

This worksheet contains an overview of this workbook and a note about table structure for people using assistive technologies. All content is in column A.

# **NJ Single Accountability Continuum (NJQSAC) District Performance Review (DPR)**

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This workbook is a *sample* DPR provided for informational purposes only. It contains all of the same information as the official DPR found in the NJQSAC Submission portal. Districts must sign in to the portal in order to download the official DPR Excel file.

**Note for people using assistive technologies:** There is worksheet summary in cell A1 in each worksheet which provides an overview of the structure and layout of the worksheet. All tables have a regular structure (no merged cells) except for one table (A5:F29) in the I & P worksheet and one table (A6:F18) in the Personnel worksheet, which have merged cells. For both, the merged cells occur in column A and each merged cell spans multiple rows.

end of worksheet

This worksheet contains a sample of the district information and score summary. There is one table, spanning columns A through C with row 10 as the header. All data in the table is autocalculated from other worksheets in the workbook.

<h2 style="margin: 0;">NJ Single Accountability Continuum (NJQSAC)</h2> <h3 style="margin: 0;">District Performance Review - School Year 2023-24</h3>		
<h4 style="margin: 0;">District Information and Score Summary</h4>		
<b>District Name and CDS #</b>	Flemington-Raritan Regional School District (19-1510)	
<b>County Name</b>	Hunterdon County	
<b>District Superintendent Name</b>	Dr. Kari McGann	
<b>District Mailing Address</b>	Board Office, 50 Court Street, Flemington, NJ 08822	
<b>Superintendent Email Address</b>	<a href="mailto:kari.mcgann@frsd.us">kari.mcgann@frsd.us</a>	
<b>DPR Area</b>	<b>District Score</b>	<b>County Score</b>
<b>Instruction and Program</b>	40%	0%
<b>Fiscal Management</b>	100%	0%
<b>Governance</b>	100%	0%

<b>Operations</b>	100%	0%
<b>Personnel</b>	100%	0%

end of worksheet

This worksheet contains 7 tables. The first table spans Columns A through F and the remaining tables span A through E. The header rows are: 6, 21, 30, 37, 45, 50 and 53. In the first table, each merged cell in column A applies to its respective rows. For example, A7 through A9 are merged; the content in the A7:A9 applies to all of the cells in rows 7,8, and 9.

# Personnel

## Flemington-Raritan Regional School District 19-1510

### Indicator 1

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

Indicator 1	Percentage of Audited Files	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
a. Teacher evaluation processes result in complete summative scores, measures of teacher practice, and measures of student growth (SGO and mSGP) (N.J.A.C. 6A:10- 2.4, 4.1, 4.2, 4.3, and 4.4);	100 percent of audited files meets indicators	<b>8</b>	<b>1</b>	<b>0</b>	Teacher Evaluation Process results in summative scores as evidenced through the EIS System. Evidence: Policy 3221-Evaluation of Teachers. Regulation 3221-Evaluation of Teachers. Confirmation of EIS Submission Page. Composite Score Report
	95 to 99 percent of audited files meets indicators	<b>4</b>	<b>0</b>	<b>0</b>	
	Less than 95 percent of audited files meets indicators	<b>0</b>	<b>0</b>	<b>0</b>	
b. School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) (N.J.A.C. 6A:10- 2.4, 5.1, 5.2, 5.3, and 5.4);	100 percent of audited files meets indicators	<b>6</b>	<b>1</b>	<b>0</b>	School leader evaluation process results in summative scores as evidenced through the EIS System: Policy 3224 - Evaluation of Principals and Vice Principals Regulation 3224 - Evaluation of Principals and Vice Principals Confirmation notice in staff file indicating location of staff evaluations: Evaluations are located online in Frontline Professional Growth System
	95 to 99 percent of audited files meets indicators	<b>3</b>	<b>0</b>	<b>0</b>	
	Less than 95 percent of audited files meets indicators	<b>0</b>	<b>0</b>	<b>0</b>	
c. Evaluations of other certificated staff according to regulations (N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2);	100 percent of audited files meets indicators	<b>4</b>	<b>1</b>	<b>0</b>	Other Certificated Staff evaluation process results in summative scores as evidenced through the EIS System Evidence: Policy 3222 - Evaluation of Other Certificated Staff Regulation 3222 - Evaluation of Other Certificated Staff Confirmation of EIS Submission Page - no discrepancies Confirmation Notice in staff file: Evaluations are located in Professional Growth
	95 to 99 percent of audited files meets indicators	<b>2</b>	<b>0</b>	<b>0</b>	
	Less than 95 percent of audited files meets indicators	<b>0</b>	<b>0</b>	<b>0</b>	
d. Evaluation processes for all certificated staff have occurred, including evaluation training and evaluation conferences. (N.J.A.C. 6A:10-2.2)	n/a	<b>4</b>	<b>1</b>	<b>0</b>	Training and evaluation conferences have been conducted for all certificated staff. Evidence: Annual training on evaluation rubrics for evaluators - sign in sheets for training Evaluation conferences schedule Evaluation Guidelines - Training for Administrators Confirmation of evaluations - Indication of scores through EIS Observation instructions for teachers Composite Score Report - Frontline
e. School improvement panels have been established in each school and are functioning in accordance with the 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); and	n/a	<b>4</b>	<b>1</b>	<b>0</b>	BS ScIP CH ScIP FAD ScIP RH ScIP RFIS ScIP JPC ScIP

f. Other evaluation structures and processes, including tenure charge proceedings conducted according to the TEACHNJ Act (N.J.S.A. 18A:6-11 and 17.3).	n/a	2	1	0	FRSD Protocols for Teacher Evaluation 2022-2023 FRSD Protocols for Teacher Evaluation 2023-2024 FRSD Observation Schedule 2022-2023 FRSD Observation Schedule 2023-2024 Personnel Report Board Motion to approve Rubrics
<b>Indicator 2</b>					
2. The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2)					
<b>Indicator 2</b>	<b>Point Value</b>	<b>Yes or N/A = 1 No = 0</b>	<b>Yes or N/A = 1 No = 0</b>	<b>Comments</b>	
a. An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to (1) school district, school, team, and/or individual goals, and (2) results from individual performance evaluations.	5	1	0	Evidence: Frontline Professional Growth indicating PDP established with connection to Goals	
b. School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time (N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1).	5	1	0	BS School Schedules CH School Schedules FAD School Schedules RH School Schedules RFIS School Schedules JPC School Schedules	
c. 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; and • 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	5	1	0	Policy 4240 - Employee Training Regulation 4240 - Employee Training FRSD Professional Development Plan 2022-2023 FRSD Professional Development Plan 2023-2024 SOA Professional Development Plan 2023-2024	
d. The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.	5	1	0	<b>Professional Learning Day Agendas</b> September 2022 October 2022 November 2022 January 2023 February 2023 March 2023 Summer 2023 September 2023 2023-2024 Meeting Schedule	
• 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; and • Describes the process by which the administrative office oversees mentor payments.	3	1	0	Policy 3241 - Mentoring FRSD Novice Teacher Induction Plan 2022-2023 FRSD Novice Teacher Induction Plan 2023-2024 SOA Mentoring Plan 2023-2024	

f. Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. (N.J.S.A. 18A and N.J.A.C. 6A)	2	1	0	State Schools Mandated Training Completion BS Mandated Training CH Mandated Training FAD Mandated Training RH Mandated Training RFIS Mandated Training JPC Mandated Training
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**Indicator 3**

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

Indicator 3	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
a. Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for his or her endorsement and the school district has applied to the Department’s certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment. (N.J.A.C. 6A:9B)	3	1	0	Evidence: Provisional and Standard Cert Report with evidence of entrance into the Provisional Teacher Program Leader to Leader Program Registration Confirmation
b. Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted; and (N.J.A.C. 6A:9B-8.4, 6A:9C-5, and 6A:10)	3	1	0	BOE Approval of Mentors with Mentees Mentor Logs Internal Document Logging BOE approval of Mentor and Novice Teacher 2022-2023 Evaluation Schedule for Teachers & Teacher Assistants
c. Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. (N.J.A.C.6A:9A and 6A:9B)	3	1	0	Teachers in the Provisional Teacher Program with certs P-3, TOSD and Bilingual showing evidence towards program completion tracking to include transcripts and internal spreadsheets
d. All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard license. (N.J.A.C. 6A:9B)	2	1	0	Summative scores with conversion towards standard cert in the provisional teacher program

**Indicator 4**

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

Indicator 4	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
a. New employees have a successful criminal history record check prior to employment and are not disqualified for employment; (N.J.S.A. 18A:6-7.1 and 18A:39-19.1)	2	1	0	New Hire Staff List Policy 3125 - Employment of Teaching Staff Members New Hire Criminal History Clearance
b. Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files; (N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.2 and 6.3)	2	1	0	Policy 3160 -Physical Examination of Teaching Staff Member Regulation 3160 - Physical Examination of Teaching Staff Member Policy 4160 -Physical Examination of Staff Member Regulation 4160 - Physical Examination of Staff Member New Hire On-Boarding Packet
c. Approved job descriptions are maintained for every certificated staff member. Certificated staff are appropriately certified for their assignment (N.J.A.C. 6A:9B); and	5	1	0	Job Description Web Page linked in evidence. Job Descriptions Board Approved

<p>d. Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education’s staff attendance policies.</p>	5	1	0	<p>Policy 3212 - Staff Attendance Regulation 3212 - Staff Attendance Absence Management Attendance Report - Contract Days Balance Summary - Absence Report Summary Listing Absence Day Report- day of the week absences by School Absence report prior year Monday/Friday with Graph Absenteeism pattern report from Aesop Staff attendance is monitored and addressed at the school level - letter issued to staff - Evidence of addressing attendance issues</p>
<p>e. The length of service for substitute teachers is tracked and placement of substitutes is appropriate. (N.J.A.C. 6A:9B-7)</p>	2	1	0	<p>Substitute Assignment Summary Report Substitute History by Date Report Policy 3125.2 Employment of Substitute Teachers</p>

**Indicator 5**

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

Indicator 5	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
<p>a. Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position’s full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available, the date the person currently filling that position was</p>	6	1	0	<p>Position Control Roster Unique Position Control Report Position Control Roster History UPC Report by Position Code UPC Report by Employee UPC Profile Report User Friendly Budget reconciles with PCR</p>
<p>b. Is accurate and up to date; and</p>	5	1	0	<p>Position Control Roster Job Code Report by Assignment Code</p>
<p>c. Reconciles with the budget.</p>	4	1	0	<p>Budget reconciles with PCR 2023-2024 Full Budget</p>

**Indicator 6**

Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
<p>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); and 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).</p>	5	1	0	<p>EIS Report for Administrators Administrators PDP with Goals Observation Report showing feedback provided</p>

<b>Total</b>				
<b>Total</b>	<b>Point Value</b>	<b>Yes or N/A = 1 No = 0</b>	<b>Yes or N/A = 1 No = 0</b>	<b>Comments</b>
<b>Personnel Total</b>	<b>28</b>	<b>100</b>	<b>0</b>	

This worksheet contains three tables. The first table spans columns A through F with row 4 as the header row. Note that column A contains merged cells which serve as header cells for their respective rows. For example, the text in rows 6 through 8 applies to all of the cells in those rows. The second and third tables span columns A through E. The header rows are 32 and 43.

**Instruction and Program**

**Flemington-Raritan Regional School District 19-1510**

**Achievement Score Indicators**

Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
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; • Subgroup performance: The proficiency rate of all student subgroups; (Assessment data provided by NJDOE)	K – 8	<b>10</b>	<b>0.0</b>	<b>0.0</b>	DB - Provided by NJDOE
	K – 12	<b>7.5</b>	<b>0.0</b>	<b>0.0</b>	
	9 – 12	<b>15</b>	<b>0.0</b>	<b>0.0</b>	
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; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE)	K – 8	<b>10</b>	<b>0.0</b>	<b>0.0</b>	DB - Provided by NJDOE
	K – 12	<b>7.5</b>	<b>0.0</b>	<b>0.0</b>	
	9 - 12	<b>15</b>	<b>0.0</b>	<b>0.0</b>	
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; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE)	K – 8	<b>10</b>	<b>0.0</b>	<b>0.0</b>	DB - Provided by NJDOE
	K – 12	<b>5</b>	<b>0.0</b>	<b>0.0</b>	
	9 – 12	<b>0</b>	<b>0.0</b>	<b>0.0</b>	
4. The school district’s ELA academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups’ mSGPs. (Assessment data provided by NJDOE)	K – 8	<b>10</b>	<b>0.0</b>	<b>0.0</b>	DB - Provided by NJDOE
	K – 12	<b>7.5</b>	<b>0.0</b>	<b>0.0</b>	
	9 – 12	<b>0</b>	<b>0.0</b>	<b>0.0</b>	
5. The school district’s mathematics academic progress	K – 8	<b>10</b>	<b>0.0</b>	<b>0.0</b>	

<p>5. The school district's mathematics academic progress.</p> <ul style="list-style-type: none"> <li>Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE)</li> </ul>	K – 12	<b>7.5</b>	<b>0.0</b>	<b>0.0</b>	DB - Provided by NJDOE
	9 – 12	<b>0</b>	<b>0.0</b>	<b>0.0</b>	
<p>6. The school district's graduation rate (average of four-year and five-year adjusted cohort graduation rates).</p> <ul style="list-style-type: none"> <li>Graduation rate is calculated to include subgroup performance by averaging the combined graduation rate (i.e. the average of the four-year and five-year graduation rates) of all students with the average of all subgroups' combined graduation rates. (Assessment data provided by NJDOE)</li> </ul>	K – 8	<b>0</b>	<b>0.0</b>	<b>0.0</b>	Not Applicable
	K – 12	<b>15</b>	<b>0.0</b>	<b>0.0</b>	
	9 – 12	<b>20</b>	<b>0.0</b>	<b>0.0</b>	
<p>7. The school district's measure(s) for school quality and student success is calculated to account for subgroup performance by averaging the rates for all students with the average of all subgroups' rates. (Assessment data provided by NJDOE)</p>	K – 8	<b>10</b>	<b>0.0</b>	<b>0.0</b>	DB - Provided by NJDOE
	K – 12	<b>10</b>	<b>0.0</b>	<b>0.0</b>	
	9 – 12	<b>10</b>	<b>0.0</b>	<b>0.0</b>	
<b>Summary of Achievement Score Indicators</b>	K – 8	<b>60</b>	<b>0.0</b>	<b>0.0</b>	
	K – 12	<b>60.0</b>	<b>0.0</b>	<b>0.0</b>	
	9 – 12	<b>60</b>	<b>0.0</b>	<b>0.0</b>	



### Curriculum and Policy Indicators

Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
<p>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 subgroup data, as well as trend and comparative analyses and appropriate intervention strategies. (N.J.A.C. 6A:8-4.3)</p>	<b>6</b>	<b>1</b>	<b>0</b>	F2021 - Start Strong Assessment Results - BOE S2022 - NJSLA Assessment Results - BOE

<p>9. English language arts curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <p>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</p> <p>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</p> <p>c. Assessments, including formative, summative, benchmark, and alternative assessments;</p> <p>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</p> <p>e. Pacing guide;</p> <p>f. Interdisciplinary connections;</p> <p>g. Integration of 21st century skills through NJSLs 9;</p> <p>h. Integration of technology through the NJSLs; and</p>	<b>4</b>	<b>1</b>	<b>0</b>	Atlas Curriculum Platform
<p>10. Mathematics curriculum and instruction are aligned to the NJSLs in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <p>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</p> <p>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</p> <p>c. Assessments, including formative, summative, benchmark, and alternative assessments;</p> <p>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</p> <p>e. Pacing guide;</p> <p>f. Interdisciplinary connections;</p> <p>g. Integration of 21st century skills through NJSLs 9;</p> <p>h. Integration of technology through the NJSLs; and</p>	<b>4</b>	<b>1</b>	<b>0</b>	Atlas Curriculum Platform
<p>11. Science curriculum and instruction are aligned to the NJSLs in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <p>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</p> <p>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</p> <p>c. Assessments, including formative, summative, benchmark, and alternative assessments;</p> <p>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</p> <p>e. Pacing guide;</p> <p>f. Interdisciplinary connections;</p> <p>g. Integration of 21st century skills through NJSLs 9;</p> <p>h. Integration of technology through the NJSLs; and</p> <p>i. Career education</p>	<b>4</b>	<b>1</b>	<b>0</b>	Atlas Curriculum Platform

<p>12. Social Studies curriculum and instruction are aligned to the NJSLs in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21st century skills through NJSLs 9;</li> <li>h. Integration of technology through the NJSLs;</li> <li>i. Career education.</li> <li>j. Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and</li> <li>k. Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.</li> </ul> <p><i>* Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.</i></p>	<p><b>4</b></p>	<p><b>1</b></p>	<p><b>0</b></p>	<p>Atlas Curriculum Platform</p>
<p>13. World languages curricula and instruction are aligned to the NJSLs in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <ul style="list-style-type: none"> <li>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</li> <li>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</li> <li>c. Assessments, including formative, summative, benchmark, and alternative assessments;</li> <li>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</li> <li>e. Pacing guide;</li> <li>f. Interdisciplinary connections;</li> <li>g. Integration of 21st century skills through NJSLs 9;</li> <li>h. Integration of technology through the NJSLs; and</li> <li>i. Career education.</li> </ul>	<p><b>4</b></p>	<p><b>1</b></p>	<p><b>0</b></p>	<p>Atlas Curriculum Platform</p>

<p>14. Comprehensive health and physical education curricula and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <p>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</p> <p>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</p> <p>c. Assessments, including formative, summative, benchmark, and alternative assessments;</p> <p>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</p> <p>e. Pacing guide;</p> <p>f. Interdisciplinary connections;</p> <p>g. Integration of 21st century skills through NJSLS 9;</p> <p>h. Integration of technology through the NJSLS; and</p>	<b>4</b>	<b>1</b>	<b>0</b>	Atlas Curriculum Platform
<p>15. Visual and performing arts curricula and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p> <p>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;</p> <p>b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</p> <p>c. Assessments, including formative, summative, benchmark, and alternative assessments;</p> <p>d. List of core instructional and supplemental materials, including various levels of texts at each grade level;</p> <p>e. Pacing guide;</p> <p>f. Interdisciplinary connections;</p> <p>g. Integration of 21st century skills through NJSLS 9;</p>	<b>4</b>	<b>1</b>	<b>0</b>	Atlas Curriculum Platform
<p>16. Policies and procedures exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services is implemented in each school by a multidisciplinary team to address the learning, behavioral, 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 includes:</p> <p>a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs;</p> <p>b. Action plans for interventions based on student data and desired outcomes;</p> <p>c. Professional development for multidisciplinary teams and staff who provide interventions; and</p>	<b>6</b>	<b>1</b>	<b>0</b>	Referral ServicesBS I&RSCH I&RSFAD I&RSRH I&RSF
<b>Totals</b>				
<b>Totals</b>	<b>Point Value</b>	<b>District Score Will be supplied by County Office</b>	<b>County Score Enter Actual Scores</b>	<b>Comments</b>
<b>Achievement Score Total</b>	<b>60</b>	<b>0</b>	<b>0</b>	
<b>Curriculum and Policy Total</b>	<b>40</b>	<b>40</b>	<b>0</b>	
<b>Instruction and Program Total</b>	<b>100</b>	<b>40</b>	<b>0</b>	

This worksheet contains 8 tables, each spanning columns A through E. The header rows are: 5, 10, 17, 24, 30, 34, 39, and 47.

# Fiscal Management

## Flemington-Raritan Regional School District 19-1510

### Indicators 1 through 3

Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
1. Monthly district board of education secretary's reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval, pursuant to N.J.S.A. 18A:17-9.	6	1	0	Board Minutes linked along with most recent Board Secretary's and Treasurer of School Monies report
2. A standard operating procedures (SOP) manual for business functions is maintained, updated and implemented pursuant to N.J.A.C. 6A:23A-6.6. The SOP manual includes a system of internal controls in accordance with N.J.A.C. 6A:23A-6.4 to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud and includes a section that details purchasing procedures.	8	1	0	SOP included
3. The annual audit of its Comprehensive Annual Financial Report (CAFR) and other supporting forms and collections (Auditor's Management Report (AMR), Federal Data Collection Form, and Audit Summary) have been filed by the due date set forth in N.J.S.A. 18A:23-1.	4	1	0	ACFR, AMR, Audit Synopsis & abstract of minutes included

### Indicator 4

4.The school district:	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
a. Implements a corrective action plan (CAP) that addresses all audit recommendations and is acceptable to the Department (as required);	4	1	0	CAP documents included
b. Reports no repeat audit findings of a substantive nature in the CAFR or AMR.	4	1	0	TD

c. Reports no material weaknesses or significant deficiencies in the CAFR or AMR.	4	1	0	TD
d. Ends the year with no deficit balances and no line item over-expenditures in the general fund, (on the budgetary basis of accounting) special revenue fund, capital projects fund, or debt service fund (other than permitted under State law and GAAP).	4	1	0	June 30 reports included along with board approval

**Indicator 5**

5. Entitlement and discretionary grants are managed and overseen as required.

5. Specifically, the school district	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
a. Submits initial applications, revisions, and final reports for all entitlement and discretionary grants by published due dates and expends Federal funds consistent with the approved indirect cost rate and grant application.	2	1	0	EWEG Application History Board Resolutions, IDEA Board Resolution, IDEA Payment Summary, IDEA Application Submission Date (with delay correspondence re: SAM number
b. Budgets grant funds according to the approved application and spends grant funds as budgeted. Amendments and budget modifications are completed for charges that exceed the applicable threshold of 10 percent or for modifications that require opening new budget lines.	2	1	0	ESSA & ARP Grant Budget Worksheets, IDEA Amendment Board Resolution and Amendment approval
c. Shows evidence of required consultations with nonpublic schools for each required State- and federally funded program and expends nonpublic school allocations as required. If funds are not expended for nonpublic school services, the school district specifies the reason the funds were not spent and provides evidence of consulting with nonpublic schools regarding the use of unexpended funds.	2	1	0	ESSA and IDEA Nonpublic Consultation
d. Approves salaries funded by Federal grants as documented in district board of education minutes and maintains the required time and activity reports.	2	1	0	ESSA Title I Contract Salaries

**Indicator 6**

6. Proper oversight and accounting of capital projects accounted for in Fund 30 are provided.

<b>6. Specifically, the school district:</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
a. Maintains separate accounting by project.	4	1	0	Fund 30 report from Systems 3000 included
b. Monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.	4	1	0	a sampling of change orders and associated board approvals included
c. Spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	4	1	0	Referendum questions were provided
d. Conducts the proper fiscal close-out of completed projects, including proper transfer of interest earned annually to the debt service and/or general fund.	4	1	0	A sampling of certificates of substantial completion included

**Indicators 7 and 8**

<b>Indicator</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
7. Projects consistent with the approved long-range facilities plan are implemented, reviewed, and revised, pursuant to N.J.A.C. 6A:26-2.	2	1	0	Approval letter from NJDOE for LRF approval included
8. County office approval has been granted for emergent projects, pursuant to N.J.A.C. 6A:26-3.14.	2	1	0	n/a county office hasn't needed to approve any emergent issues

**Indicator 9**

<b>9. Annual health and safety reviews:</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
a. Have been conducted once per year in each building using the Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings. (N.J.A.C. 6A:26-6.1, 6.2, 6.3, and 12 and 6A:19-6)	5	1	0	Health and Safety Checklist and statement of assurance included
b. Meet the "100% item" section in the Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means all items are in compliance in all buildings.	5	1	0	TD

c. Meet the "80% item" section Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means at least 80 percent of items are in compliance in all buildings.	2	1	0	TD
<b>Indicators 10 through 15</b>				
<b>Indicator</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
10. A budget calendar that is developed and shared with the district board of education annually and that reflects all applicable legal and management requirements, pursuant to N.J.S.A. 18A:22-7, is followed. This development timeline includes input from all relevant programmatic staff for requirements and materials needed for teaching and student learning.	6	1	0	Minutes and budget calendar included
11. All persons employed as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, possess a valid authorization from the Department to serve as a certified educational facilities manager.	4	1	0	Board approval, job description and T. Amiet certificate included
12. The transfer of funds during the budget year is made in accordance with N.J.S.A. 18A:22-8.1 and 8.2 and complies with all budgetary control provisions, pursuant to N.J.A.C. 6A:23A-16.10.	4	1	0	S1701 transfer report from Systems 3000 included
13. Fiscal-year cash flow management for all funds is prepared and analyzed on a regular basis to ensure payments can be made on a prompt basis.	4	1	0	Monthly cash flow report included
14. Reimbursement requests for Federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	4	1	0	sampling of reimbursement requests included
15. The district board of education approves purchase orders approved by only the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.	4	1	0	Purchase orders are approved in accordance with district policy, SOP, purchasing manual and statutory requirements, bills list are approved monthly by the Board of Education as per indicator 1
<b>Total</b>				
Total	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
<b>Fiscal Management Total</b>	<b>26</b>	<b>100</b>	<b>0</b>	

This worksheet contains 6 tables spanning columns A through E. The header rows are: 5, 8, 12, 18, 22, and 32.

## Governance

### Flemington-Raritan Regional School District 19-1510

#### Indicator 1

Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0
1. At least annually, and more frequently if required by changes in case law, regulation, or statute, the district board of education or the advisory board, reviews, updates, and adopts, by resolution, policies, procedures, and by-laws reflective of current statutory and regulatory authority. (N.J.S.A. 18A:11)	8	1	0

#### Indicator 2

2. The district board of education:	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0
a. Establishes a policy and a contract with the CSA to annually evaluate him or her based on the adoption of goals and performance measurements that reflect the highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation. N.J.S.A. 18A:17-20.3.	7	1	0
b. Completes the CSA evaluation by July 1 in accordance with N.J.A.C. 6A:10-8.1(g).	6	1	0

## Indicators 3 through 5

Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0
<p>3. All new, renegotiated, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators are submitted to the executive county superintendent (ECS) for review and approval. The district board of education takes no formal action to approve or implement such contracts prior to ECS review and approval. (N.J.S.A. 18A:7-8 and N.J.A.C. 6A:23A-3.1)</p>	6	1	0
<p>4. The district board of education approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees, only by a roll call majority vote of the district board of education's full membership upon the CSA's recommendation. (N.J.S.A. 18A:27-4.1 and N.J.A.C. 6A:32-4.1 and 4.7)</p>	6	1	0
<p>5. The district board of education-approved corrective action plans are submitted for any finding or recommendation for all compliance-related reports, consolidated monitoring reports, financial audits, special education reports, etc. The school district has no outstanding monitoring or complaint investigation findings that exceed the required timelines for correction. There is no evidence of the school district not implementing the plan.</p>	7	1	0

## Indicator 6

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

	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>
a. Adoption and implementation of written policies and procedures for the budget and financial planning process that are integrated and aligned with school district priorities and planning objectives based on Statewide assessments and applicable strategic plans.	8	1	0
b. Annually align fiscal goals and budget objectives with curricula that comply with the NJSLS.	8	1	0
<b>Indicators 7 through 14</b>			
<b>Indicator</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>
7. The district board of education follows the budget process by: a. Conducting a public hearing on the proposed budget; b. Adopting the budget at a public meeting; c. Providing ongoing information on the budget's status and any revision(s) or emergent conditions; and 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)	8	1	0
8. The district board of education ensures compliance with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, which shall include but not be limited to grant programs under the Elementary and Secondary Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act.	6	1	0

<p>9. The district board of education has established programs and services for all English language learners (ELLs), pursuant to N.J.A.C. 6A:15.</p>	<p>7</p>	<p><b>1</b></p>	<p><b>0</b></p>
<p>10. The district board of education implements the Open Public Meetings Act and there have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.S.A. 10:4-6 et seq.)</p>	<p>3</p>	<p><b>1</b></p>	<p><b>0</b></p>

<p>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))</p>	<p>6</p>	<p>1</p>	<p>0</p>
<p>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)</p>	<p>6</p>	<p>1</p>	<p>0</p>
<p>13. District board of education members and school administrators annually file a timely and properly completed financial and personal/relative disclosure statement. The district board of education annually discusses the School Ethics Act and no district board of education member or administrator has been found in violation of the School Ethics Act. (N.J.S.A. 18A:12-22 and 26)</p>	<p>5</p>	<p>1</p>	<p>0</p>
<p>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))</p>	<p>3</p>	<p>1</p>	<p>0</p>
<p><b>Total</b></p>			
<p><b>Total</b></p>	<p><b>Point Value</b></p>	<p><b>District Score Yes or N/A = 1 No = 0</b></p>	<p><b>County Score Yes or N/A = 1 No = 0</b></p>
<p><b>Governance Total</b></p>	<p><b>100</b></p>	<p><b>100</b></p>	<p><b>0</b></p>

end of worksheet

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<b>Comments</b>
<a href="#"><u>KM - Evidence collected.</u></a> <u>Policy Manual, BOE Agendas &amp; Minutes,</u> <u>Policy Review &amp; Adoption Resolution</u>
<b>Comments</b>
<a href="#"><u>KM - Evidence collected</u></a> CSA Evaluation, CSA Evaluation Policy, BOE Required Training
<a href="#"><u>KM - Evidence collected.</u></a> BOE Minutes/Resolution CSA Evaluation Signed CSA Evaluation

<b>Comments</b>
<a href="#"><u>KM - Evidence collected.</u></a> <u>County Exec. Superintendent's approval letters for CSA, Assistant Superintendent and Interim Business Administrator's Employment Contracts dated prior to formal Board action. Board Minutes approving CSA, Assistant Superintendent and Interim</u>
<a href="#"><u>KM - Evidence collected.</u></a> BOE agendas/minutes from 2022 and 2023 BOE agenda, minutes and appendices approving renewals for 2022-2023
KM & DH SEMI action plan and complaint investigation and TD needs to upload items that show we corrected items
o provide for a thorough and efficient

**Comments**

[KM - Evidence collected](#) Policies/Regulations 6220, 6810, 2620, 2622BOE/District/S

[KM - Evidence collected](#) Public Hearing Presentation of Final BudgetPolicy/Reg 6810Mid Year Budget Review, Efficiency StandardsMid Year Review Buc

**Comments**

[KM - Evidence collected](#) Public Notice/Public HearingPublic Availability of Budget on WebsiteUser-Friendly BudgetTentative Budget sha

s Assessment & Principal NotesRH Needs Assessment

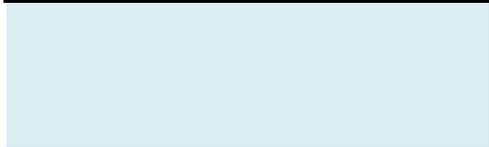
FRSD ESL Student List BS ESL Teacher Schedules CH ESL Teacher Schedules FAD ESL Teacher Schedules RH ESL Teacher Schedules RFIS ESL Teacher Schedules JPC ESL Teacher Scheduling 2022-2023 Bilingual Waiver Approval Email <del>Bilingual ESL Program Plan BOE Approval</del>
TD

TD

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nd library schedulesES School SchedulesVisual inspection



**Comments**







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This worksheet contains 5 tables spanning columns A through E. The header rows are: 6, 11, 16, 20, and 37.

# Operations

## Flemington-Raritan Regional School District 19-1510

### Indicator 1

1. The school district’s NJSMART and educator evaluation data files:

Indicator 1	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
a. Have been certified by established deadlines and provide complete data; and	2	1	0	NJ Smart SID Management Snapshot NJ Smart Special Ed Submission Snapshot NJ Smart SID Management Snapshot
b. Have an error rate of less than 1.5 percent for each file –inclusive of student sync errors.	3	1	0	NJ Smart QSAC Summary Snapshot

### Indicator 2

2. The school district’s County District School (CDS) Information System data:

Indicator 2	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
a. Have been submitted by established deadlines and no evidence of changes not approved by the Department was reported since the last NJQSAC monitoring: and	1	1	0	CDS Report Submission Snapshot
b. Have accurately maintained the required school contacts throughout the year and the school district has submitted to the Department for approval any change requiring district board of education action within five business days of the action.	3	1	0	CDS Report District Contacts Updated

### Indicator 3

3. The school district has a data management process that includes:

Indicator 3	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
a. Identification of a school district data coordinator, school district contacts for all Department data submission applications, and an internal communication/information dissemination procedure;	2	1	0	Student Data Manager Job Description

b. Submission of data collection applications via the Department’s website by the established deadlines.	3	1	0	NJ Smart Course Staff Submission Snapshot NJ Smart Course Student Submission Snapshot NJ Smart Student Safety Data System Snapshot
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**Indicators 4 through 18**

Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
4. The school district has policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies.	3	1	0	District Regulation 2622- Student Assessment Wilson Just Words Rubric G&T Stretch Rubric G&T Math Rubric Student Support ELA Rubrics Student Support Math Rubrics Winter Student Support Rubrics Bilingual ESL Entry Checklist Bilingual ESL Exit Checklist
5. The district board of education adopts and annually distributes to staff, parents, and students, policies and procedures to address the equitable application of a code of student conduct that establishes expectations for academic achievement, behavior, and attendance. The policy provides comprehensive tiered behavioral supports and responses to violations that include positive disciplinary practices that minimize exclusionary practices, such as suspension and expulsion; and details students’ due process rights. (N.J.A.C. 6A:16-7.1)	5	1	0	Policy 5600 - Student Discipline & Code of Conduct Need the code of conduct for the 2022-23 school year Need Parent acknowledgement of code of conduct for the 2022-2023 school year, if available Student Code of Conduct Parent Acknowledgement of Code of Conduct
6. Twice per year, the CSA presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation and bullying (HIB) incidents submitted on the Department’s incident reporting system. The CSA or designee submits the final data verification to the Department by July 15. (N.J.A.C. 6A:16-5.3)	5	1	0	Policy 8461 - Reporting of VVSA and HIB SSDS 2021-2022 Semester 2 - Jan July 2022 SSDS 2022-2023 Semester 1 - Sept-Dec 2023
7. The school district implements a process to ensure the school safety/school climate team in each school, with support from the CSA: (1) reviews and takes action to strengthen school climate policies; (2) educates the community, including students, teachers, staff, and parents, to prevent HIB; (3) provides professional development opportunities that address effective practices of successful school climate programs or approaches; and (4) completes the HIB self-assessment. The CSA submits to the Department the statement of assurance and the district board of education approval date for the HIB self-assessment for each school in the school district by September 30. (N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7)	7	1	0	<a href="#">Evidence Linked</a> <a href="#">HIB Self Assessment and Report Presentations</a> <a href="#">School Climate Team Meetings</a>
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)	6	1	0	<a href="#">MOA</a> <a href="#">Evidence linked.</a>

<p>9. The comprehensive alcohol, tobacco, and other drug abuse program includes policies and procedures for the prevention, assessment, intervention, referral for evaluation, referral for treatment, discipline for students using alcohol or other drugs, and continuity of care and supports. (N.J.S.A. 18A:40A and N.J.A.C. 6A:16-3 and 4)</p>	<p>6</p>	<p>1</p>	<p>0</p>	<p><a href="#">Policy and Regulations - Substance Abuse Evidence Linked</a></p>
<p>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)</p>	<p>6</p>	<p>1</p>	<p>0</p>	<p><a href="#">TD - Bus Evacuation reports are approved by the BOE in May annually</a></p>
<p>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)</p>	<p>6</p>	<p>1</p>	<p>0</p>	<p><a href="#">MOU for Class III Officers for Flemington and Raritan</a> <a href="#">Policy and Regulations - Reporting Potentially Missing and Abused Children Evidence Linked</a></p>
<p>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))</p>	<p>4</p>	<p>1</p>	<p>0</p>	<p>KM &amp; DH A-45 inclusive of elementary and middle school immunization records (requirements differ)</p>
<p>13. At least one certified school nurse is employed by the school district (not through a third-party contract). For medically fragile students who require one-to-one clinical nursing services, the school district uses a provider of clinical nursing services who appears on the New Jersey Department of Human Services' directory of private-duty nursing. The district board of education annually adopts a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. (N.J.A.C. 6A:16-2.1(b) and 2.5(j)6)</p>	<p>8</p>	<p>1</p>	<p>0</p>	<p>KM &amp; DH Evidence: certification for 1 District nurse, Board approval for contracted nursing services (private nurses), Board resolution for School Nursing Services Plan , Nursing Services Plan</p>
<p>14. Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services from a certified instructor who has completed the Department's criminal history record check within five days of a student's removal for disciplinary reasons or within five days after receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). (N.J.S.A. 18A:6-4.13 and 7.1 and N.J.A.C. 6A:16-7.2, 7.3, and 10.1)</p>	<p>6</p>	<p>1</p>	<p>0</p>	<p>KM &amp; DH Board approved home instructors and institutions, certifications of home instructors, 5 student records/home instruction, physician notification, in-district lesson planning and home instruction log of service with parent initials</p>

<p>15. Safety and security plans, procedures, and mechanisms are annually reviewed and revised in consultation with law enforcement, health, social service, and emergency management agencies and other community members, including parents. The CSA has verified in writing that the process has occurred. (N.J.A.C. 6A:16-5.1)</p>	6	1	0	<p><a href="#">Monthly safety and security agendas with Class III Officers and District Safety Specialist and Superintendent letters to parents regarding safety procedures. OEM confirmation letters, MOU with law enforcement. Evidence Linked.</a></p>
<p>16. A security drill statement of assurance that accurately represents the monthly security drills were conducted is submitted no later June 30 each year to the Department. (N.J.S.A. 18A:41)</p>	4	1	0	<p><a href="#">SOA of School Drills Evidence Linked</a></p>
<p>17. The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-1.4)</p>	6	1	0	<p><a href="#">Evidence Linked Comprehensive Equity Plan extended through 2023 CEP Statement of Assurance</a></p>
<p>18. The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. (N.J.A.C. 6A:16-7.6)</p>	8	1	0	<p><a href="#">Policies and Regulations Evidence Linked</a></p>
<b>Total</b>				
Total	<b>Point Value</b>	<b>Yes or N/A = 1 No = 0</b>	<b>Yes or N/A = 1 No = 0</b>	<b>Comments</b>
<b>Operations Total</b>	100	100	0	

This worksheet contains the sample declaration page. There is one table spanning columns A through C with row 5 as the header row. The affirmation signatures would go in cells B16 and B17.

## Hennington-Raman Regional School District 19-1510

Type or print the name of the individuals in the district who were members of the NJQSAC Committee and who assisted in the completion of this District Performance Review. (Use additional page if needed.)

Position	Name	Pers	I&P	Fisc	Gov	Oper	Signature
Chief School Administrator	Dr. Kari McGann						
Board of Education	Michelle Hurley						
Teacher	Hanan Attiyah						
Assistant Superintendent	Daniel Bland						
Principal	Jessica Braynor						
Special Services	Rebecca Burns						
Principal	Robert Castellano						
Curriculum Supervisor	Michelle Cook						
School Business Administrator	Tanya Dawson						
Principal	Anthony DeMarco						
Personnel Representative	Coleen Devlin						

Special Services	Dr. Danielle Hamblin						
Business Representative	Stephanie Haver						
Principal	Jesse Lockett						
Technology Supervisor	Ralph Losanno						
FREA President	Aileen Marsh						
Principal	Mark Masessa						
Facilities	Ryan Mooney						
Principal	Amy Switkes						
Curriculum Supervisor	Kristen Wolff						
<b>By signing below, the Chief School Administrator and Board President are affirming the accuracy of this document.</b>							
<b>Chief School Administrator</b>							
<b>Board of Education President</b>							
<b>Board Resolution Date:</b>							

end of worksheet