
- Review the list of LEAs that verified data after the due date.

Verification of Indicator Compliance

If the following are true, then points will be awarded.

The district board of education minutes confirm that:

- CSA presented to the district board of education at the two reporting periods.
- District is **not** on the Office of Student Support Services list of LEAs that verified data after the annual due dates established by the Department.
- Schools were included in the report to the district board of education.

Operations—Indicator 7

The school district implements a process to ensure the school safety/school climate team in each school, with support from the CSA:

(1) reviews and takes action to strengthen school climate.

(2) educates the community, including students, teachers, staff, and parents, to prevent HIB.

(3) provides professional development opportunities that address effective practices of successful school climate programs or approaches.

The CSA submits to the Department the statement of assurance (SOA) and the district board of education approval date for the HIB self-assessment for each school in the school district in accordance with the due dates annually established by the Department. N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7

Points: 7

Purpose

To ensure the promotion of safe schools and a continual focus on improving school climate through implementation of the N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7.

Documentation for Verification

This indicator is monitored remotely. Each of the county selected schools, based on the established sample size, must provide all of the following from the most recent school year:

- List of members of the School Safety/School Climate Team (SS/SCT) including, at least:
    - Anti-bullying specialist (ABS)
    - Principal or designee
    - Teacher in the school
    - Parent of a student in the school
- SS/SCT meeting agendas, sign-in sheets, and notes
- Records of education programming for students, teachers, staff, and parents on preventing HIB
- Records of professional development opportunities for school climate programs or approaches (e.g., professional development certificates, records of attendance)
- Evidence of actions taken to examine and strengthen school climate, such as:
    - School climate surveys like NJ-SCI
    - Focus groups
    - Strategic plans to improve school climate
    - Materials related to school climate improvement efforts

Department Review Process

Examine the following evidence to ensure that each of the selected schools from the district sample provided the following from the most recent school year.

- Review the list of team members of the SS/SCT to ensure the school has a team with at least the following members:
    - ABS
    - Principal or designee
    - Teacher in the school
    - Parent of a student in the school
- Review the SS/SCT agendas, sign-in sheets, and notes to ensure that each team met at least two times during the school year.
- Review records of education programming for students, teachers, staff, and parents on preventing HIB.
- Review records of professional development opportunities for school climate programs or approaches.
- Review materials that demonstrate the selected schools assessed school climate and implemented actions to strengthen the climate. For example:
    - Results of school climate surveys and/or focus groups
    - Strategic plans to improve school climate
    - Programs intended to improve school climate
- Confirm that the district has complied with the Department's deadline for the submission of its statement of assurance and the district board of education's approval of the HIB self-assessment for each school in the district.

Verification of Indicator Compliance

If the district has demonstrated adequate evidence of the following, points will be awarded:

- Each school has all the members required for the school safety/school climate team.
- The school safety/school climate team(s) meets at least two times per school year.
- Each school examines and takes action to strengthen school climates.
- District provides education to the community, including students, teachers, staff, and parents, to prevent HIB.
- District provides professional development opportunities that address effective practices of successful school climate programs or approaches.
- District submits the Statement of Assurance of the HIB self-assessment for each school in the district to the Department by the annual due date.

Operations—Indicator 8

The *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* (MOA) has been signed within the past year. There have been no findings of noncompliance since the last NJQSAC monitoring. N.J.A.C. 6A:16-6.2

Points: 3

Purpose

To ensure direct communication, cooperation and support between local law enforcement and the school district to provide safety and protection of students.

Documentation for Verification

This indicator is monitored remotely using:

- Copy of the most recent, signed version of the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials*, on file at the county office, signed by:
    - CSA
    - Chief of police/station commander
    - President of the district board of education
    - Executive county superintendent of schools
    - County prosecutor
- Corrective action plan for NJQSAC findings from the prior year (if applicable)

The district does not have to submit any documentation.

Department Review Process

- Ensure MOA is signed by all applicable parties.
- Ensure a corrective action plan is implemented for NJQSAC findings from the prior year (if applicable).

Verification of Indicator Compliance

If the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* has been signed by all required parties within the last year and, if applicable, the corrective action plan has been implemented for the NJQSAC findings from the prior year, points will be awarded.

Operations—Indicator 9

The comprehensive alcohol, tobacco, and other drug abuse program includes policies and procedures for the prevention, assessment, intervention, referral for evaluation, referral for treatment, enforcement of the code of student conduct for students using alcohol or other drugs, and continuity of care and supports. N.J.S.A. 18A:40A and N.J.A.C. 6A:16-3 and 4

Points: 6

Purpose

To ensure that the school district takes a comprehensive approach and appropriately addresses substance abuse.

Documentation for Verification

This indicator is monitored remotely using:

- District policies and procedures for comprehensive alcohol, tobacco, and other drug abuse that address:
    - Prevention
    - Assessment
    - Intervention
    - Referral for evaluation and referral for treatment
    - Discipline for students using alcohol or other drugs
    - Continuity of care and supports
- Evidence that the staff in-service training component in alcohol, tobacco, and other drug use prevention and intervention (in accordance with N.J.A.C. 6A:16-3.1(a)4 was annually updated and provided to all educational staff members (e.g., a copy of the training, attendance sheets, completion certificates, digital learning platform records, etc.)

Department Review Process

Review the district's policies and procedures to ensure they include:

- Prevention
- Assessment
- Intervention
- Referral for evaluation and referral for treatment
- Discipline for students using alcohol or other drugs
- Continuity of care and supports
- Review evidence of staff in-service on alcohol, tobacco, and other drug use prevention and intervention

Verification of Indicator Compliance

If the policy and procedures contain all required elements and proof of related staff in-service has been submitted, points will be awarded.

Operations—Indicator 10

Policies and procedures are established to review and resolve transportation incidents and ensure the safety of students by meeting Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills. The CSA presents to the district board of education evidence of completion of emergency exit drills. N.J.A.C. 6A:27-11.1, 11.2 and 12

Points: 6

Purpose

To ensure the safe transportation of students with a plan to review and resolve transportation incidents.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education approved policies and procedures that align with the administrative code N.J.A.C. 6A:27-11.1, 11.2, and 12 and Motor Vehicle requirements
- Record for evacuation drills that are required at least two times per year for all students who are transported to and from school on a bus
- Records of school bus evacuation instruction for all students at least once within the school year
- District board of education minutes approving the policy and illustrating the CSA presentation to the board of education meeting immediately following the completed drills

Department Review Process

- Review all required documentation to ensure the requirements of the applicable administrative code sections are addressed.
- Review district board of education minutes, identifying schedule of drills and the CSA presentation to board of education at the meeting following the completion of the drills.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- District has policies and procedures approved by the board of education that:
    - Address transportation incidents
    - Meet Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills
- CSA has presented evidence of the completion of emergency exit drills to the district board of education at the meeting following completion of the drills.

Operations—Indicator 11

Policies and procedures are established to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities; to appoint a school district liaison to law enforcement authorities; and to provide training to school district employees, volunteers, and interns on policies and procedures. There have been no findings of noncompliance since the last NJQSAC monitoring. N.J.A.C. 6A:16-11

Points: 6

Purpose

To ensure the district has established policies to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities expeditiously.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education approved policies and procedures that:
    - Require reporting potentially missing, abused, or neglected children to law enforcement and child welfare authorities
    - Appoint a school district liaison to law enforcement authorities
    - Provide training to school district employees, volunteers, and interns on policies and procedures
- Prior year NJQSAC findings and corrective action plan (if applicable)

Department Review Process

- Review the district board of education approved policies and procedures for reporting potentially missing, abused, or neglected children to law enforcement and child welfare authorities.
- Review evidence of training provided to new staff, interns, and volunteers (i.e., attendance lists, certificates of completion, or digital learning platform records).

Verification of Indicator Compliance

If the following are true, then points will be awarded:

- District has policies and procedures — approved by the board of education— to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities.
- District provides training to any new staff, interns, and volunteers.
- There have been no findings of noncompliance since the previous monitoring.

Operations—Indicator 12

Comprehensive record of immunizations required physical examinations and health screenings are maintained to identify the need for medical services for public and nonpublic school students. Health records are kept separately from other student records. There have been no findings of noncompliance since the last NJQSAC monitoring. N.J.A.C. 6A:16-2.1(a)8, 2.2, and 2.5 and 6A:32-7.4(c)

Points: 4

Purpose

To ensure the district maintains student health records and stores records in a location separate from other student records.

Documentation for Verification

This indicator will be monitored onsite using:

- Comprehensive health record for public and nonpublic school students (if applicable), maintained in an area separate from other student records and including:
    - Immunization record
    - Required physical examinations and health screenings (e.g., height, weight, vision, hearing, etc.) N.J.A.C. 6A:16-2.2(g)1-4
    - Scoliosis report every other year for students ages 10 to 18. N.J.S.A. 18A:40-4.3
- Evidence that the comprehensive record of immunizations, required physical examinations and health screenings is used to identify the medical needs of public and nonpublic students
    - Note: Evidence may be in any format the district provides
- Prior year NJQSAC findings and corrective action plan (if applicable)

Department Review Process

- Review a sample of the student health records to ensure they include:
    - Immunizations
    - Required physical examinations and health screenings (e.g., height, weight, vision, hearing, etc.) N.J.A.C. 6A:16-2.2(g)1-4
    - Scoliosis report every other year for students ages 10 to18. N.J.S.A. 18A:40-4.3
- Visit a sampling of schools to ensure that health records are maintained separately from other student records.
- Review NJQSAC findings from the prior year and corrective action plan (if applicable).

Verification of Indicator Compliance

If the following are true, points will be awarded:

- Health records are maintained separately from other student records and are used to identify the health needs of public and nonpublic students.
- Sampled records contain:
    - Immunizations
    - Required physical examinations and health screenings (e.g., height, weight, vision, hearing, etc.) N.J.A.C. 6A:16-2.2(g)1-4
    - Scoliosis report every other year for students ages 10 to 18. N.J.S.A. 18A:40-4.3

Operations—Indicator 13

At least one certified school nurse is employed by the school district (not through a third-party contract). For medically fragile students who require one-to-one clinical nursing services, the school district uses a provider of clinical nursing services who appears in the New Jersey Department of Human Services' New Jersey Medicaid Management Information System (NJMMIS) or is approved to provide private duty nursing through the New Jersey FamilyCare Program. The district board of education annually adopts a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. N.J.A.C. 6A:16-2.1(b) and 2.5(j)6 and N.J.S.A. 18A:40-3.3

Points: 8

Purpose

To ensure the district employs at least one certified school nurse, any one-to-one clinical nurse is properly approved and a board approved nursing services plan for the district is adopted.

Documentation for Verification

This indicator is monitored on-site using:

- At least one certification of a school nurse employed by the district (not employed through a third-party contract)
- Review of clinical one-to-one nurses, if applicable, to ensure service providers for medically fragile students are hired by the district board of education using providers of clinical nursing services who appear as approved in the NJMMIS of providers of private duty nursing pursuant to N.J.A.C. 6A:16-2.1(b) and 2.5(j)6 and N.J.S.A. 18A:40-3.3.
- District board of education adopted district nursing services plan that meets all requirements of N.J.A.C. 6A:16-2.1(b) and, if applicable, nursing services plan for nonpublic school(s)

Department Review Process

- Review the certifications within the employee files to confirm that at least one nurse employed by the district is a certified school nurse (CSN).
- Review documentation for contracted nursing services for one-to-one clinical nursing services for medically fragile students and ensure that they are on the approved NJMMIS or is approved to provide private duty nursing through the New Jersey FamilyCare Program, if applicable.
- Review district board of education approved district nursing services plan and, if applicable, nursing services plan for nonpublic school(s).

Note: The parent or guardian of a medically fragile student may choose a provider to render such clinical nursing services to the student, but only if the cost to the school district remains neutral. Such requests shall be submitted to the Department, along with a certification from the school district stating that the cost is neutral.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- District has at least one certified school nurse who is employed by the school district (not through a third-party contract).
- District uses a provider of clinical nursing services who appears on the New Jersey Department of Human Services New Jersey Medicaid Management Information System (NJMMIS) or is approved to provide private duty nursing through the New Jersey FamilyCare Programs.
- District board of education annually adopts a nursing services plan that addresses each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students.

Operations—Indicator 14

Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services within five days of a student's removal for disciplinary reasons or within five days after receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). The educational services are provided by a certified instructor who has completed the Department's criminal history record check. N.J.S.A. 18A:6-7.1 and N.J.A.C. 6A:16- 7.2, 7.3, and 10.1

Points: 6

Purpose

To ensure that:

- There is a continuation of educational services within the designated timeframe for:
    - Students removed for disciplinary reasons
    - Students absent for chronic illness
- Services are provided by staff with appropriate teaching certification and criminal history background checks.

Documentation for Verification

This indicator is monitored remotely using:

- List of employees/third-party contractor(s) who provide home instruction (including evidence of teaching certification and criminal history check)
- Documentation (e.g., home instruction log of visitation, name of instructor, date of removal, date of re-entry) for the last five students during the previous 12 months who received home instruction

If the school district contracted with a student's medical or treatment facility to provide home instruction, and the medical treatment facility is not on the Department's list of approved clinics and agencies:

- Evidence that the instructors providing educational services have:
    - Appropriate certification for the instruction being provided
    - Completed a criminal history record check with the Department

Note: If less than five students were removed for five or more school days within the current school year, utilize documentation for all students who were removed.

Department Review Process

- Review human resources (HR) records for certification and criminal history background check for instructors/contractors providing services.
- Review documentation (e.g., home instruction log of visitation, name of instructor, date of removal, date of re-entry) for the last five students during the previous 12 months who received home instruction.
- If the school district contracted with a student's medical or treatment facility to provide home instruction, and the medical treatment facility is not on the Department's list of approved clinics and agencies, review evidence to confirm that the instructor has:
    - Appropriate certification for the instruction being provided
    - Completed the Department's criminal history record check

Verification of Indicator Compliance

If the following are true, points will be awarded.

For students removed for disciplinary reasons or for chronic or temporary illness, the district provided educational services:

- From an instructor who has:
    - Appropriate certification for the instruction being provided
    - Completed the Department's criminal history record check
- Within five days of:
    - Student's removal for disciplinary reasons, **or**
    - Receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness

Operations—Indicator 15

The school district annually assesses plans and facilities to ensure:

a. Safety and security plans, procedures, and mechanisms are annually reviewed and revised in consultation with law enforcement, health, social service, and emergency management agencies and other community members, including parents. The CSA has verified, in writing, that the process has occurred. N.J.A.C. 6A:16-5.1

b. A school safety audit has been conducted for each school building in accordance with N.J.S.A. 18A:41-14

c. Up-to-date critical incident mapping data for all schools and school grounds have been provided to local law enforcement authorities. N.J.S.A. 18A:41-7.1

Points: 4

Purpose

To ensure that the district has reviewed and revised its Annual School Safety and Security Plan.

Documentation for Verification

This indicator is monitored remotely using:

- Annual School Safety and Security Plan Review SOA, submitted to the county office of education annually by November 30
- Documentation that a school safety audit has been conducted for each school building in accordance with N.J.S.A. 18A:41-14
- Documentation that up-to-date critical incident mapping data for all schools and school grounds has been provided to local law enforcement authorities N.J.S.A. 18A:41-7.1

Department Review Process

- Verify county office receipt of the district's most current approved Annual School Safety and Security Plan Review SOA.
- Verify that up-to-date critical incident mapping data for all schools and school grounds was provided to local law enforcement authorities.

Verification of Indicator Compliance

If the district submitted all of the following, points will be awarded:

- Annual School Safety and Security Plan Review SOA received by county office by November 30 of the year the district is monitored
- Verification that up-to-date critical incident mapping data for all schools and school grounds was provided to local law enforcement authorities

For example, if the district is being monitored in the 2026-27 school year, the county will verify receipt of the SOA before November 30, 2026.

Operations—Indicator 16

A security drill statement of assurance that accurately represents that the monthly security drills were conductedis submitted no later than June 30 each year to the Department. N.J.S.A. 18A:41-7a

Points: 4

Purpose

To ensure that the district submits an SOA documenting the record of monthly security drills to the Department no later than June 30.

Documentation for Verification

This indicator is monitored remotely using:

- School drill record using established sample size
- County Office copy of district's SOA

Department Review Process

- Verify that the SOA accurately reflects the school security drills and that the SOA was submitted by June 30.
- Review the drill schedule and record to confirm drill compliance with N.J.S.A. 18A:41.

Verification of Indicator Compliance

If the district submitted the SOA by June 30 and conducted all required drills, points will be awarded.

Operations—Indicator 17

The school district has designated a school safety specialist for the school district. The school safety specialist maintains an active certificate. N.J.S.A. 18A:17-43.2 and 43.6

Points: 2

Purpose

To ensure that the district has a designated school safety specialist with active School Safety Specialist Credential.

Documentation for Verification

This indicator is monitored remotely using the School Safety Specialist Credential.

Department Review Process

Confirm that the School Safety Specialist has:

- Active School Safety Specialist Credential
- Completed training through the New Jersey School Safety Specialist Academy in accordance with N.J.S.A. 18A:17-43.6

Verification of Indicator Compliance

If the following are true, points will be awarded:

- District has a designated School Safety Specialist with an active School Safety Specialist Credential.
- School Safety specialist completed training through the New Jersey School Safety Specialist Academy in accordance with N.J.S.A. 18A:17-43.6.

Operations—Indicator 18

The district board of education has adopted and implemented a policy to establish a threat assessment team at each school to provide administrators, teachers, and other staff with assistance in identifying, assessing, and managing students that exhibit concerning or threatening behaviors. N.J.S.A. 18A:17-43.4

Points: 3

Purpose

To ensure that:

- Board of education has adopted and implemented a policy for the establishment of a threat assessment team at each school.
- Threat assessment team provides teachers, administrators, and other staff with:
    - Assistance in identifying students of concern and assessing those students' risk for engaging in violence or other harmful activities
    - Delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk to:
        - Prevent targeted violence in the school
        - Ensure a safe and secure school environment that enhances the learning experience for all members of the school community

Documentation for Verification

This indicator is monitored remotely using evidence that the threat assessment team includes the following:

- School psychologist, school counselor, school social worker, or other school employee with expertise in student counseling
- Teaching staff member
- School principal or other senior school administrator
- Safe schools resource officer or school employee who serves as a school liaison to law enforcement
- School safety specialist

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process.

Department Review Process

Review evidence to verify that the threat assessment team includes the following:

- School psychologist, school counselor, school social worker, or other school employee with expertise in student counseling
- Teaching staff member
- School principal or other senior school administrator
- Safe schools resource officer or school employee who serves as a school liaison to law enforcement
- School safety specialist

Verification of Indicator Compliance

If the threat assessment team includes the following, points will be awarded:

- School psychologist, school counselor, school social worker, or other school employee with expertise in student counseling
- Teaching staff member
- School principal or other senior school administrator
- Safe schools resource officer or school employee who serves as a school liaison to law enforcement
- School safety specialist

Operations—Indicator 19

The school district implements a comprehensive equity plan (CEP) designed to eliminate discrimination according to the protected categories and classes set forth at the New Jersey Law Against Discrimination (NJLAD), N.J.S.A. 10:5-1 et seq., and at N.J.A.C. 6A:7-1.1(a) and the district has received a letter from the executive county superintendent certifying their plan documents are complete. Additionally, the school district submits to the Department the annual CEP statement of assurance. N.J.A.C. 6A:7-1.4

Points: 6

Purpose

To ensure that the district implements a plan to eliminate discrimination and ensure equity in education.

Documentation for Verification

This indicator is monitored remotely using:

- Department-issued letter certifying the district's CEP is complete (CEP letter).
- Annual county receipt of the CEP SOA
- Evidence of data assessment required by N.J.A.C. 6A:7-1.4(c)1 that includes, but is not limited to:
    - Analysis of state assessment results
    - Promotion/retention data
    - School discipline
    - Enrollment in advanced classes.
- Professional development provided to promote equity in education

The district does not have to provide documentation for this indicator.

Department Review Process

- Verify the CEP letter and receipt of the annual SOA.
- Review the professional development offerings.

Verification of Indicator Compliance

If the following are true, points will be awarded.

The district:

- Has the CEP letter certifying completion.
- Submitted the CEP SOA annually
- Provided evidence of data assessment to analyze equity in educational offerings
- Provided evidence of offering professional development to promote equity in education

Operations—Indicator 20

The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. N.J.A.C. 6A:16-7.6 Additionally, each school within the school district with 10 percent or more of its enrolled students identified as chronically absent has developed and presented to the district board of education a corrective action plan to improve absenteeism rates. N.J.A.C. 6A:32-8.6

Points: 8

Purpose

To ensure the district:

- Has board approved attendance policies and procedures
- Adheres to state law requiring that corrective actions be taken when a 10% or more students in a school are identified as chronically absent

Documentation for Verification

This indicator is monitored remotely using:

- District board of education adopted attendance policy and procedure
- Corrective action plan (CAP) to improve absenteeism rates (for schools with 10 percent or more of its enrolled students identified as chronically absent)
- Evidence that the CAP is annually reviewed and revised, and the revisions are presented to the district board of education (required until the percentage of students who are chronically absent is less than 10 percent), in accordance with N.J.S.A. 18A:38-25.1

Department Review Process

Review district board of education adopted policies, procedures, and corrective action plan(s) if applicable, to ensure that all requirements under N.J.A.C. 6A:16-7.6 by using the Department Student Attendance Policies and Procedures Compliance Checklist.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- District provides policies and procedures requiring regular attendance of students that contain:
    - Expectations of timely arrival and daily attendance when school is in session
    - Responses to unexcused absences and lateness
    - Attempt to determine the cause of unexcused absences
- District provides tiered supports in maintaining regular attendance for all students.

- For school with 10% or more of enrolled students identified as chronically absent, the district:
    - Developed corrective action plans
    - Presented corrective action plans to the board of education

Personnel

The Personnel indicators are used to assess a district's performance and capacity in fulfilling the requirements for staffing and for staff development, including assurance that:

- Staff evaluations are aligned to the TEACHNJ Act.
- Support is provided to novice teachers.
- Professional learning is provided to staff based on the professional development plan (PDP).
- The district's PDP is aligned to the district's goals and budget.
- Staff are appropriately certified and meet the qualifications of their positions.
- Staffing attendance and budget systems are in place.
- Supervisory processes result in appropriate goal setting and feedback procedures.

General Monitoring Notes

- The review process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the review process for the indicator.
- If questions arise, or clarification or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).
- Any approved equivalencies or waivers must accompany DPR document for verification purposes.

Personnel—Indicator 1a

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Teacher evaluation processes result in complete summative scores, measures of teacher practice, and measures of student growth (SGO and mSGP) N.J.A.C. 6A:10- 2.4, 4.1, 4.2, 4.3, and 4.4

Total Possible Points: 8

Points for Indicator 1a

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	8
95 to 99%	4
Less than 95%	0

Purpose

To verify that the evaluation processes for teachers result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) data extract. Specifically, there is:

- Measure of teacher practice via observations
- Multiple measures of student growth via SGO(s) and/or mSGP (where applicable) toward a teacher's summative rating
- Summative rating

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies). The district will provide the prepared EIS data extract—provided by the Department—showing the degree to which the district has completed evaluations of relevant staff

If the Department program office has identified discrepancies, the district will provide documentation to the county staff addressing the discrepancies.

Department Review Process

- Review the prepared EIS data extract showing the degree to which the district has completed evaluations of relevant staff
- If there are discrepancies, review district documentation addressing the discrepancies.

Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control (e.g., maternity leaves, medical leaves, etc.).

Verification of Indicator Compliance

If the audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the teacher evaluation processes result in complete summative scores, measures of student growth (SGO and/or mSGP where applicable), and measures of teacher practice, points will be awarded.

Personnel—Indicator 1b

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) N.J.A.C. 6A:10- 2.4, 5.1, 5.2, 5.3, and 5.4

Total Possible Points: 6

Points for Indicator 1b

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	6
95 to 99%	3
Less than 95%	0

Purpose

To verify that the evaluation processes for all principals and vice principals result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) data extract. Specifically, there are:

- A measure of principal practice via observations
- Multiple measures of student growth via administrator goals towards a Principal, Assistant or Vice Principal's summative rating
- A summative rating

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies) using the EIS data extract—provided by the Department—showing the degree to which the district has completed evaluations of relevant staff. If there are discrepancies, the data will be reconciled through a remote review of district data and documentation.

Department Review Process

- Review prepared data extract from EIS showing the degree to which the district has completed evaluation of relevant staff. The Department program office will note discrepancies in data that warrant a follow-up by county staff.
- Review the evidence provided and reconcile any data anomalies as needed through further communication with the district.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control, (e.g., maternity leaves, medical leaves, etc.)

Verification of Indicator Compliance

- If the data extract from EIS shows the degree to which the district has completed evaluations of relevant staff with no discrepancies noted from the Department program office that necessitate a follow- up, points will be awarded.
- If the data extract from EIS has discrepancies noted from the Department program office but the data is reconciled through an audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the school leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP where applicable, administrator goals), points will be awarded.

Personnel—Indicator 1c

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Evaluations of other certificated staff are conducted in accordance with N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2.

Total Possible Points: 4

Points for Indicator 1c

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	4
95 to 99%	2
Less than 95%	0

Purpose

To verify that the evaluation processes for other certificated staff (OCS) result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) data extract.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies) using the data extract from EIS showing the proportion of OCS whose evaluations were completed.

Department Review Process

- The Department program office will note discrepancies in data that warrant a follow-up by county staff.
- Review prepared data extract from EIS showing the degree to which the district has completed evaluations of relevant staff. The EIS data extract is provided by the Department.
    - If there are discrepancies, the data will be reconciled through a remote review of district data and documentation.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control, (e.g., maternity leaves, medical leaves, etc.)

Verification of Indicator Compliance

- If the data extract from EIS shows the degree to which the district has completed evaluations of relevant staff with no discrepancies noted from the Department program office that necessitate a follow- up, then points will be awarded.
- If the data extract from EIS has discrepancies noted from the Department program office but the data is reconciled through an audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the evaluations of other certificated staff result in a summative rating, then points will be awarded.

Personnel—Indicator 1d

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Evaluation training for all certified staff has occurred. N.J.A.C. 6A:10-2.2(b)

Points: 2

Purpose

To verify that training in evaluation processes occur. Specifically, there are:

- Annual trainings on evaluation rubrics for all evaluators and those being evaluated prior to evaluations occurring
- At least two co-observations annually for teacher evaluators

Note: Signatures can be electronic.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies). The district will provide the following:

- Evaluation training documentation from the current year:
    - Training agenda
    - Submitted sign in sheets
    - Schedules displaying at least two co-observations annually for teacher evaluators
- Items above must be provided for the following groups:
    - Teachers
    - Teacher evaluators
    - School leaders
    - School leader evaluators

Department Review Process

Verify that training in evaluation processes occur. Specifically, there are:

- Annual trainings on evaluation rubrics for all evaluators and evaluatees prior to evaluations occurring
- At least two co-observations annually for teacher evaluators

Verification of Indicator Compliance

If evaluation training has been conducted as required, for all certificated staff, then points will be awarded.

Personnel—Indicator 1e

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Summary conferences for all certified staff have occurred. N.J.A.C. 6A:10-2.4(c)

Points: 2

Purpose

To verify that evaluation conferences have occurred. Specifically, there are:

- Pre-observation conferences preceding at least one announced observation for teachers
- Required post-observation conferences
- An annual summary conference prior to June 30 (and prior to April 30 for non-tenured teachers in accordance with N.J.S.A. 18A:27-3.1 for those teachers receiving summative scores

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies) using evaluation schedules from the previous year (for teachers, school leaders and other certificated staff) that clearly show:

- Staff name
- Staff role
- Tenure status
- Evaluator name
- Observation dates
- Observation conference dates

Department Review Process

Verify that evaluation conferences have occurred. Specifically, there are:

- Pre-observation conferences preceding at least one announced observation for teachers
- Required post-observation conferences
- An annual summary conference prior to June 30 (and prior to April 30 for non-tenured teachers)

Verification of Indicator Compliance

If the following are true, then points will be awarded:

- Pre-observation conferences preceded at least one announced observation for teachers.
- Required post-observation conferences occurred.
- An annual summary conference prior to June 30 (and prior to April 30 for non-tenured teachers) occurred.

Personnel—Indicator 1f

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

School improvement panels (ScIP) have been established in each school and are functioning in accordance withthe TEACHNJ Act (N.J.S.A. 18A:6-120) and regulations. N.J.A.C. 6A:9C-5.3 and 6A:10-2.3, 2.5, 3.1, and 3.2

Points: 4

Purpose

To verify that the district convenes and utilizes school improvement panels (ScIPs) in each school and that they are functioning in accordance with the TeachNJ Act. Specifically, the ScIPs are meeting the following requirements:

- The ScIP has a minimum of one meeting per year.
- ScIP membership is at least one third teachers and includes the principal and an assistant principal/vice-principal (AP/VP) or other certified supervisor.
- ScIPs are fulfilling at least one of the responsibilities below:
    - Oversight and support for school-wide evaluation processes
    - Oversight and support for mentoring of teachers new to the school
    - Identification of PD opportunities that support school PDPs by using aggregate evaluation data and student achievement data

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies). The district will provide the following:

- ScIP membership list that includes name and position
- Agenda showing that one of the required responsibilities is being met
- Minutes or meeting notes showing that one of the required responsibilities is being met

Department Review Process

- Review the ScIP membership list to ascertain that it is at least one third teachers and includes the principal or designee and an AP/VP or other certified supervisor.
- Verify that the ScIPs performed a minimum of one of the following required activities:
    - Oversight and support for school-wide evaluation processes
    - Oversight and support for mentoring of teachers new to the school
    - Identification of PD opportunities that support school PDPs by using aggregate evaluation data and student achievement data

Verification of Indicator Compliance

If 100% of the sampled ScIPs have been established in each school and have the required membership and responsibilities, then points will be awarded.

Personnel—Indicator 1g

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Other evaluation structures and processes, including tenure charge proceedings, are conducted according to the TEACHNJ Act. (N.J.S.A. 18A:6-11 and 17.3)

Points: 2

Purpose

To ensure evaluation structures and processes, other than those delineated in Indicators 1a through e, are occurring. Specifically, there are:

- Board of education approved evaluation rubrics
- Tenure charges submitted by the superintendent for staff receiving multiple years of less than effective ratings

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies) using. The district will provide the following:

- Personnel report
- Board resolutions for:
    - Observation rubrics
    - Reflective Practice Protocol use (if applicable)
- Tenure charge documentation (if applicable)

Department Review Process

- Review board resolutions and the Personnel report, which is based on information provided by the district to the program office, for:
    - Evaluation rubrics
    - Reflective Practice Protocol use (if applicable)
    - Tenure charge documentation (if applicable)
- Review the EIS indicating staff for whom tenure charges should be brought.

Verification of Indicator Compliance

If the Board has approved evaluation rubrics and tenure charges have been submitted for any staff that received ratings below effective for multiple years, then points will be awarded.

Personnel—Indicator 2a

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following N.J.A.C. 6A:9C and 6A:13-2

School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time. N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1

Points: 5

Purpose

To verify that adequate and consistent time is scheduled for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs.

Note: The state professional learning committee recommended once a month as adequate and consistent time.

Documentation for Verification

This indicator is monitored remotely. The district will provide the following:

- Schedules for PD, PLC or other meetings showing time for the collaboration of teachers, in and across grade levels/content areas, occurring at least once a month
- Agendas, minutes, or other artifacts demonstrate that teamwork is connected to addressing student learning needs

Department Review Process

Review evidence to verify that adequate and consistent time is scheduled for teachers to work together in and across content areas and grade levels to examine student results and collaboratively address student learning needs.

Verification of Indicator Compliance

If the district provides adequate and consistent time for teachers to work together in and across content areas and grade levels, and the time was used to examine student results and to collaborate on addressing student learning needs, then points will be awarded.

Personnel—Indicator 2b

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following N.J.A.C. 6A:9C and 6A:13-2:

The school district-level PDP:

- Details districtwide and school level professional learning for active staff holding instructional teaching, educational services, and administrative certificates.
- Incorporates professional learning that is sustained and job embedded not exclusively one-time workshops.
- Addresses the NJSLS and the professional standards for teachers and school leaders N.J.A.C. 6A:8 and 6A:9 and is based on a variety of sources and types of student, educator, and system evidence, including educator evaluation data and school-level PDPs N.J.A.C. 6A:9C-4.2.

Points: 5

Purpose

To verify that the district's PD needs are being addressed through a PDP that includes:

- Professional learning opportunities for all active staff, focused on adult learning and improvements to practice
- A focus on educator evaluation data, school-level PDPs, and school and district level performance data.

Documentation for Verification

This indicator is monitored remotely. The district will provide the following:

- District PDP for the current year:
    - Incorporates professional learning that is sustained and job embedded, not exclusively one time workshops
    - Based on a variety of sources and types of students, educator, and system evidence, including educator evaluation data and school-level PDPs
- At least two pieces of source data describing how to justify PDP development that may include school level PDPs, district goals, evaluation data trends, other performance data, etc.

Note: District PDP Template can be found on the School and District Professional Development Planning webpage.

Department Review Process

- Review the district's PDP for the current year.
- Verify that the PDP incorporates professional learning that is sustained and job-embedded, not exclusively one-time workshops.
- Determine that the PDP is based on a variety of sources and types of students, educator, and system evidence, including educator evaluation data and school-level PDPs. N.J.A.C. 6A:9C-4.2
- Review the description of source data used to justify PDP development.

Verification of Indicator Compliance

If the district has a PDP that includes professional learning opportunities for all active staff focusing on adult learning and improving practices and is based on data from educator evaluation and school and district-level performance, points will be awarded.

Personnel—Indicator 2c

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following N.J.A.C. 6A:9C and 6A:13-2:

The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.

Points: 4

Purpose

To verify that resources are being allocated to support the implementation of the district's current PDP.

Documentation for Verification

This indicator is monitored remotely. The district will provide one of the following:

- District PDP showing at least two of the resources dedicated to educator professional learning and development (e.g., people, time, technology, money), beyond the resources designated toward completion of state-mandated PD topics
- Other documentation (e.g., budget documents, board minutes, etc.) showing at least two resources dedicated to educator professional learning and development, beyond the resources designated toward completion of state-mandated PD topics

Department Review Process

- Review allocation of at least two of the resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's PD needs.
- Verify that the allocation of at least two of the resources as stated in the PDP and mentoring plan, or other documentation, such as budget documents and board minutes, are beyond the resources designated toward completion of state-mandated PD topics.

Verification of Indicator Compliance

If at least two of the district's resources are being allocated to support implementation of the district's current PDP, beyond the resources designated toward completion of state-mandated PD topics, then points will be awarded.

Personnel—Indicator 2d

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following N.J.A.C. 6A:9C and 6A:13-2.

The school district mentoring plan N.J.A.C. 6A:9C-5:

- Details support for all non-tenured teachers in their first year of employment through, at minimum, an introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric.
- Describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers.
- Describes how mentors are trained.
- Describes the process by which the administrative office oversees mentor payments.

Points: 3

Purpose

To verify that districts have a mentoring plan that, at a minimum, includes:

- Induction support for all teachers who are new to the district
- Procedures for:
    - Determining mentor eligibility
    - Selecting and assigning one-to-one mentors to novice provisional teachers
    - Training mentors
    - Handling mentor payments

Documentation for Verification

This indicator is monitored remotely using the District Mentoring Plan, provided by the district, for the current year describing procedures for:

- Determining mentor eligibility
- Selecting and assigning one-to-one mentors to novice provisional teachers
- Training mentors
- Handling mentor payments

Department Review Process

Review the District Mentoring Plan for the current year that describes procedures for:

- Determining mentor eligibility
- Selecting and assigning one-to-one mentors to novice provisional teachers
- Training mentors
- Handling mentor payments

Verification of Indicator Compliance

If the district has a mentoring plan that provides induction support for all teachers who are new to the district and details procedures for determining mentor eligibility, selecting and assigning one-to-one mentors to novice provisional teachers, training mentors and handling mentor payments, points will be awarded.

Personnel—Indicator 2e

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following N.J.A.C. 6A:9C and 6A:13-2:

Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. N.J.S.A. 18A and N.J.A.C. 6A.

Points: 2

Purpose

To verify staff have completed PD on state-mandated topics.

Documentation for Verification

This indicator is monitored remotely. The district will provide the following:

- District PDP showing plan or other list displaying the delivery of mandated topics
- Evidence the district is tracking current year State Mandated trainings and evidence that the previous year State-mandated trainings were completed. The New Jersey professional development requirements can be found on the Department website
- Evidence that all new personnel are provided professional development training on educational equity issues within the first 90 days of employment

Department Review Process

Review district plan for delivering training on state-mandated topics which demonstrates the district's plan to provide the training and sample district personnel files.

Verification of Indicator Compliance

If the district has demonstrated that the district has provided and staff have completed PD on of the state-mandated topics required for their assignments, then points will be awarded.

Personnel—Indicator 3a

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS), or a certificate of eligibility (CE), has been registered in the appropriate residency program for the appropriate endorsement and the school district has applied to the Department's certification office for a provisional certificate before the residency period began.

Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment. N.J.A.C. 6A:9B

Points: 3

Purpose

- To verify that a district has registered in the provisional program—no later than 60 days after beginning employment—staff employed under a CE or CEAS in the following areas:
    - Principal
    - School administrator
    - School business administrator
    - School library media specialist
    - Student assistant counselor
    - Teacher
- To verify that the district has registered all long-term substitutes holding a CE or CEAS, if their employment will extend to 60 days or beyond, no later than 60 days after beginning employment.
- To verify that the CE provisional teacher is enrolled in an approved Department CE educator preparation program.

Documentation for Verification

This indicator is monitored onsite using:

- New Jersey Educator Certification (NJEdCert) report
- Evidence of date of hire
- Evidence of candidate enrollment in a Department CE educator preparation program

Department Review Process

- Compare the NJEdCert report to the staff hire date to determine whether all eligible staff described above have been registered in the NJEdCert.
- Review the NJEdCert report to determine whether each registered staff member was entered into the system within 60 days of hire by the district.
- Review the NJEdCert report to identify provisional teachers with a CE and district files containing copies of candidate enrollment in and Department CE educator program.

Note: Districts completing a District Improvement Plan (DIP) should be reviewed using the NJEdCert report for the previous year to determine whether each registered staff member was entered into the system within 60 days of hire by the district.

Verification of Indicator Compliance

If the district demonstrates through the NJEdCert report and staff hire date that 100% of eligible provisional staff members and long-term substitutes in the district are registered within 60 days of hire, then points will be awarded.

Personnel—Indicator 3b

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted. N.J.A.C. 6A:9B-8.4, 6A:9C-5, and 6A:10

Points: 3

Purpose

To verify that provisional teachers—for their first 30 weeks or equivalent time of practice in a district—are assigned a mentor who has planned in person contact time with the provisional teacher, occurring:

- Over the course of the academic year
- At least twice weekly for the first:
    - four weeks for teachers with a CEAS
    - eight weeks for teachers with a CE
- At least once a week for the rest of the thirty weeks

Documentation for Verification

This indicator is monitored remotely using:

- Mentoring logs
- Teacher's mentoring logs with evidence of appropriate frequency of contact for one provisional teacher—selected by the county office—within each grade configuration

Note: Evaluation of the provisional teacher will be verified in Indicator 3d.

Department Review Process

- Review mentoring logs to determine whether required mentoring hours were tracked for all eligible staff.
- Compare the mentoring entries in NJEdCert with the mentor logs for consistency.

Verification of Indicator Compliance

If the district provides evidence that the provisional staff are assigned a mentor and the required mentor hours are tracked, points will be awarded.

Personnel—Indicator 3c

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. N.J.A.C. 6A:9A and 6A:9B)

Points: 3

Purpose

To verify provisional teachers of students with disabilities and/or teachers of bilingual education are on course to obtain a standard license.

Documentation for Verification

This indicator is monitored remotely using:

- Completed template for each provisional teacher of students with disabilities and/or teacher of bilingual education showing annual progress toward program completion
- Annual college transcripts of these provisional teachers

Department Review Process

- Identify provisional teachers of students with disabilities and provisional teachers of bilingual education through NJEdCert report.
- Verify that the district completed the template for all eligible provisional teachers and review submitted transcripts to verify the district's rationale for the provisional teachers' progress towards program completion.

Verification of Indicator Compliance

If the district has a completed teacher of students with disabilities/bilingual education provisional teacher template for each eligible teacher showing annual progress toward program completion, points will be awarded.

Personnel—Indicator 3d

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard certificate. N.J.A.C. 6A:9B

Points: 2

Purpose

To verify that districts have completed and recorded evaluations for provisional professional staff members within 30 days of their eligibility for a standard license.

Documentation for Verification

This indicator is monitored remotely using:

Date of eligibility, applicable for a provisional professional staff member in the certification categories listed below effective after July 1, 2018

- Administrative certificate – the certificate category that includes specific endorsements for school administrator, principal, supervisor, or school business administrator.
- Instructional certificate- the certificate category that permits an individual to serve as a teacher in a classroom setting.

Department Review Process

Determine whether annual summative evaluation ratings are recorded in the NJEdCert report for each provisional professional staff member who is eligible to receive a standard certificate and that the second effective or highly effective rating, if applicable, is recorded within 30 days of June 30 of the evaluation year.

Verification of Indicator Compliance

If the district has recorded evaluation ratings in the NJEdCert for 100% of provisional professional staff members who are eligible to receive a standard certificate, and this is completed within 30 days of eligibility for the license, points will be awarded.

Personnel—Indicator 4a

The district board of education has ensured the following staffing practices are followed:

New employees have a successful criminal history record check prior to employment and are not disqualified for employment. N.J.S.A. 18A:6-7.1 and 18A:39-19.1

Points: 2

Purpose

To verify that all new district employees have a successful criminal history check prior to employment and are not disqualified for employment.

Documentation for Verification

This indicator is monitored onsite using:

- List of new employees
- Criminal history clearance letters for all new employees

Department Review Process

- Review the district's list of new employees for the current school year.
- Review the criminal history clearance letters for employees.
- Verify that the criminal history clearance letters are present for 100% of the sample of employees.

Verification of Indicator Compliance

If the district demonstrates that all new district employees have a successful criminal history check prior to employment, points will be awarded.

Personnel—Indicator 4b

The district board of education has ensured the following staffing practices are followed:

Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files.
N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.2 and 6.3

Points: 2

Purpose

To verify physical examinations for employment candidates and employees are being conducted, when applicable.

Documentation for Verification

This indicator is monitored onsite using district-maintained physical exam files, separate from personnel files.

Department Review Process

- Verify physical examination and medical records are maintained in a secure location and are separate from personnel files.
- Verify that physical exam files are present for 100% of the sample of individuals.

Verification of Indicator Compliance

If the district demonstrates that employment candidates and employees, when applicable, have the appropriate physical examinations, points will be awarded.

Personnel—Indicator 4c

The district board of education has ensured the following staffing practices are followed:

Approved job descriptions are maintained for every certified staff member. Certified staff are appropriately certified for their assignment. N.J.A.C. 6A:9B

Points: 3

Purpose

To verify that staff have an approved job description and appropriate certification for their assignment.

Documentation for Verification

This indicator is monitored onsite using:

- Matrix report
- Copies of job descriptions

Department Review Process

- Identify staff in the matrix report that appear to be in a position for which they do not have the appropriate certification.
- Reconcile matrix report information with local job description and staffing information, identifying data entry errors versus cases in which appropriate certification is not held for the given role in the district.

Verification of Indicator Compliance

If the district demonstrates that 95% of staff have an approved job description and appropriate certification for their assignment, points will be awarded.

Personnel—Indicator 4d

The district board of education has ensured the following staffing practices are followed:

Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education's staff attendance policies.

Points: 3

Purpose

To verify that the district maintains accurate attendance records, analyzes the records to determine patterns of absenteeism by date and type and addresses identified issues in accordance with staff attendance policies.

Documentation for Verification

This indicator is monitored onsite using:

- District attendance file or log for all certificated staff
- Analysis of staff attendance files by date and type of absence
- Board policy regarding staff attendance
- Evidence of addressing identified patterns of absenteeism

Department Review Process

- Review district attendance file or log to ensure it contains data for each certificated staff person.
- Verify that attendance records include type and date of absence.
- Review attendance/absenteeism pattern analysis.
- Verify that the district addressed identified attendance issues.

Verification of Indicator Compliance

If the district shows that accurate teacher attendance records, including date and type of each absence, are maintained, analyzed, and identified issues are addressed in accordance with district board of education-approved staff attendance policies, points will be awarded.

Personnel—Indicator 4e

The district board of education has ensured the following staffing practices are followed:

The length of service for substitute teachers is tracked and placement of substitutes is appropriate. N.J.A.C. 6A:9B-7

Points: 2

Purpose

To ensure that districts are tracking the length of service of qualified substitute teachers and appropriately placing them during the absence of a regular teacher.

Documentation for Verification

This indicator is monitored onsite using substitute employment files, tracking length of service and placement as a substitute teacher found in the Position Control Roster (PCR).

Department Review Process

Review the substitute employment file from the PCR.

Verification of Indicator Compliance

If the district demonstrates that the length of service for substitute teachers is tracked and the placement of substitute teachers is appropriate, points will be awarded.

Personnel—Indicator 4f

The district board of education has ensured the following staffing practices are followed:

All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard certificate. N.J.A.C. 6A:9B

Points: 2

Purpose

To verify that districts have submitted the conversion to standard certificates for professional staff members with a certification in the following area:

- Educational services certificate- the certificate category that permits an individual to serve in a primary non-instructional and non-administrative teaching staff role in a school district.

Documentation for Verification

This indicator is monitored remotely using:

- Date of eligibility
- NJEdCert report demonstrating submission of conversion to standard certificate for professional staff members in the following certification area:
    - Educational services certificate

Department Review Process

Using the NJEdCert report, determine whether the conversion to a standard certificate for all applicable professional staff members was submitted in NJEdCert within 30 days of eligibility.

Verification of Indicator Compliance

If the district has submitted the conversion to a standard certificate—within 30 days of eligibility—for 100% of applicable professional staff members, points will be awarded.

Personnel—Indicator 5a

The position control roster N.J.A.C. 6A:23A-6.8:

Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position's full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available, the date the person currently filling that position was approved by the district board of education).

Points: 6

Purpose

To verify the district has files for each district position that contains:

- Position control number
- Full Time Equivalent (FTE)
- Status of position, including date posted and filled or abolished, as applicable
- The following information about the employee filling the position:
    - Name
    - Compensation, including base salary, step, longevity, guide status, stipend, overtime
    - Benefits including FICA, Medicare
    - Retirement/non-renewal status and associated costs (if applicable)
    - Substitute teacher status

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process.

If the review is separate from the budget review process, then the district will provide:

- The PCR containing the job code report, salary guide and payroll register
- In Homeroom, a FICA system for certificated staff
- In Homeroom, a FICA district 941 report for non-certificated staff
- A benefit cost analysis in the PCR or in other documentation provided by the district.

Department Review Process

- Review PCR to verify the inclusion of the job code report, salary guide, payroll register and benefit cost analysis.
- Review Homeroom for the FICA system for certificated staff and the FICA district 941 report for non-certificated staff.

Note: This review may be completed at the time of budget review to determine completeness.

Verification of Indicator Compliance

If the following are true, then points will be awarded:

- PCR contains the following:
    - Job code report
    - Salary guide
    - Payroll register
    - Benefit cost analysis
- Homeroom contains the following:
    - FICA system for certificated staff
    - FICA district 941 report for non-certificated staff

Personnel—Indicator 5b

The position control roster N.J.A.C. 6A:23A-6.8: Is accurate and up to date.

Points: 6

Purpose

To review that the district's PCR is accurate and up to date, including a verification of the following:

- There are no duplicate names, which demonstrates that the same person is not inadvertently filling two positions.
- There are no duplicate positions, with the exception of part-time shared positions.
- Resignations/terminations are appropriately reflected in district Homeroom records/systems.
- Paraprofessional staff are employed in accordance with state statue and regulation N.J.A.C. 6A:32-4.

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process.

If the review is separate from the budget review process, then the district will provide:

- Job code report in the PCR
- District board of education minutes or resolutions listing any staff resignations/terminations, as compared with the district's Homeroom records/systems
- A list of all paraprofessional (school aide) employees and their titles
- Additionally, job descriptions for all special education classroom aide employees must be submitted upon creation to the county office of education for approval by the executive county superintendent (ECS). Note, any time a job description is changed, the updated description must be transmitted to the county office of education for approval.

Department Review Process

- Review the job code report in the PCR to verify that there are no duplicate names or positions.
- Review the district board of education minutes/resolutions and verify that all resignations/terminations are reflected in the district's Homeroom records/systems.
- Review of job descriptions for all special education classroom aide employees must be submitted upon creation to the County Office of Education for approval by the ECS.

Verification of Indicator Compliance

If the following are true, points will be awarded:

- Job code report in the PCR is updated.
- There are no duplicate names or positions.
- The district board of education minutes/resolutions reflecting resignations/terminations are consistent with the information reported in the district's Homeroom records/systems.
- The completed Paraprofessional Staff SOA is submitted annually by January 31.

Note: This review may be completed at the time of budget review to determine completeness.

Personnel—Indicator 5c

The position control roster N.J.A.C. 6A:23A-6.8:

Reconciles with the budget.

Points: 4

Purpose

To verify that the PCR reconciles with the budget.

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process.

If the review is separate from the budget review process, then the district will provide:

- Approved budget
- PCR

Department Review Process

Determine whether the position control fields and the associated position information in the PCR match the district's budget documents.

Verification of Indicator Compliance

If the PCR reconciles with the budget, points will be awarded.

Note: This review may be completed at the time of budget review to determine completeness.

Personnel—Indicator 6

Documentation and evaluation of administrator practices, as well as an audit of personnel files, including observation reports, indicates that supervision processes are occurring in accordance with N.J.A.C. 6A:10 and result in:

a. Professional practices aligned with goal-setting procedures N.J.A.C. 6A:10-4.2 and 5.2;

b. Supervisory feedback that is timely, targeted, and actionable N.J.A.C. 6A:10-2.4, 2.5 and 4.4 and 5.4; and

c. Required individual PDPs or CAPs that are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and that are linked to school district, school, team, and/or individual goals, and to results from individual performance evaluations. N.J.A.C. 6A:9C and 6A:10-2.5

Points: 12

Purpose

- To verify that documentation and evaluation of administrator practices indicates that supervision is occurring and includes:
    - SGOs that are based on student learning data, aligned to state learning standards, based on growth and/or achievement, and involved consultation between supervisors and teachers
    - Administrator goals that are based on student growth and/or achievement data include a significant number of students within the school and involved consultation between a supervisor and principal
- To verify that supervisory feedback is:
    - Timely (contained in a post-observation report and delivered within 15 working days of the observation)
    - Targeted (connected to evidence provided in the report)
    - Actionable (practical and can lead to a change in practice)
- To verify that PDPs and/or CAPs are:
    - In place for teachers and principals by October 31 or within 25 days of being hired, if hired after October 1
    - Aligned to professional standards for the individual's role
    - Written to include at least:
        - One goal linked to results from the individual's performance evaluation
        - One goal linked to district, school, team or individual goals
    - Replaced by an appropriate Corrective Action Plan (CAP) within 25 days of receipt of a less-than- effective summative rating for the prior year. The CAP must receive board approval.

Documentation for Verification

This indicator is monitored onsite using samples of the following documentation from the current or previous school year, including the appropriate signatures (which may be electronic):

- SGOs
- Administrator goals
- Observation report excerpts showing feedback provided
- Educator's individual PDP that provides an approval date and at least two required goals
- Evidence from observation and/or annual performance reports showing connection to at least one goal
- Evidence from district/school/team or individual goals showing connection to at least one goal
- CAP for the current year (if applicable) for each staff member whose summary score for the prior year is below effective that includes approval date
- Evidence that the CAP was created:
    - By October 31 for teachers that do not have an mSGP
    - Within 25 days of receipt of the summative score for teachers with an mSGP

Department Review Process

- Review goals to verify that:
    - SGO and administrator goals are based on student learning data, aligned to state learning standards, based on growth and/or achievement, and involved consultation between supervisor and teacher.
    - Administrator goals are based on student growth and/or achievement data, include a significant number of students within the school and involved consultation between a supervisor and principal.
- Verify that post-observation reports contain feedback that is:
    - Timely (contained in a post observation report and delivered within 15 working days of the observation)
    - Targeted (connected to evidence provided in the report)
    - Actionable (practical and can lead to a change in practice)
- According to determined sample size:
    - Review educator's individual PDP to ensure they have been developed by October 31, and include rationale for each of the two required goals.
    - Review each CAP for the current year (if applicable) to ensure that it was created:
        - By October 31 for teachers with no mSGP
        - Within 25 days of receipt of the summative score for teachers that receive an mSGP

Verification of Indicator Compliance

If the following are true, then points will be awarded:

- Supervision processes are occurring that result in compliant goal-setting procedures and supervisory feedback is timely, targeted, and actionable.
- An audit of personnel files demonstrates that:
    - CAPs were developed for staff with less-than-effective scores from the previous year:
        - By October 31 for teachers with no mSGP
        - Within 25 days of receipt of the summative score for teachers that receive an mSGP
    - PDPs were developed in the current school year for administrators and teachers by October 31 (or within 25 days of hire if hired after October 1).
    - A minimum of 80% of sampled PDPs have goals linked to an individual's performance evaluation and the district, school, team and/or individual goals.

The NJQSAC District Improvement Plan (DIP) Process

Overview

N.J.A.C. 6A:30-5.4

"District improvement plan" means a plan developed in collaboration with the Department by a school district that fails to satisfy at least 80 percent of the quality performance indicators in any of the five key components of school district effectiveness. The district improvement plan addresses critical areas of need identified through the comprehensive review.

District Improvement Plan

Each school district that satisfies less than 80 percent of the quality performance indicators in one or more of the five components of school district effectiveness shall be required to develop and submit a DIP to address the area(s) of deficiency and limited capacity identified through the comprehensive review and in-depth evaluation, if applicable.

The DIP shall:

- Be data driven and results oriented
- Outline strategies for building capacity of the school district and its schools to improve learning and teaching
- Identify specific areas of strength and weakness in addressing all methods employed by the school district to:
    - Improve student achievement
    - Increase school district capacity
    - Improve performance in each applicable component of school district effectiveness
- Incorporate the content and requirements of improvement or corrective action plans required by other State or Federal programs
- Be informed by data generated by the Department, the school district, and any individual school improvement planning process that may have occurred
- Consist of districtwide goals and measurable objectives that describe the structural, policy, programmatic, or organizational changes to be implemented
- Identify the title(s) of individual(s) responsible for addressing each area and shall specify timelines for each goal's completion

- Include, but not be limited to, the following elements:
    - School-level planning objectives toward ensuring a thorough and efficient education
    - Evidence-based strategies for improvement to address all critical areas of need for the school district identified by the findings of the in-depth evaluation report, if applicable, and the comprehensive review
    - Identification of the assistance required to implement improvement strategies with budgetary considerations identified

The school district also shall ensure the DIP is aligned with and incorporates or references the relevant provisions of all applicable State and Federal plans.

District Responsibilities

- The DIP shall be developed by an in-district team established by the CSA. This in-district team shall, at a minimum, consist of:
    - School district administrators
    - School district or school personnel with experience in one or more of the areas of school district effectiveness
    - School administrative personnel from a representative sample of the schools in the school district
    - Instructional staff
    - Member representatives of the local collective bargaining unit of the educational staff selected by the local collective bargaining unit
    - One or more representatives of the district board of education selected by the district board of education.
- The district may reassemble the district NJQSAC self-assessment committee with the same representation as the original committee
- When requested by the CSA, the Department may provide the in-district team with technical assistance needed to develop the DIP. The Department shall determine the type of technical assistance to be provided in collaboration with the school district.
- The in-district team shall complete the DIP.

Six Step Process

The Department has provided a DIP tab in the District Performance Report (DPR) for the district to enter its plan goals, evidence-based strategies, and outcomes.

Step 1: Indicators

Enter the DPR section, Instruction and Program (I&P), Fiscal, Operations, Personnel, Governance, and the indicator number (e.g.: I&P-1).

Step 2: Goals

Establish goals that are specific, measurable, attainable, realistic, and timely (SMART) for each indicator.

Step 3: Strategies and Budgetary Resources (if applicable)

- Identify the evidence-based strategies that will be used to meet the indicator requirements.
- Use bullets and be concise with wording.
- The work of the committee should:
    - Focus on reaching a consensus about the evidence-based strategies and the impact these strategies will have in accomplishing the goal
    - Be documented through periodic submission of committee reports to the district board of education and noted in district board minutes as applicable
- If the district has completed the work to meet the indicator requirements prior to submission of the DIP, list the actions that have been taken and the dates of completion.
- If attainment of one indicator is tied to another indicator, state that once the first indicator is met, it is anticipated that the second one will also be met.
- If budgetary resources are needed to conduct the evidence-based strategies, provide a brief description of the anticipated cost and the funding source to be used.

Note: NJDOE will evaluate the list of goals and strategies to determine the appropriateness and likelihood of meeting the indicator requirements within the identified timelines.

Step 4: Position Responsible

Identify the job title (not the individual's name) of the staff responsible for guiding, overseeing, or accomplishing the strategies to meet the indicator requirements.

Step 5: Timeline

Establish realistic dates for implementation and completion of goals. Interim dates may be necessary for goals that have several strategies.

Step 6: Evidence of Completion

Identify the data that the district will use to self-assess the indicator requirements have been met. In other words, identify what the district will do to demonstrate compliance.

- The CSA shall obtain district board of education approval for the proposed DIP within 60 days of the school district's receipt of the NJQSAC placement letter.
- Within 60 days of the final determination of the school district's placement on the performance continuum, as set forth at N.J.A.C. 6A:30-4.1(f), the CSA shall submit to the Department via the NJQSAC email address (qsac@doe.nj.gov) the proposed DIP, as approved by the district board of education.
- Failure by a school district to submit a DIP in accordance with N.J.A.C. 6A:30-5.4 and (a) above may result in the withholding of State aid, pursuant to N.J.S.A. 18A:55-2, or, in appropriate circumstances, the initiation of intervention activities as set forth at N.J.A.C. 6A:30-6.2.
- A school district shall implement its district improvement plan promptly upon Commissioner approval of the plan.

Submission of the District Improvement Plan

- The completed DIP (within the district's DPR), along with the District Board Resolution approving submission of the DIP is submitted to qsac@doe.nj.gov and copied to County Office of Education in which the district resides.
- These documents must be received by the date indicated in the district's placement letter.
- Questions about the DIP process should be directed to the executive county superintendent or to qsac@doe.nj.gov.

Department of Education Responsibilities

N.J.A.C. 6A:30-5.5

- The Department staff shall review the proposed DIP to ensure it addresses all areas identified in the comprehensive review and the in-depth evaluation, if applicable.
- The Department shall ensure the plan contains measurable and attainable evidence-based objectives and strategies for achieving improvement, developing local capacity, and improving school district effectiveness in each identified area(s) of deficiency.
- The Department staff shall propose revisions or approve the DIP if all components of the plan are present and meet all requirements.
- The district will receive an approval letter when the DIP is deemed approvable. The approval letter will establish a timeframe for the initial county office interim review to measure the progress and discuss the implementation of the DIP.
- Following the initial interim review, the district will receive an interim review Every six months, the Department (County Office staff) shall review the school district's progress in implementing the DIP. This interim review shall include an on-site visit at which time the Department (County Office) may receive input from members of the in-district team responsible for developing the DIP and others as determined appropriate by Department staff.

- The Department (County Office) shall score all indicators of each section and indicator of the DIP. The district will receive a score of "yes" if it has met the indicator requirements.
- The Department (County Office) shall submit the results of the interim review to the NJQSAC coordinator at qsac@doe.nj.gov.
- The Division of Field Support and Services will evaluate the results of the interim review. An interim placement letter will be sent to the district with the new score for the area the DIP was created to address and include the initial review scores for the areas that achieved 80% or above.
- Based on the six-month review:
    - If the Commissioner determines the school district satisfies 80 to 100 percent of the quality performance indicators in each of the five components of school district effectiveness:
        - The Commissioner shall recommend for certification to the State Board of Education that the school district be designated as high performing.
        - The six-month reviews of the school district shall cease.
    - If the Commissioner determines the school district does not satisfy at least 80 percent of the quality performance indicators in each of the five components of school district effectiveness, the Department shall:
        - Issue a letter detailing the area(s) in which the school district continues to need improvement,
        - Ensure the school district continues to receive appropriate technical assistance, if applicable.
        - Continue to monitor the school district's progress at the six-month review.
- The results of the Department (County Office) review (DPR Excel file with scores) will also be provided to the district.

Questions about the DIP process should be directed to your executive county superintendent or to the NJQSAC coordinator, at qsac@doe.nj.gov.

Resources—Instruction and Program Indicators

Social Studies Support Document (I&P—Indicator 12)

The following highlights features of a K–12 social studies curriculum that would demonstrate compliance with 2020 New Jersey Student Learning Standards for Social Studies (NJSLS-SS). Curriculum should be reflective of the content and practices identified in the NJSLS-SS.

Content/Themes addressed in the NJSLS-SS

Kindergarten through Grade 2

- The role of students in their family, community, country, and world
- Exploration of the American identity through symbols, holidays, and monuments that are reflective of American values and principles
- Foundational ideas of government (laws and services), democracy (voting and power of the people), human rights (respect for all), the common good (helping others), citizenship (participating), and civil discourse (listening and working together)
- Examination of the local community in connection to its history, economy (good and services/ jobs), government (leaders and services), and environment/geography

Grades 3 through 5

- Class, school, and community citizenship (characteristics of, opportunities for participation and advocacy)
- History, geography, and economics at the town, county, and state levels
- Local, state, and Federal government functions, powers, responsibilities, and elections
    - Examination of key historical documents, i.e. Mayflower Compact, Declaration of Independence, U.S. Constitution and the Bill of Rights
- Histories, cultures, and perspectives of United States history starting with the native populations of the U.S. through 1763, including the following topics:
    - Native Americans, highlighting the Lenni Lenape
    - Exploration, settlement, and colonization of the 13 colonies
    - Slavery and indentured servitude in the colonial labor system

Grades 6 through 8

World History

World History covering the beginning of man through global encounters (10,000 BCE–1450 CE) (6.2 Performance Expectations):

- Early River Valley Civilizations (Mesopotamia, Egypt, China, India)
- Classical Civilizations (Greece, Rome)
- World Religions
- Afro-Eurasian Trade (500–1450)
- Byzantine Empire (500–1450)
- Medieval Europe (500–1450)
- Japanese and European Feudalism (500–1450)
- Crusades (500–1450)

US History

U.S. History focusing on the Revolution through Reconstruction (1754–1877) (6.1 Performance Expectations):

- American Revolution and Constitution/Bill of Rights (1754–1820s)
- US expansion and immigration (1801–1861)
- Civil War and Reconstruction (1850–1877)

Civics

Civics (minimum 2 quarters or equivalent) Laura Wooten Law (6.3 Performance Expectations):

- Values and principles underlying the American system of constitutional democracy
- Function and limitations of government
- Role of a citizen in a democratic society

K–12 Social Studies Disciplinary Practices

Emphasis on the integration of the practices/skills at all grade-bands should be noticeable through activities, resources, and assessments.

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

Legislative Mandates in the Social Studies Curriculum

The following legislative mandates (AAPI, Amistad, Holocaust/Genocide and Individuals with Disabilities and LGBT) may be implemented in an appropriate place in the K–12 social studies curriculum by aligning resources with correlating 2020 NJSLS-SS performance expectations as highlighted below. A district's adherence to the mandate will be determined by their selection of resources and examples. These are not the only performance expectations that may be used to support the integration of the legislative mandates.

Kindergarten through Grade 2

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Grades 3 through 5

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Grades 6 through 8

- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to an increase in immigration and explain why ethnic and cultural conflicts resulted.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Grades 9 through 12

- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods.
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Amistad Mandate Support Document (I & P—Indicator 12)

Section 18A:35-4.43: Infusion of African American accomplishments into school curricula
NJ Rev Stat § 18A:35-4.43

a. Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

b. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Instruction may consist of units, lessons, guest speakers, assemblies, and special events. Evidence of African American instruction may be demonstrated in any content area and is not restricted to the content/themes listed. Districts may use existing New Jersey Student Learning Standards (NJSLS) as shown below to support their implementation of the mandate. The performance expectations are cited as examples and do not represent the only performance expectations that may be used to support African American education.

Look Fors in Early Elementary School (Grades K–2)

Units and/or lessons related to the following content/themes:

- Juneteenth, Kwanzaa, MLK Day (6.1.2.CivicDP.3)
- Children’s books featuring famous African Americans, African American culture, and/or characters (6.1.2.HistorySE.1)
- Stereotyping and prejudice (6.1.2.HistoryUP.2)

Look Fors in Upper Elementary School (Grades 3–5)

Units and/or lessons including African American in addressing the following performance expectations:

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Look Fors in Middle School (Grades 6–8)

Units and/or lessons addressing the following performance expectations:

- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. (1754-1820s)
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. (1754–1820s)
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. (1754–1820s)
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. (1801–1861)
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. (1801–1861)
- 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. (1801–1861)
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. (1850–1877)
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. (1850–1877)

Look Fors in High School (Grades 9–12)

Units and/or lessons addressing the following performance expectations:

- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War. (1754–1820s)
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance). (1801–1861)
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. (1850–1877)
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. (1850–1877).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. (1890-1930)
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. (1890–1930)
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. (1890–1930)
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. (1929–1945)
- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination. (1945–early 1970s)

Process for Supporting Districts

The Amistad Commission provides curriculum, professional development, and resources to districts. If a district is struggling to meet the Amistad Mandate, it is recommended that they are referred to the Amistad Commission for additional support. For additional questions or concerns, please contact the Amistad Commission at amistad@doe.nj.gov.

If a district fails to meet the Amistad Mandate, the Amistad Commission will be notified. The Amistad Commission will reach out to the district and offer to develop and implement a corrective action plan with the district so that they may meet the mandate.

Asian Americans and Pacific Islanders (AAPI) Mandate Support Document (I&P Indicator 12)

Section 18A:35-4.44: History and Contributions of Asian American and Pacific Islanders in Social Studies (NJ Rev Stat § 18A:35-4.44)

A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders (AAPI) in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards for Social Studies.

AAPI does not refer to a single ethnicity, but it is a general term used to reference all peoples and cultures from the correlating geographic region, composing of over 50 ethnic groups in more than 40 countries. Each culture is uniquely different and have various perspectives and histories living in the United States. When including AAPI history and contributions into the K–12 social studies curriculum, individual cultural identities should be acknowledged and recognized. Districts should contain references to numerous AAPI corelating identities.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Instruction may consist of the inclusion of resources and primary sources that highlight the stories and histories of AAPI individuals. Districts may use existing New Jersey Student Learning Standards for Social Studies (NJSLS-SS) as shown below to support the implementation of the mandate. The performance expectations are cited as examples and do not represent the only performance expectations that may be used to support AAPI education.

Look Fors in Elementary School (Grades K–5)

Units and/or lessons including the following content/themes:

- Highlight cultural traditions of various AAPI ethnicities (6.1.2.HistorySE.1).
- Incorporate stories of AAPI individuals (6.1.2.HistoryUP.2; 6.1.2.HistoryUP.3).
- Reference monuments that feature the contributions of AAPI individuals (6.1.5.CivicsCM.1).
- Discuss different AAPI communities throughout New Jersey and the various experiences of AAPI individual with varying cultural backgrounds (6.1.5.HistoryCC.2).
- Contributions AAPI individuals locally and throughout New Jersey (6.1.5.CivicsCM.5; 6.1.5.EconNE.4).
- AAPI immigration in early America (6.1.5.GeoPP.6).

Look Fors in Middle School (Grades 6–8)

Units and/or lessons including the following content/themes:

- Reasons for AAPI immigration to the US throughout history (6.1.8.HistoryCC.4.d)
- Legislation and supreme court cases that demonstrate the triumphs and struggles of AAPI individuals (6.3.8.CivicsDP.3)
- Presence and role of AAPI individuals and communities throughout United States history

Look Fors in Middle School (Grades 9–12)

Units and/or lessons including the following content/themes:

- Legislation that restricted and promoted the rights of AAPI individuals
- Primary sources sharing AAPI perspectives throughout US History
- Struggles and triumphs of various AAPI communities throughout US History
- Supreme court cases that fought for equality for AAPI individuals

Performance expectations that reference the inclusion of AAPI stories:

- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian). (1801–1861)
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration. (1801–1861)
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. (1929–1945)
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. (1929–1945)

Process for Supporting Districts

The following websites provide an abundance of resources to assist districts in identifying content and resources to include AAPI histories in the K–12 social studies curriculum. They are not the only websites and/or resources that may be used to support the AAPI legislation.

- Smithsonian Asian Pacific American Center
- Teach Asian American Stories
- The Asian American Education Project

If a district fails to meet the Asian American and Pacific Islanders Mandate, the Commission on Asian American Heritage will be notified. The Commission on Asian American Heritage will reach out to the district and offer to develop and implement a corrective action plan with the district so that they may meet the mandate.

Note: This legislation asks districts to increase their inclusion of AAPI histories. In order for districts to meet the mandate, the curriculum should go beyond the typical references of: Angel Island, transcontinental railroad, Chinese Exclusion Act, and Japanese American internment camps. In addition, there should be references and representatives from a variety of AAPI communities, including, but not limited to: Chinese, Indian, Japanese, Filipino, Vietnamese, Korean, Hawaiian, and other Asian and Pacific Islander ancestries.

Holocaust Commission Mandate Support Document (I&P Indicator 12)

Section 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum NJ Rev Stat § 18a:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

The N.J. Commission on Holocaust Education recommends the infusion of the following content/themes in at least 2 places within each grade-band in order to adequately meet the Holocaust education mandate.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Instruction may consist of units, lessons, guest speakers, assemblies, and special events. Evidence of Holocaust instruction may be demonstrated in any content area and is not restricted to the content/themes listed. Districts may use existing New Jersey Student Learning Standards (NJSLS) as shown below to support their implementation of the mandate. The performance expectations are cited as examples and do not represent the only performance expectations that may be used to support Holocaust education.

Look Fors in Elementary School (Grades K–5)

Units and/or lessons related to the following content/themes:

- Respecting yourself and others (2020 NJSLS-SS 6.1.2.HistoryUP.2/ 2020 NJSLS-CHPE 2.1.5.SSH.3)
- Cultural diversity and societal contributions from people of diverse backgrounds (2020 NJSLS-CLKS 9.4.2.GCA:1/ 2020 NJSLS-CHPE 2.1.5.SSH.7)
- Identity and acceptance (2020 NJSLS-SS 6.1.2.HistoryUP.3/ 6.1.5.CivicsCM.1)
- Bullying, upstanders and bystanders (2020 NSLS-CHPE 2.1.2.SSH.9/ 2020 NJSLS-SS 6.1.5.CivicsHR.4)
- Rules and processes that ensure fair treatment (2020 NJSLS-SS 6.1.2.CivicsPR.4)
- Choices and consequences
- Prejudice, discrimination and anti-Semitism (recommended only for grades 4 and above) (2020 NJSLS-SS 6.1.5.CivicsDP.2)

Look Fors in Middle School (Grades 6–8)

Units and/or lessons related to the following content/themes:

- Prejudice, discrimination and stereotyping throughout history
- Social and peer influences in decision-making
- Totalitarianism
- Propaganda related to the Nazi Party and the Holocaust
- Antisemitism today and throughout history
- Rise of the Nazi party and the Holocaust

The use of a guest speaker or assembly about the Holocaust without proper instruction related to its historical context and relevance does not meet the mandate. Typically, districts demonstrate adherence to the mandate at the middle school level in English Language Arts through a book study, such as *The Diary of Anne Frank*.

Look Fors in High School (Grades 9–12)

Instruction should relate to the Holocaust **and** additional genocides throughout history. Teaching about a genocide cannot be in place of explicit Holocaust instruction. Districts may meet the mandate by teaching *all* of the following 2020 New Jersey Student Learning Standards for Social Studies:

- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

A guest speaker or assembly without contextual instruction related to the standards does not meet the mandate.

Process for Supporting Districts

The NJ Commission on Holocaust Education provides curriculum, professional development, and resources to districts. If a district is struggling to meet the Holocaust Education Mandate, it is recommended that they are referred to the NJ Commission on Holocaust Education for additional support. Districts are encouraged to utilize the Holocaust curriculum guides produced by the Commission in order to ensure they are meeting the mandate. For additional questions or concerns, please contact the NJ Commission on Holocaust Education at Holocaust@doe.nj.gov.

If a district fails to meet the Holocaust Education Mandate, the NJ Commission on Holocaust Education will be notified. The NJ Commission on Holocaust Education will reach out to the district and offer to develop and implement a corrective action plan with the district so that they may meet the mandate.

Legislative Mandates in the Social Studies Curriculum (in alphabetical order)

Mandate	Elementary	Middle School	High School
Amistad N.J.S.A.18A:35-4.43 • Instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. • Evidence of Amistad requirements may appear within any content area; however, points are deducted from Social Studies if not present in any content area,			
Asian American and Pacific Islander History and Contributions N.J.S.A. 18A:35-4.44 Inclusion of the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.			
Civics in Middle School N.J.S.A. 18A:35-41 • Instruction shall address the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. • The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.			
Holocaust and Genocides N.J.S.A. 18A:35-28 • Instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior. • To understand that genocide is a consequence of prejudice and discrimination. • To understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.			

World Languages Support Document (I&P—Indicator 13)

The following highlights features of a K–12 world languages curriculum that would demonstrate compliance with the 2020 New Jersey Student Learning Standards for World Languages (NJSLS-WL). NJSLS-WL requires instruction to be delivered in a language other than English and for students to meet proficiency benchmarks by the end of Grade 2, 5, 8 and 12 in the three modes of communication: Interpretive, Interpersonal and Presentational. The proficiency benchmarks by grade band chart clarifies what proficiencies are appropriate for each grade band. The curricular connections for the three modes of communication charts can be used to determine if a curriculum is adequately implementing the NJSLS-WL.

Language of Instruction

All world language performance expectations are achieved in a language other than English. At a minimum, students use the target language to:

- Communicate and interact in culturally appropriate ways.
- Investigate cultural products (e.g. books, tools, foods, laws, music, games etc.) and practices (e.g. patterns of social interactions around making an apology, greeting someone etc.) to learn about cultural perspectives (e.g. meanings, attitudes, values, ideas etc.).
- Make connections and comparisons between a learner's culture and the cultures being studied.

World Languages education includes:

- World language programs where content and instruction are delivered in a language other than English for a designated time during the school day
- Heritage language programs where a content area (e.g. social studies) is delivered in a language other than English for a designated time during the school day
- Dual language immersion programs where literacy and content instruction are delivered through two languages
    - At the elementary level, at least 50% of the school day is spent learning in a language other than English.
    - At the secondary level, at least 30% of the school day is spent learning in a language other than English.

Proficiency Benchmarks by Grade Band

The proficiency benchmarks in the 2020 NJSLS—World Language for each grade band are as follows.

Proficiency Benchmark	Notes	Grade Band	Look For Performance expectation begins with…	Evidence of Non-Compliance
Novice Low	n/a	End of Grade 2	7.1.NL.	n/a
Novice Mid	n/a	End of Grade 5	7.1.NM.	7.1.NL. or mixing of performance expectations from multiple proficiency levels
Novice Mid	If a new language is started in middle school	End of Grade 8	7.1.NM.	7.1.NL. or mixing of performance expectations from multiple proficiency levels
Novice High	If a language is continued from elementary school	End of Grade 8	7.1.NH.	7.1.NL., 7.1.NM., or mixing of performance expectations from multiple proficiency levels
Novice High	If a new language is stared in high school	End of Grade 12	7.1.NH.	7.1.NL., 7.1.NM., or mixing of performance expectations from multiple proficiency levels
Intermediate Low	Depending on when the language was started and the type of language program	End of Grade 12	7.1.IL.	Lower proficiency levels or mixing of performance expectations from multiple proficiency levels
Intermediate Mid	Depending on when the language was started and the type of language program	End of Grade 12	7.1.IM.	Lower proficiency levels or mixing of performance expectations from multiple proficiency levels

Proficiency Benchmark	Notes	Grade Band	Look For Performance expectation begins with…	Evidence of Non-Compliance
Intermediate High	Depending on when the language was started and the type of language program	End of Grade 12	7.1.IH.	Lower proficiency levels or mixing of performance expectations from multiple proficiency levels
Advanced Low	Depending on when the language was started and the type of language program	End of Grade 12	7.1.AL.	Lower proficiency levels or mixing of performance expectations from multiple proficiency levels

Heritage Language Programs

There is likely to be a range of proficiency levels within a class and across modes of communication based on diagnostic data.

Dual Language Immersion Programs

Student proficiency levels will be higher than the proficiency benchmarks outlined in the 2020 NJSLS-WL.

Curricular Connections for the Three Modes of Communication

All three modes of communication should be present in a grade level curriculum. The tables below outline examples that may be found in various parts of the curriculum and possible evidence of non-compliance.

Interpretive Mode

Interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language (the language being learned) and for students to demonstrate their understanding (NJSLS—World Languages, page 4).

Note: Authentic resources are created by members of a language and culture group for members of the same language and culture group. Authentic resources are not: materials created for the specific purpose of helping students learn a language nor translated material.

Examples in Activities and Assessments	Content Should Include (NJSLS—World Languages, NCSSFL-ACTFL Can Do Statements, High Leverage Teaching Practices)	Evidence of Non-Compliance

• Listen to, View/Watch, Read fictional and informational materials and culturally authentic fictional and informational materials in the target language.
• Demonstrate understanding by:
  ○ Identifying
  ○ Recognizing
  ○ Inferring
  ○ Interpreting
  ○ Analyzing
  ○ Reacting
  ○ Showing
  ○ Locating
  ○ Using graphic organizers to compare and organize.
	• Meaningful and relevant context/content is evident in theme and essential question(s) in curriculum
	• Authentic materials/resources contributing to the theme and essential question(s) in curriculum
		• Leans predominately on materials created for language learners or teacher created materials with few to no culturally authentic fictional and informational materials
		• Few to no opportunities for students to demonstrate what they understood during or after what they listened to, viewed, and read
		• Isolated skills (e.g. numbers 1–10, alphabet, weather, etc.)

Resources

- High Leverage Teaching Practice: Facilitating Target Language Comprehensibility
- NCSSFL-ACTFL Can Do Statements

Interpersonal Mode

Face-to-face interaction requires students to engage in direct oral and/or written communication with people where there is an exchange of information and a negotiation of meaning (NJSLS—World Languages, page 4).

Note: People are peers, New Jersey certified teachers, community members and people in target culture communities. People are not: computer/app-based programs or AI technologies.

Examples in Activities and Assessments	Content Should Include (NJSLS—World Languages, NCSSFL-ACTFL Can Do Statements, High Leverage Teaching Practices)	Evidence of Non-Compliance

• Face-to-face conversation
• Participate in online discussions or video conferences.
• Instant messaging and text messaging
• Exchange personal letters, e-mail, or messages.
	• Meaningful and relevant context/content is evident in theme and essential question(s) in curriculum.
	• Spontaneous communication
	• Negotiation of meaning (e.g. ask clarifying questions, navigating mistakes in comprehension and comprehensibility)
	• The purpose of interpersonal communication is at least one of the following:
	  ○ Exchange information and ideas (e.g. exchange information about things to do in my town; collaborate online with my partner to identify ways to conserve water).
	  ○ Meet my needs or address situations (e.g. say that I am hungry, cold, tired and ask others; interact with potential buyers to answer questions about an item I am selling online).
	  ○ Express, react to and support preferences and opinions (e.g. say if I feel well, so-so, or sick; justify opinions about current trends in music in an online conversation).
		• Memorize conversations, skits, plays.
		• Present / Presentation
		• Computer program/app based curricula
		• Lists of isolated questions or a series of questions to ask/answer
		• Isolated skills (e.g. numbers 1–10, alphabet, weather, etc.)

Presentational Mode

Students present, orally and/or in writing, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate interaction (NJSLS—World Languages, page 5).

Examples in Activities and Assessments	Content Should Include (NJSLS—World Languages, NCSSFL-ACTFL Can Do Statements, High Leverage Teaching Practices)	Evidence of Non-Compliance

Present to an in class and/or external audience orally and/or in writing.	• Meaningful and relevant context/content is evident in theme and essential question(s) in curriculum
	• Practiced and revised communication
	• The purpose of presentational communication is at least one of the following orally and/or in writing:
	  ○ Narrate about own life, experiences, and events. (e.g. present your family, create a story based on the image(s)).
	  ○ Give preferences, opinions, and persuasive arguments. (e.g. tell where you like to go in your community, provide reasons someone should change their screentime habits).
	  ○ Inform, describe, and explain. (e.g. name/label products related to climate change, present information about a cultural event that is important to you).
		• Spontaneous spoken or written conversations
		• Q & A
		• Isolated skills (e.g. numbers 1–10, alphabet, weather, etc.)

Comprehensive Health and Physical Education Support Document (I&P—Indicator 14)

The following information highlights features of a K–12 health and physical education curriculum that would demonstrate compliance with the 2020 New Jersey Student Learning Standards-Comprehensive Health and Physical Education (NJSLS-CHPE). The curriculum should be reflective of the legislative mandates, content, and practices identified in the NJSLS-CHPE.

Time Devoted to Courses in Comprehensive Health, Safety, and Physical Education

N.J.S.A. 18A: 35-8

Such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

K–12 Comprehensive Health and Physical Education Practices

The following habits of the mind and skill requisition are embedded throughout the NJSLS-CHPE and should be identifiable throughout the K–12 curriculum. Implementation of the Practices may be observed in connection with unit topics, lessons, and assessments.

- Acting as a responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social, and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing self
- Setting goals
- Using technology tools responsibly

Common Errors in CHPE Implementation

Health, Safety, and Physical Education are required by law, and a graduation requirement in grades 9–12 therefore classes may not be substituted.

The following is evidence of non-compliance:

- Substituting/Utilizing recess or “brain breaks” for health and physical education
- Substituting/Utilizing ROTC, Dance, and/or Athletics for Health and Physical Education.
- Lacking a coherent K–12 CHPE curriculum that includes all of the disciplinary concepts, core ideas, and performance expectations

Note: There are no substitutes for Health, Safety, and Physical Education.

Curriculum Best Practices

Grade Band	Evidence of Non-Compliance
K–2	• The curriculum is not present for all grades and disciplinary concepts. • Substituting recess for health and physical education. • Substituting brain breaks for health and physical education. • Structured recess is not physical education. • Not aligning objectives to disciplinary concepts and core ideas.
3–5	• The Curriculum is not present for all grades and all disciplinary concepts. • Substituting recess for health and physical education. • Not aligning objectives to disciplinary concepts and core ideas. • Structured recess is not physical education.
6–8	• The curriculum is not present for all grades and disciplinary concepts. • Not aligning objectives to disciplinary concepts and core ideas. • Substituting ROT, Dance, and Athletics for Health, Safety, and Physical Education.
9–12	• The curriculum is not present for all grades and disciplinary concepts. • Not aligning objectives to disciplinary concepts and core ideas. • Substituting ROTC, Dance, and Athletics for Health, Safety, and Physical Education.

Characteristics of an Effective Health Curriculum

K–12 Effective Health Curriculum:

- Is research-based, theory-driven, and data-driven
- Provides age-appropriate and developmentally appropriate relevant information, learning strategies, teaching methods, and materials
- A sequential, comprehensive, and planned K–12 document
- Standards based aligned with clear state and district health goals related to behavioral outcomes
- Meets legislation and provides adequate time for instruction and learning (150 minutes a week)
- Teaching functional, health information and essential knowledge
- Develops and builds essential skill-based/habits of mind and includes a progression of rigor and multiple opportunities for practicing health-related skills
- Incorporates diverse culturally responsive, equitable, and inclusive learning strategies and teaching methods for all students (IEPs)/any special accommodations a student needs
- Address personal values and beliefs that support healthy behaviors
- Provides opportunities to make positive connections with influential members of society
- Focuses on reinforcing protective factors and increases percepts of personal risk and engaging in unhealthy behaviors
- Address social pressures and influences

References

CDC (2021). *Characteristics of Effective Health Education Curriculum*. Centers for Disease Control and Prevention Healthy Schools. Retrieved November 28, 2023, from cdc.gov/healthyschools/sher/characteristics/index.htm

SHAPE America. (2019). The essential components of health education. Reston, VA: Author

Legislative Mandates

The 2020 NJSLS for Comprehensive Health and Physical Education was designed to incorporate the requirements articulated in the various legislative mandates. The following table identifies the performance expectations in alignment with the specific legislation listed in alphabetical order.

Time devoted to the courses in Comprehensive Health, Safety, and Physical Education N.J.S.A. 18A: 35-5. Requires each board of education shall conduct as a part of the instruction in the public schools' courses in health, safety, and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and Departments. N.J.S.A. 18A: 35-7. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week N.J.S.A. 18A: 35-8. By teaching the identified performance expectations and corresponding core ideas and disciplinary concepts districts may demonstrate that they have met the legislative mandate.

Legislative Mandates and Corresponding Grade Band Performance Expectations

Legislation	K–2	3–5	6–8	9–12
Accident and Fire Prevention N.J.S.A. 18A:6-2 Grades K–12	2.1.2.EH.2 2.1.2.EH.3 2.1.2.EH.5 2.1.2.CHSS.3 2.2.2.MSC.1 2.3.2. PS.3 2.3.2. PS.4	2.1.5.EH.3 2.1.5.EH.4 2.1.5.CHSS.1 2.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.4	2.1.8.EH.1 2.1.8.EH.2 2.1.8.CHSS.1 2.1.8.CHSS.8 2.3.8.PS.1	2.1.12.EH.3 2.1.12.EH.4 2.1.12.CHSS.5 2.1.12.CHSS.6 2.3.12.PS.1 2.3.12.PS.9
Breast Self-Examination N.J.S.A. 18A:35-5.4 Grades 7–12	N/A	N/A	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.EH.2 2.1.8.CHSS.1 2.3.8.HCDM.2 2.3.8.HCDM.3 2.3.8.HCDM.6 2.3.8.HCDM.7 2.2.8.LF.2 2.2.8.N.1	2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.EH.3 2.1.12.CHSS.2 2.1.12.CHSS.5 2.1.12.CHSS.9 2.2.12.LF.3 2.2.12.N.5 2.3.12.HCDM.1 2.3.12.HCDM.4 2.3.12.HCDM.5
Bullying Prevention Programs N.J.S.A. 18A:37- 17 Grades K–12, and District	2.1.2.EH.1 2.1.2.EH.3 2.1.2.EH.5 2.1.2.SSH.5-9 2.1.2.CHSS.6 2.3.2.PS.8	2.1.5.PGD.3 2.1.5.EH.1 2.1.5.EH.4 2.1.5.SSH.3 2.1.5.SSH.7 2.1.5.CHSS.1 2.1.5.CHSS.3 2.2.5.PF.2 2.3.5.PS.4/5	2.1.8.EH.1 2.1.8.SSH.3 2.1.8.CHSS.6/8 2.2.8.MSC.5/7 2.3.8.PS.7	2.1.12.EH.3 2.1.12.EH.4 2.1.12.SSH.5 2.1.12.CHSS.7 2.1.12.CHSS.9 2.2.12.PF.2 2.2.12.LF.4 2.3.12.PS.1 2.3.12.PS.8/9
Cancer Awareness N.J.S.A. 18A:40-33 Grade K–12, District	2.1.2.PGD.3 2.1.2.CHSS.5 2.1.2.CHSS.6	2.1.5.PGD.1 2.1.5.EH.4 2.1.5.CHSS.3 2.2.5.LF.5 2.3.5.ATD.1	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.CHSS.6 2.1.8.CHSS.8 2.2.8.LF.6 2.2.8.N.1 2.3.8.HCDM.3 2.3.8.HCDM.6 2.3.8.HCDM.7 2.3.8.ATD.1	2.1.12.PGD.1 2.1.12.EH.4 2.1.12.CHSS.2 2.1.12.CHSS.7 2.2.12.N.5 2.3.12.HCDM.1 2.3.12.HCDM.4 2.3.12.ATD.3

Legislation	K–2	3–5	6–8	9–12
Consent N.J.S.A. 18A:35 Grade 6–12	N/A	N/A	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.2 2.1.8.CHSS.4 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7 2.3.8.ATD.2	2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.9 2.1.12.SSH.10 2.1.12.CHSS.9 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.9 2.3.12.ATD.1
CPR/ AED Instruction N.J.S.A. 18A:35-4.28-4.29 Grade 9–12	N/A	N/A	N/A	2.1.12.CHSS.5 2.1.12.CHSS.6 2.2.12.LF.8 2.3.12.HCDM.4
Dating Violence Education N.J.S.A. 18A:35-4.23a. Grades 7–12	N/A	N/A	2.1.8.EH.1 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.2 2.1.8.CHSS.6 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.5 2.3.8.PS.4 2.3.8.PS.7	2.1.12.EH.3 2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.10 2.1.12.CHSS.9 2.3.12.PS.1 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.8

Legislation	K–2	3–5	6–8	9–12
Domestic Violence Education N.J.S.A. 18A:35-4.23 K–12, District	2.1.2.SSH.5 2.1.2.SSH.7 2.1.2.CHSS.3 2.1.2.CHSS.6 2.3.2.PS.5 2.3.2.PS.6 2.3.2.DSDT.1	2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.1 2.3.5.PS.6 2.3.5.ATD.3	2.1.8.EH.1 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.2 2.1.8.CHSS.6 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.5 2.3.8.PS.4 2.3.8.PS.7	2.1.12.EH.3 2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.10 2.1.12.CHSS.9 2.3.12.PS.1 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.8
Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids N.J.S.A. 18A:40A-1 Grades K–12	2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1 2.3.2.DSDT.2	2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5	2.1.8.PGD.4 2.1.8.CHSS.6 2.3.8.ATD.1-5 2.3.8.DSDT.1-5	2.1.12.EH.3 2.1.12.CHSS.1 2.3.12.PS.3 2.3.12.PS.4 2.3.12.ATD.1 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 2.3.12.DSDT.5
Gang Violence Prevention N.J.S.A. 18A:35-4.26 Grades Elementary	2.1.2.SSH.8 2.1.2.SSH.9 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.8	2.1.5.EH.1 2.1.5.SSH.4 2.1.5.SSH.7 2.1.5.CHSS.1 2.3.5.PS.1 2.3.5.PS.5	N/A	N/A

Legislation	K–2	3–5	6–8	9–12
Grief Instruction N.J.S.A. 18A:35-4.45 Grades 6–12	N/A	N/A	2.1.8.EH.1 2.1.8.SSH.6 2.1.8.CHSS.1 2.2.8.LF.4 2.3.8.DSDT.1	2.1.12.PGD.1 2.1.12.PP.5 2.1.12.PP.6 2.1.12.EH.3 2.1.12.EH.4 2.1.12. CHSS.3 2.1.12.CHSS.9 2.2.12.LF.3 2.3.12.PS.9
Lyme Disease Prevention N.J.S.A. 18A:35-5.1 Grades K–12	2.1.2.PGD.3 2.1.2.CHSS.1 2.3.2.PS.1 2.3.2.PS.2 2.3.2.HCDM.3	2.1.5.CHSS.1 2.2.5.LF.5 2.3.5.PS.1 2.3.5.HCDM.2	2.1.8.CHSS.6 2.1.8.CHSS.7 2.2.8.LF.6 2.3.8.HCDM.6 2.3.8.HCDM.7	2.1.12.CHSS.7 2.1.12.CHSS.8 2.2.12.LF.7 .3.12.HCDM.5
Mental Health N.J.S.A. 18A:35-4.39 Grades K–12	2.1.2.EH.3 2.1.2.EH.4 2.1.2.EH.5 2.1.2.CHSS.1 2.1.2.CHSS.2 2.2.2.PF.1 2.2.2.LF.1 2.3.2.PS.7 2.3.2.DSDT.1	2.1.5.PGD.1 2.1.5.PGD.3 2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.CHSS.1 2.1.5.CHSS.3 2.2.5.N.1 2.2.5.PF.1 2.3.5.HCDM.3 2.3.5.ATD.2	2.1.8.PGD.4 2.1.8.EH.1 2.1.8.EH.2 2.1.8.SSH.6 2.1.8.CHSS.1 2.1.8.CHSS.8 2.2.8.PF.1 2.2.8.N.1 2.3.8.HCDM.2 2.3.8.ATD.1 2.3.8.DSDT.3 2.3.8.DSDT.4	2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.1.12.EH.4 2.1.12.CHSS.1 2.1.12.CHSS.6 2.1.12.CHSS.9 2.2.12.PF.1 2.2.12.N.4 2.3.12.HCDM.2 2.3.12.HCDM.6 2.3.12.ATD.1 2.3.12.DSDT.1
New Jersey Safe Haven Infant Protection Act N.J.S.A. 18A:35-4.40 and 18A:35-4.41 Grades 9–12	N/A	N/A	N/A	2.1.12.PP.3 2.1.12.PP.6 2.1.12.PP.7 2.1.12.EH.1 2.1.12.CHSS.3 2.1.12.CHSS.9
Organ Donation N.J.S.A. 18A:7F-4.3 Grade 9–12	N/A	N/A	N/A	2.1.12.CHSS.2 2.1.12.CHSS.7 2.2.12.PF.1 2.3.12.PS.3 2.3.12.HCDM.5

Legislation	K–2	3–5	6–8	9–12
Sexting N.J.S.A. 18A:35-4.33 Grades Middle School	N/A	N/A	2.1.8.SSH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.CHSS.2 2.3.8.PS.1 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7	N/A
Sexual Abuse/Assault Awareness and Prevention "Erin's Law" N.J.S.A. 18A:35-4.5a Grades Pre-K–12	2.1.2.PGD.4 2.1.2.PGD.5 2.1.2.EH.5 2.1.2.SSH.3 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.CHSS.1 2.1.2.CHSS.3 2.1.2.CHSS.5 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8	2.1.5.EH.1 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.1 2.3.5.PS.1 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.5 2.3.5.PS.6	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.2 2.1.8.CHSS.4 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7 2.3.8.ATD.2	2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.9 2.1.12.SSH.10 2.1.12.CHSS.9 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.9 2.3.12.ATD.1
Suicide Prevention N.J.S.A. 18A: 6-111	2.3.2.PS.7 2.3.2.PS.8	2.3.5.PS.1 2.3.5.HCDM.3 2.3.5.ATD.3 2.3.5.DSDT.5	2.2.8.MSC.7 2.2.8.PF.1 2.2.8.LF.4 2.3.8.PS.1 2.3.8.PS.7 2.3.8.ATD.1 2.3.8.DSDT.3	2.2.12.PF.1 2.2.12.LF.5 2.3.12.PS.1 2.3.12.HCDM.6 2.3.12.ATD.1 2.3.12.DSDT.2 2.3.12.DSDT.5

Visual and Performing Arts Support Document (Instruction and Program—Indicator 15)

The following highlights features of a K–12 visual and performing arts curriculum that would demonstrate compliance with the 2020 New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA).

The 2020 NJSLS-VPA standards are focused on developing artistic literacy and fluency. This is accomplished by engaging students in the cognitive and physical actions of artistic processes and practices within K–12 sequential instruction. The standards also emphasize student-centered approaches by connecting a student's personal experience, background, and interests to the content.

The four artistic processes of Creating, Performing/Presenting/Producing, Responding, and Connecting are the same across all five arts disciplines and all grade bands. The artistic processes are interconnected and should be present in each curricular unit of instruction. Performance expectations from each of the processes should be present to ensure students are learning about the art discipline and actively engaging with the practices. Though the processes are listed in the same order for each discipline, they are not hierarchical and may be arranged in any order in a curriculum unit.

Eleven anchor standards are derived from and aligned to one of the four artistic processes. The anchor standards are parallel across disciplines and describe the general knowledge and skills students will demonstrate throughout their education in the arts. Included in each anchor standard are discipline-specific enduring understandings, essential questions, and practices. The anchor standards and the components may be indicated in curricula or curriculum units.

Essential Components of VPA K–12 Curriculum

Standard Indicators and Disciplines	Four Artistic Processes	Eleven Anchor Standards
• 1.1 Dance • 1.2 Media Arts • 1.3A General Music • 1.4 Theatre • 1.5 Visual Arts	• Creating • Performing/Presenting/Producing • Responding • Connecting	• Organized by artistic processes • Parallel across disciplines • Identify general knowledge and skills students are to demonstrate • Contain enduring understandings, essential questions, practices, and performance expectations that vary by discipline

Elementary (K–5)

Elementary Curriculum (Grade Bands K–2 and 3–5)

Requirements	Evidence of Compliance	Evidence of Non-Compliance
• Participation in all five arts disciplines • At least one course available for each arts discipline	• Curriculum is present for at least one course in each of the five disciplines. • Curriculum includes corresponding grade-band performance expectations.	• Missing curriculum for one or more discipline • Missing some or all performance expectations for one or more arts disciplines
Dance curriculum is separate from the Physical Education curriculum.	Dance curriculum includes only the 2020 NJSLS-VPA.	Dance is only integrated into the Physical Education curriculum.
Curriculum units have at least one performance expectation from each artistic process.	Four Artistic Processes: • Creating (Cr) Ex: 1.1.2.Cr2b • Performing/Presenting/Producing (Pr) Ex: 1.2.5.Pr4a • Responding (Re) Ex: 1.3A.2.Re7a • Connecting (Cn) Ex: 1.5.8.Cn110a	Curriculum units only include 1, 2, or 3 of the 4 artistic processes.
Students develop artistic literacy and fluency through opportunities to connect their background, experiences, and interests to the art disciplines.	Assessments include the following: • Artistic processes and practices (see page 7, 2020 NJSLS-VPA) • Demonstrate knowledge of discipline-specific elements and vocabulary. Examples include critiques, artist statements, establishing criteria for selection, and explanation of performances or artworks • Creation of works connected to the students' interests, background, and experiences	• Assessments only include evidence of students learning about the arts discipline, not physically engaging in the art. • Assessment lacks opportunity for student choice.

Middle School (Grades 6–8)

Middle Grades Curriculum (Grades 6–8)

Requirements	Evidence of Compliance	Evidence of Non-Compliance
Access to all five arts disciplines	Curricula are present for all five disciplines.	Missing curriculum for one or more disciplines
Curriculum units have at least one performance expectation from each artistic process.	Four Artistic Processes: • Creating (Cr) Ex: 1.1.2.Cr2b • Performing/Presenting/Producing (Pr) Ex: 1.2.5.Pr4a • Responding (Re) Ex: 1.3A.2.Re7a • Connecting (Cn) Ex: 1.5.8.Cn110a	Curriculum units only include 1, 2, or 3 of the 4 artistic processes.
Options to specialize in an arts discipline of choice	• More than one course is offered for each arts discipline. • Standards-aligned curriculum is present for each course.	Only single grade or grade-band level courses are available for each discipline.
Options for specialization in music with sequential courses. (See page 3, 2020 NJSLS-VPA)	Two additional sub-disciplines for music: Ensembles and Harmonizing Instruments. Music sub-disciplines have proficiency levels of Novice and Intermediate. See the proficiency level chart.	• Only novice proficiency levels are listed. • Only one course level is present for music sub-disciplines.
Dance curriculum is separate from Physical Education curriculum.	Dance curriculum includes only the 2020 NJSLS-VPA.	Dance is only integrated in the Physical Education curriculum.

Requirements	Evidence of Compliance	Evidence of Non-Compliance
• Students achieve competency in their chosen discipline. • Curriculum builds on K–5 foundation.	Assessments include the following: • Artistic processes and practices (see page 7, 2020 NJSLS-VPA) • Knowledge of discipline-specific elements and vocabulary. Examples include critiques, artist statements, establishing criteria for selection, and explanation of performances or artworks • Creation of works connected to the students' interests, background, and experiences • Evidence of students working toward independence in the creation of artworks and/or performances	Assessment topics or themes are restricted to a single way students can demonstrate their knowledge.

Course Title Examples

Course Title Examples for Grades 6–8

Dance	Media Arts	Music	Theatre	Visual Arts
• Dance (grade level) • General Dance • Technique • Choreography • Repertory	• Media Arts (grade level) • Cinematography/ Video Production	• General Music (grade level) • General Band • Concert Band • Orchestra • Contemporary Instrumental Ensemble • Small Ensemble • Chorus • Vocal Ensemble	• Theatre (grade level) • Theatre Comprehensive	• Visual Art (grade level) • Drawing/Painting • Ceramics/Pottery • Photography • Sculpture • IB Arts Middle Years

High School (Grades 9–12)

High School Curriculum (Grades 9–12)

Requirements	Evidence of Compliance	Evidence of Non-Compliance
Access to all five arts disciplines.	Curricula are present for all five disciplines.	Missing curriculum for one or more disciplines.
Dance curriculum is separate from Physical Education curriculum.	Dance curriculum includes only the 2020 NJSLS-VPA.	Dance is only integrated in the Physical Education curriculum.
Curriculum units have at least one performance expectation from each artistic process.	Artistic Processes: • Creating (Cr) Ex: 1.1.2.Cr2b • Performing/Presenting/Producing (Pr) Ex: 1.2.5.Pr4a • Responding (Re) Ex: 1.3A.2.Re7a • Connecting (Cn) Ex: 1.5.8.Cn110a	Curriculum units only include 1, 2, or 3 of the 4 artistic processes.
Specialization in each arts discipline is available.	Sequential courses for each discipline. Example: Art I, Art II, Art III, Art IV.	Only introductory or single-level courses are offered.
Sequential courses are offered to allow for increased proficiency in an arts discipline.	Varied levels of proficiency are indicated in the performance expectations for sequential courses. See the proficiency level chart.	Proficiency levels are misaligned to the course level.

Course Title Examples

Each course title may have sequential courses, which should be indicated. Course titles may vary.

Course Title Examples for Grades 9–12

Dance	Media Arts	Music	Theatre	Visual Arts
• Technique • Choreography • Improvisation • World/Cultural Dance • Technical Theatre for Dance • Style: Ballet, Jazz, Modern, Hip Hop, Social, Tap • Dance History & Appreciation • IB Dance	• Cinematography/ Video Production • Multimedia Art • Animation • Film Appreciation & Analysis • Digital Imaging • Interactive Game Design • Web Design • Digital Sound Design • Virtual Design • Media for Performance • Media Arts Theory	• Concert Band • Orchestra • Marching Band • Contemporary Ensemble-Vocal or Instrumental • Piano; Guitar • Small Ensemble • Chorus • Individual Technique-Vocal or Instrumental • Recording & Production • Electronic Music • Music History • Music Appreciation • Music Theory • AP Music Theory • IB Music	• Comprehensive Theatre • Acting/Performance • Playwriting & Screenwriting • Stagecraft • Directing • History & Literature of Theatre • IB Theatre	• Drawing/Painting • Ceramics/Pottery • Photography • Sculpture • Jewelry • Printmaking/ • Graphics • Calligraphy • Fiber & Textile • Fashion Design • Industrial Design • Art Appreciation & History • AP Art History • AP Drawing • AP 2-D Art & Design • AP 3-D Art & Design • IB Visual Arts

Proficiency Levels

VPA Proficiency Levels in Music

Grade Bands	Music Discipline	Standard	Proficiency Levels	Ex. Performance Expectation w/ Proficiency Level
K–8	General Music	1.3A	NA	NA
6–12	Ensembles	1.3C	• Novice • Intermediate • Proficient • Accomplished • Advanced	• 1.3.C.12nov.Cr3a • 1.3C.12int.Pr4c • 1.3C.12prof.Re7a • 1.3C.12acc.Cn10a • 1.3C.12adv.Cr1a
6–12	Harmonizing Instruments	1.3D	• Novice • Intermediate • Proficient • Accomplished • Advanced	• 1.3.D.12nov.Cr1a • 1.3D.12int.Cn10a • 1.3D.12prof.Pr4a • 1.3D.12acc.Re7b • 1.3D.12adv.Pr6a
9–12	Music Composition & Theory	1.3B	• Proficient • Accomplished • Advanced	• 1.3B.12prof.Cr1a • 1.3B.12acc.Pr4c • 1.3B.12adv.Re7b
9–12	Music Technology	1.3E	• Proficient • Accomplished • Advanced	• 1.3E.12prof.Cn11a • 1.3E.12acc.Re8a • 1.3E.12adv.Pr5a

Clarification

Courses in Ensembles and Harmonizing Instruments for grades 6–8 will have grade level 12 in the performance expectations. If an introductory course for Ensembles or Harmonizing Instruments is provided for grades 9–12, it is appropriate to use the novice and intermediate proficiency performance expectations.

Novice *(Music Only)*	**Intermediate** *(Music Only)*	**Proficient** *(All Disciplines)*	**Accomplished** *(All Disciplines)*	**Advanced** *(All Disciplines)*
• Grades 6–12 • Introductory to instrument specialization • Reading music and learning the basics of instrumentation • Opportunities to perform at skill level	• Grades 7–12 • Second and/or third year of specialization • Build on foundational skill development • Advancing use of musical elements • Opportunities to perform at skill level	• Grades 9–12 • Level one course • Assistance needed to solve assigned artistic problems • Can be attained by completing one high school arts course	• Typically grades 10–12 • Level two or three course • Minimal assistance needed to identify and solve artistic problems • Attained by completing two or more courses in one arts discipline	• Typically grades 11–12 • Level three or four course • Independently research and solve artistic problems • Attained by completing three or four courses in one arts discipline

Resources—Fiscal Indicators

Fiscal Indicator 5d: Sample Time and Activity Report

Resources—Operations Indicators

- Code of Student Conduct Compliance Checklist (Operations—Indicator 5)
- Student Attendance Policies and Procedures Compliance Checklist (Operations—Indicator 20)

Resources—Personnel Indicators

Personnel Sample Size

NJQSAC Academic Progress Score Conversion Chart

Median Student Growth Percentile is one of many evaluation components in the New Jersey Quality Single Accountability Continuum (NJQSAC). This approach is similar to the mSGP conversion method used in the AchieveNJ system, although the scale and point allocation differ in the NJQSAC application to account for NJQSAC Academic Progress Score distribution properties (i.e., mSGP distribution properties at the school district level).

The NJQSAC Academic Progress Score (calculated based on the methodology in the NJQSAC User Manual) is converted to the NJQSAC Points Multiplier using the following table, below.

The number of NJQSAC points earned is determined by applying the NJQSAC Points Multiplier to the maximum value of the indicator. These points are included with other components to tabulate the final rating for the Instruction and Program Indicator.

To promote transparency and an understanding of how districts earn NJQSAC points, the Department has provided the following table. The table is also available online: NJQSAC Academic Progress Score Conversion.

NJQSAC Academic Progress Score Conversion

NJQSAC Academic Progress Score	NJQSAC Points Multiplier
0 to 21	0.20
22 to 23	0.24
24 to 25	0.28
26 to 27	0.32
28 to 29	0.36
30 to 31	0.40
32 to 33	0.44
34 to 35	0.48
36 to 37	0.52
38 to 39	0.56
40 to 41	0.60
42 to 43	0.64
44 to 45	0.68
46 to 47	0.72
48 to 49	0.76

NJQSAC Academic Progress Score	NJQSAC Points Multiplier
50 to 51	0.80
52 to 53	0.82
54 to 55	0.84
56 to 57	0.86
58 to 59	0.88
60 to 61	0.90
62 to 63	0.92
64 to 65	0.94
66 to 67	0.96
68 to 69	0.98
70 to 99	1.00

Glossary

Glossary of Terms

Citation	Term	Definition
N.J.A.C. 6A:8-1.3	21st Century themes and skills	Themes such as global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativityand innovation, critical thinking and problem solving, and 14 communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross- cultural skills, productivity and accountability, and leadership and responsibility.
N.J.A.C. 6A:8-1.3	Alternative assessment for students with disabilities	The alternative assessment used to determine cumulative student achievement of the knowledge and skills specified by the New Jersey Student Learning Standards for students with disabilities who are unable to participate in the Statewide assessment system.
N.J.A.C. 6A:8-1.3	Assessment	A State-developed or State-approved standardized instrument or process that measures student performance levels on the New Jersey Student Learning Standards.
20 U.S.C. §1401(2)	Assistive technology device	Any item, or piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. (Source: 20 U.S.C. §1401(1)
20 U.S.C. §1401(2)	Assistive technology service	A service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. (Source: 20 U.S.C. §1401(2))
Career Readiness, Life Literacies, and Key Skills Practices	Career Readiness, Life Literacies, and Key Skills Practices	These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Citation	Term	Definition
ESSA	Digital learning	Any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices, including: (A). Interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations that engage students in academic content (B). Access to online databases and other primary source documents (C). Use of data and information to personalize learning and provide targeted supplementary instruction (D). Online and computer-based assessments (E). Learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers (F). Hybrid or blended learning, which occurs during direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace (G). Access to online course opportunities for students in rural or remote areas
(Personnel)	Evaluation	An appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.
N.J.A.C. 6A:8-1.3	Interdisciplinary Connections	Integrating NJSLS and skills from one or more content areas into instruction and assessment of another content area.
ESSA State Plan	Measure for school quality	Chronic absenteeism, 10%; excused versus unexcused.

Citation	Term	Definition
N.J.A.C. 6A:8-1.3	New Jersey Student Learning Standards (NJSLS)	Standards adopted by the State Board of Education on May 1, 1996, and as thereafter revised by the State Board, and the Common Core State Standards adopted by the State Board on June 16, 2010, and as thereafter revised by the State Board, that describe the knowledge and skills all New Jersey students are expected to acquire by benchmark grades in the following areas: • English language arts • Mathematics • Science • Social studies • Visual and performing arts • Comprehensive health and physical education • World languages • Technology • 21st career life and careers The standards are established for the provision of a thorough and efficient education pursuant to N.J.S.A 18A:7F-46 and as a basis for the evaluation of school districts in accordance with N.J.A.C. 6A:30.
N.J.A.C. 6A:9-2.1	Observation	A method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement.

Citation	Term	Definition
N.J.A.C. 6A:9-2.1	Observation	A method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement.
N.J.A.C. 6A:8-1.3	Pacing Guide	A schedule that includes aligned concepts, topics and skills related to a particular curriculum to be addressed over a defined period of time. It is not a prescriptive, lock- step set of lesson plans that impede an educator's ability to exercise flexibility in meeting students' learning needs.
N.J.A.C. 6A:8-1.3	Portfolio appeals process	An alternative assessment of proficiency for graduation established by the Commissioner, utilizing techniques and instruments other than PARCC assessments or substitute competency tests.

Citation	Term	Definition
N.J.A.C. 6A:10-3.2	ScIP	School Improvement Panel responsibilities: (A) The School Improvement Panel shall: 1. Oversee the mentoring of teachers according to N.J.A.C. 6A:9C-5.3(a)2 and support the implementation of the school district mentoring plan. 2. Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4. 3. Ensure corrective action plans for teachers are created in accordance with N.J.A.C. 6A:10-2.5; and ensure mid-year evaluations are conducted for teachers who are on a corrective action plan. 4. Identify professional development opportunities for all teaching staff members based on the review of aggregate school-level data, including, but not limited to, educator evaluation and student performance data to support school-level professional development plans described in N.J.A.C.6A:9C-4.2. (B). To conduct observations for the purpose of evaluation, the teacher member shall have: 1. Agreement of the majority representative. 2. An appropriate supervisory certificate. 3. Approval of the principal who supervises the teacher being observed. (C). The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A: 9C-5.2(a)3.
SMART Goals	SMART Goals	An acronym referencing the management approach to goal setting developed by Doran, Miller, and Cunningham (1981), these are goals that are specific, measurable, attainable, relevant and time sensitive.
N.J.A.C. 6A:10-1.2	Student growth objective	An academic goal that teachers and designated supervisors set for groups of students.
N.J.A.C. 6A:10-1.2	Student growth percentile	A specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students statewide with similar scores in previous years.

Citation	Term	Definition
ESSA	Student group	• American Indian or Alaska Native • Asian, Native Hawaiian/Other Pacific Islander • Black or African American • Hispanic/Latino • White • Two or more races
N.J.A.C. 6A:10-1.2	Teacher	A teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the State Board of Examiners and is assigned a class roster of students for at least one particular course.
N.J.A.C. 6A:10-1.2	Teaching Staff Member	A member of the professional staff of any district or regional board of education, or any county vocational school district board of education, holding office, position or employment of such character that the qualifications for such office, position or employment require him or her to hold a valid, effective and appropriate standard, provisional or emergency certificate issued by the State Board of Examiners. Teaching staff members include the positions of school nurse and school athletic trainer. There are three types of certificates that teaching staff members work under: 1. An instructional certificate 2. An administrative certificate 3. An educational services certificate