

NJ Single Accountability Continuum (NJQSAC)

District Performance Review - School Year 2020-21

District Information and Score Summary

District Name and CDS #	Bayonne
County Name	Hudson
District Superintendent Name	John J. Niesz
District Mailing Address	669 Avenue A, Bayonne NJ 07002
Superintendent Email Address	jniesz@bboed.org

DPR Area	District Score	County Score
Instruction and Program	84%	0%
Fiscal Management	100%	0%
Governance	100%	0%
Operations	100%	0%
Personnel	100%	0%

Instruction and Program		Bayonne			
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	10	0.0	0.0	
	K - 12	7.5	4.0	0.0	
	9 - 12	15	0.0	0.0	
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	10	0.0	0.0	
	K - 12	7.5	2.8	0.0	
	9 - 12	15	0.0	0.0	
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	10	0.0	0.0	
	K - 12	5	3.1	0.0	
	9 - 12	0	0.0	0.0	
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	10	0.0	0.0	
	K - 12	7.5	6.5	0.0	
	9 - 12	0	0.0	0.0	

5. The school district's mathematics 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	10	0.0	0.0	
	K - 12	7.5	5.7	0.0	
	9 - 12	0	0.0	0.0	
6. The school district's graduation rate (average of four-year and five-year adjusted cohort graduation rates). • 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)	K - 8	0	0.0	0.0	
	K - 12	15	12.8	0.0	
	9 - 12	20	0.0	0.0	
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)	K - 8	10	0.0	0.0	
	K - 12	10	8.6	0.0	
	9 - 12	10	0.0	0.0	
Summary of Achievement Score Indicators	K - 8	60	0.0	0.0	
	K - 12	60.0	43.5	0.0	
	9 - 12	60	0.0	0.0	

Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
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)	6	1	0	The chief school administrator reports participation and performance results of annual Statewide assessment to the Bayonne Board of Education School District within the 60 day time frame. The Bayonne Board of Education School District ensures that proficiency and growth measures are used to identify subgroups in need of the most support. The Bayonne Board of Education school community discusses assessment results and performance reports to help identify the needs and priorities of the district students. The Bayonne Board of Education presents the data in relation to the program's identified goals and objectives. The Bayonne Board of Educations uses qualitative and quantitative methods to present a well-balanced picture of the assessment goals and driving questions. The Bayonne Board of Education varies the analysis and reporting procedures according to identified audiences. The Bayonne Board of Education developed recommendations based on the analysis of data and using identified goals as a framework within which to accomplish suggested changes.
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>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>	4	1	0	<p>ELA curriculum is aligned with the New Jersey Student Learning Standards (NJSLS) adopted in 2016. Members of the curriculum writing team revise and update curriculum documents yearly. Updates for the 2020-2021 school year includes Social and Emotional Learning Competencies and the State's mandate for LGBTQ and persons with disabilities in Grades 6-12.</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>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>	4	1	0	<p>ELA curriculum is aligned with the New Jersey Student Learning Standards (NJSLS) adopted in 2016. Members of the curriculum writing team revise and update curriculum documents yearly. Updates for the 2020-2021 school year includes Social and Emotional Learning Competencies and the State's mandate for LGBTQ and persons with disabilities in Grades 6-12.</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>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>	4	1	0	<p>The Science Department curriculum writing team meets to review and revise curriculum documents to ensure alignment to the New Jersey Student Learning Standards for Science. Curriculum has been updated to include Social and Emotional Learning, LGBTQ+/persons with disabilities, and climate change for the 2020-2021 school year. Updated curriculum documents include a pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, career education, and modifications/accommodations for special education students, English Language Learners, students at risk of school failure, students with 504 plans, and gifted and talented students. Core instructional materials are included. Additionally, the curriculum writing teams discuss and update formative, summative, benchmark, and alternative assessments.</p>
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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>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;</p> <p>i. Career education.</p> <p>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</p> <p>k. Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.</p> <p style="text-align: center;">*</p> <p><i>Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.</i></p>	4	1	0	<p>Members of the Social Studies Curriculum Team meet regularly to review and revise the Social Studies curriculum to ensure its alignment with New Jersey Department of Education Student Learning Standards while also ensuring our curriculum meets and/or exceeds grade level expectations and graduation requirements. Over the past year, the Social Studies curriculum teams revised documents to ensure the infusion of the State's LGBTQ+ mandate in Grade 6-12 as well as Social and Emotional Learning standards. Additionally, the Social Studies curriculum of the Bayonne Board of Education includes:</p> <p>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>Assessments, including formative, summative, benchmark, and alternative assessments;</p> <p>Lists of core instructional and supplemental materials, including various levels of texts at each grade level</p> <p>Pacing guide</p> <p>Interdisciplinary connections</p> <p>Integration of 21st century skills through NJSLS 9</p> <p>Integration of technology through the NJSLS</p> <p>Career education</p> <p>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</p> <p>And 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. Currently, the Department is updating the curriculum to ensure alignment with the newly revised NJSLS for Social Studies</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>				

<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 NJSL 9;</p> <p>h. Integration of technology through the NJSL; and</p> <p>i. Career education.</p>	4	1	0	<p>members of the World Language Curriculum Team meet regularly to review and revise the World Language curriculum to ensure its alignment with the New Jersey Department of Education Student Learning Standards while also ensuring our curriculum meets and/or exceeds grade-level expectations and graduation requirements. Over the past year, the World Language curriculum teams revised documents to ensure the infusion of the State's LGBTQ+ mandate in Grade 6-12 as well as Social and Emotional Learning Standards. Additionally, the World Language curriculum of the Bayonne Board of Education includes 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. Assessments include formative, summative, benchmark, and alternative assessments; Lists of core instructional and supplemental materials, including various levels of texts at each grade level, Pacing guide, Interdisciplinary connections, Integration of 21st-century skills through NJSL 9, Integration of technology through the NJSL, Career education, Amistad Commission mandates, Holocaust Commission mandates. Currently, the Department is updating the curriculum to ensure alignment with the newly revised</p>
<p>14. Comprehensive health and physical education curricula and instruction are aligned to the NJSL in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p>				

<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>	4	1	0	<p>The Comprehensive Health & Physical Education Curriculum will be submitted & aligned with the New Jersey Student Learning Standards (NJSLS) adopted this year. Our curriculum teams have utilized the new road map which will include Pacing Guides, Unit Titles, Disciplinary Concepts, PBest Practices, Social & Emotional Learning, Assessments Differentiated Content and applicable New Jersey Statutes/Administrative Codes.</p>
<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> <p>h. Integration of technology through the NJSLS; and</p> <p>i. Career education.</p>	4	1	0	<p>FPA curriculum is aligned with the New Jersey Student Learning Standards (NJSLS) adopted in 2020. Members of the curriculum writing team revise and update curriculum documents yearly. Updates for the 2020-2021 school year includes Social and Emotional Learning Competencies and the State's mandate for LGBTQ and persons with disabilities in Grades 6-12.</p>
<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> <p>d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).</p>	6	1	0	<p>Professional development was provided in January and February of 2020 (4 full day sessions) To I&RS committee members Guidance counselors, CST members and select special services teachers who serve on I&RS committees. Workshop topics included tier 1 and tier 2 academic and behavioral strategies.</p> <p>Standards Based Report Cards for grades K-2 used as universal screener; professional development was provided in June 2020 for Grade 1 teachers and will be provided on February 8, 2021 for grade 2 teachers.</p> <p>iReady diagnostic assessment K-2</p> <p>IXL online program to differentiate instruction for student in grades K-12</p> <p>RAZ Plus to differentiate reading instruction for grades K-5</p> <p>DRA in grades K-3 to provide reading levels and different literacy instruction for students</p> <p>Regular reviews of I&RS plans and interventions are conducted at the building levels. Teams review plans for effectiveness and make modifications as needed. A monthly audit of all schools I&RS meetings is conducted by Central Office.</p> <p>A district wide intervention guide was created for the 2019-2020 school year entitled "Roadmap to Success for Struggling Learners: A Guide to Intervention and Referral Services (I&RS) through Multiple Tiered System of Supports (M.T.S.S.). In addition, an MTSS district Action Plan was developed</p>
Achievement Score Total	60	44	0	
Curriculum and Policy Total	40	40	0	
Instruction and Program Total	100	84	0	

Fiscal Management		Bayonne		
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	A system of monthly procedures are performed in order to complete an accurate reconciled monthly Board Secretary's report, and the report is accepted monthly at the Board meeting following the month covered by the report, unless the Board meeting falls too early in the month. The Board Secretary Report is generated from our Systems 3000 software, which is compliant with all current laws and regulations.
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	We have updated our district's standard operating manual as of 2017 and attempt to follow all business office functions as documented. We utilize our Systems 3000 software and run the Monthly Transfer Reports on a monthly basis, seeking County approval when transfers need approval per the Accountability Regulations. Finally, the district has implemented an internal inventory and fixed asset procedure which helps to ensure that assets are properly safeguarded.
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	The district's CAFR, and all related filings, have been done within the prescribed due dates.

4. The school district:				
a. Implements a corrective action plan (CAP) that addresses all audit recommendations and is acceptable to the Department (as required);	4	1	0	The district has filed its Corrective Action Plan, as well as the Certification of Implementation of CAP within the prescribed due dates.
b. Reports no repeat audit findings of a substantive nature in the CAFR or AMR.	4	1	0	The district has no anticipated repeat findings.
c. Reports no material weaknesses or significant deficiencies in the CAFR or AMR.	4	1	0	The district had no material weaknesses.
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	The district had no deficit balances or overexpenditures in any of its funds, according to its CAFR.
5. Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:				
a. Submits initial applications, revisions, and final reports for all entitlement and discretionary grants by published due dates and expends Federal funds consistent with the approved indirect cost rate and grant application.	2	1	0	The district complies with demonstration of comparability, maintenance of effort and other federal grant fiscal requirements.
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	The district makes every effort to stay within its prescribed grant budget. In those instances where amendments and budget modifications are needed, the proper protocol for the grant is followed.
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	The district allocates the non-public portion in accordance with the methods prescribed by each grant. The district has several onsite meetings annually with the Non-Public School Administrators.

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	Grant staff, as well as any stipends, are approved through resolution. Part-time costs are supported by time and activity reports.
6. Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:				
a. Maintains separate accounting by project.	4	1	0	The district has separate appropriations for each school/project funded under the overall ROD or SDA grant.
b. Monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.	4	1	0	The district monitors the detailed capital accounts as needed, including the contracts awarded to vendors to address the projects, to stay within project appropriations as well as the contract limits.
c. Spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	4	1	0	The district is bound to very scrutinous review by the SDA, and follows strict adherence to spend within authorized amounts, and follow directives of the SDA, which include determination, project-by-project, on the local share 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	While few projects remain, these are required to be kept open until R.O.D./S.D.A. approves final closeout, at which time the district follows the accounting procedure to do a final closeout.
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	If needed, the district will follow the procedures as outlined in 6A:26-3.14 regarding emergent projects, for those emergency purchases and contracts as referred to in N.J.A.C. 18A:18A-7.8; N.J.A.C. 5:24.6.1
8. County office approval has been granted for emergent projects, pursuant to N.J.A.C. 6A:26-3.14.	2	1	0	
9. Annual health and safety reviews:				

a. Have been conducted once per year in each building using the Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings. (N.J.A.C. 6A:26-6.1, 6.2, 6.3, and 12 and 6A:19-6)	5	1	0	Checklists are available in the School Business Administrator's office.
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	Yes. Met the 100% compliance.
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	Yes. Met the 80% compliance.
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	A budget calendar with all deadlines is shared with the board of education along with all appropriate stakeholders.
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	All staff with this title hold the appropriate certificate
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	All transfers are made within the guidelines and board approved.
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	Quarterly cash flow statements are analyzed to ensure the district can make all payments.
14. Reimbursement requests for Federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	4	1	0	Grant Reimbursements are done monthly whenever possible.

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	The district goes above and beyond to prevent any and all confirming orders. All purchase orders are reviewed by the purchasing agent along with other members of central office prior to being approved.
Fiscal Management Total	100	100	0	

Governance		Bayonne		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
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	At it's Reorganization Meeting, the Board has an annual review and adoption of all bylaws, regulations, and policies. It's reflected by Board resolution and minutes. During the course of the year, working with Strauss Esmay Associates, LLP, if required by law, regulation, or statute, the Board will adopt/revise policies, regulations and/or bylaws. Also by Board resolution and reflected in the minutes. All bylaws, regulations, and policies are posted to the District Website
2. The district board of education:				
a. Establishes a policy and a contract with the CSA to annually evaluate him or her based on the adoption of goals and performance measurements that reflect the highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation. N.J.S.A. 18A:17-20.3.	7	1	0	The Board's contract with the Superintendent (CSA) is reviewed for all the necessary provisions by the ECS. Policies relating to the Superintendent position responsibilities and evaluation are found within the 1200 series of the District's policies.
b. Completes the CSA evaluation by July 1 in accordance with N.J.A.C. 6A:10-8.1(g).	6	1	0	The Board completes annually with the assistance from NJSBA. Reflected in the CSA evaluation.
3. All new, renegotiated, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators are submitted to the executive county superintendent (ECS) for review and approval. The district board of education takes no formal action to approve or implement such contracts prior to ECS review and approval. (N.J.S.A. 18A:7-8 and N.J.A.C. 6A:23A-3.1)	6	1	0	The Board reviews annually with the assistance from the ECS. Then adoption by Board resolution and reflected in minutes.

4. The district board of education approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees, only by a roll call majority vote of the district board of education's full membership upon the CSA's recommendation. (N.J.S.A. 18A:27-4.1 and N.J.A.C. 6A:32-4.1 and 4.7)	6	1	0	By Board resolution and reflected in the minutes.
5. The district board of education-approved corrective action plans are submitted for any finding or recommendation for all compliance-related reports, consolidated monitoring reports, financial audits, special education reports, etc. The school district has no outstanding monitoring or complaint investigation findings that exceed the required timelines for correction. There is no evidence of the school district not implementing the plan.	7	1	0	In accordance with government auditing standards, Hodulik and Morrison, P.A. reviewed all prior year (ending June 30,2018) recommendations including findings. Corrective action had been taken on all prior year findings. The Board of Education received the CAFR and Auditor's Report on the financial findings, compliance and performance for the school year ending June 30,2019. As part of the report two recommendations were noted. Corrective Action Plans were immediately implemented. By Board resolution and reflected in the minutes.
6. The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education as demonstrated by: (N.J.S.A. 18A:7F-6 and 46 and N.J.A.C. 6A:23A-8.1)				
a. Adoption and implementation of written policies and procedures for the budget and financial planning process that are integrated and aligned with school district priorities and planning objectives based on Statewide assessments and applicable strategic plans.	8	1	0	Board Policy and Regulation 6220. Board Policy 6810
b. Annually align fiscal goals and budget objectives with curricula that comply with the NJSLS.	8	1	0	The District aligns fiscal goals with curriculum through budget meetings, as per Board Policy and Regulation 6220

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	Proper public meeting notices, public hearing and availability of proposed budget are all accomplished. The proposed budget is advertised and posted to the District website. Adopted by Board resolution and reflexed in the minutes.
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	The District complies with all stakeholders engagement requirements
9. The district board of education has established programs and services for all English language learners (ELLs), pursuant to N.J.A.C. 6A:15.	7	1	0	In accordance with N.J.A.C. 6A:15, the Board of Education offers High Intensity ESL for grades K-12 as well as Full-Time Bilingual Arabic and Full-Time Bilingual Spanish programs for grades K-8. Enrollment, parent notification, exit, and reentry procedures are followed according to N.J.A.C. 6A:15. A waiver from N.J.A.C. 6A:15-1.4(d) to establish an alternative program at the high school level for Spanish and Arabic speaking students (High Intensity ESL) was approved by the Department of Education.
10. The district board of education implements the Open Public Meetings Act and there have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.S.A. 10:4-6 et seq.)	3	1	0	The Board follows the Open Public Meetings Act and to the best of our knowledge there have been no findings of noncompliance
11. The district board of education approves the monthly district board of education secretary's and treasurer's reports within 60 days of month's end and, in its minutes, certifies that major funds (general fund, special revenue, and capital projects fund) have not been over-expended. (N.J.A.C. 6A:23A-16.10(c))	6	1	0	By Board resolution and reflected in the minutes.

12. Minutes of all meetings, including executive sessions, reflect all district board of education actions and are publicly available within two weeks or by the next district board of education meeting. (N.J.S.A.18A:17-7)	6	1	0	By Board resolution.
13. District board of education members and school administrators annually file a timely and properly completed financial and personal/relative disclosure statement. The district board of education annually discusses the School Ethics Act and no district board of education member or administrator has been found in violation of the School Ethics Act. (N.J.S.A. 18A:12-22 and 26)	5	1	0	Filed annually and to the best of our knowledge there have been no violations
14. The district board of education ensures that all students have access to library media services that are connected to classroom studies in each school building including access to computers; school district-approved instructional software; appropriate books, including novels, anthologies, and other reference materials; and supplemental materials that motivate students to read in and out of school and to conduct research. (N.J.A.C. 6A:13-2.1(h))	3	1	0	Students in the Bayonne Board of Education have access to Library-Media Services and an integrated Library and Media Services curriculum in all 11 elementary schools and in Bayonne High School. The District's 1-to-1 Chromebook initiative compliments the more traditional traditional aspects of our Library-Media Services to provide students and teachers with access to both hardcover and electronic copies of books, including novels, anthologies, and other reference and supplemental materials. Such materials enable students to conduct research for classes as well as special projects such as the We the People and National History Day competitions while also providing the with the ability to secure materials that they can read for pleasure.
Governance Total	100	100	0	

Operations		Bayonne		
Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
1. The school district's NJSMART and educator evaluation data files:				Bayonne NJSmart are always executed before deadlines with a zero error rate and zero to less than 1% sync error rate.
a. Have been certified by established deadlines and provide complete data; and	2	1	0	
b. Have an error rate of less than 1.5 percent for each file –inclusive of student sync errors.	3	1	0	
2. The school district's County District School (CDS) Information System data:				CDS System data has been submitted in a timely fashion with any updates and changes to both personnel and schools.
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	
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	
3. The school district has a data management process that includes:				Bayonne has a District Communications Manager who handles all communications and data information for state reporting, social media, district website, and district notification system.
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	
b. Submission of data collection applications via the Department's website by the established deadlines.	3	1	0	

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	Dennis or Tech
5. The district board education adopts and annually distributes to staff, parents, and students, policies and procedures to address the equitable application of a code of student conduct that establishes expectations for academic achievement, behavior, and attendance. The policy provides comprehensive tiered behavioral supports and responses to violations that include positive disciplinary practices that minimize exclusionary practices, such as suspension and expulsion; and details students' due process rights. (N.J.A.C. 6A:16-7.1)	5	1	0	Elementary and High School Code of Conduct (Student Handbook) are filed in the office of the Assistant Superintendent of Personnel and posted on our school/board website for staff, parents and students to view.
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	HIB SSDS is reported twice per year. Period 1 in January and Period 2 in July. Resolutions with summaries presented to our Board of Education meetings of incidents are on file in the Assistant Superintendent's Office of Personnel.

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	The students, teachers, staff and parents attend trainings and programs to be educated in school climate policies and to be updated in HIB information. These trainings and programs are reported to the State twice per year. Period 1 in January and Period 2 in July. Copies of trainings and programs are on file in the Assistant Superintendent's Office of Personnel. The HIB self-assessment grades are presented to the Board by a resolution and a summary of grades for each school is attached. The CSA formally submits the ratings by certifying the Statement of Assurances in the Self-Assessment system. Copies of the resolution, grades are in the Office of the Assistant Superintendent of Personnel.
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 copy of the agreement along with the signed resolution is filed in the Office of the Assistant Superintendent of Personnel.
9. The comprehensive alcohol, tobacco, and other drug abuse program includes policies and procedures for the prevention, assessment, intervention, referral for evaluation, referral for treatment, discipline for students using alcohol or other drugs, and continuity of care and supports. (N.J.S.A. 18A:40A and N.J.A.C. 6A:16-3 and 4)	6	1	0	Policy & Regulation 5530 are on file in the Office of the Assistant Superintendent of Personnel
10. Policies and procedures are established to review and resolve transportation incidents and ensure the safety of students by meeting Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills. The CSA presents to the district board of education evidence of completion of emergency exit drills. (N.J.A.C. 6A:27-11.1, 11.2, and 12)	6	1	0	Transportation Department maintains all records of inspections, incidents and evacuation drills.

11. Policies and procedures are established to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities; to appoint a school district liaison to law enforcement authorities; and to provide training to school district employees, volunteers, and interns on policies and procedures. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-11)	6	1	0	These policies/regulations are available in the Office of the Assisant Superintendent of Personnel and district website; Policy #8462 Child Abuse and/or Neglect; #8464 Missing Children.
12. Comprehensive record of immunizations, required physical examinations and health screenings are maintained to identify the need for medical services for public and nonpublic school students. Health records are kept separately from other student records. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-2.1(a)8, 2.2, and 2.5 and 6A:32-7.4(c))	4	1	0	All student health records are maintained separately in each school's nurses office.
13. At least one certified school nurse is employed by the school district (not through a third-party contract). For medically fragile students who require one-to-one clinical nursing services, the school district uses a provider of clinical nursing services who appears on the New Jersey Department of Human Services' directory of private-duty nursing. The district board of education annually adopts a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. (N.J.A.C. 6A:16-2.1(b) and 2.5(j)6)	8	1	0	District School Nursing Plan is approved annually and is filed in the Director of Nurses Office. Policy # 5307 recently approved on 10/26/20

14. Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services from a certified instructor who has completed the Department's criminal history record check within five days of a student's removal for disciplinary reasons or within five days after receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). (N.J.S.A. 18A:6-4.13 and 7.1 and N.J.A.C. 6A:16-7.2, 7.3, and 10.1)	6	1	0	Comprehensive files are kept (6years worth) of every student who requires Home Instruction, including, but not limited to, suspensions/expulsions.
15. Safety and security plans, procedures, and mechanisms are annually reviewed and revised in consultation with law enforcement, health, social service, and emergency management agencies and other community members, including parents. The CSA has verified in writing that the process has occurred. (N.J.A.C. 6A:16-5.1)	6	1	0	A meeting with the Safety and Security Team is held each year . A meeting was held on October 9, 2019 and this years meeting was held on October 22nd. The School Safety and Security Plan and a copy of the resolution along with the Annual Statement of Assurance is on file in the Office of the Assistant Superintendent of Personnel and Board approved
16. A security drill statement of assurance that accurately represents the monthly security drills were conducted is submitted no later June 30 each year to the Department. (N.J.S.A. 18A:41)	4	1	0	Board approved each year and is on file in the Office of the Assistant Superintendent of Personnel.
17. The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-1.4)	6	1	0	A copy of the Comprehensive Equity Plan is on file in the Office of the Assistant Superintendent of Personnel.
18. The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. (N.J.A.C. 6A:16-7.6)	8	1	0	The policies and regulations are on file in the Office of the Assistant Superintendent and on our District website. Policy # 5200 Attendance, Policy # 5230 Late Arrival & Early Dismissal, Policy # 5240 Tardiness

Operations Total	100	100	0	
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Personnel		Bayonne			
Indicator		Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
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:					
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	8	1	0	Copies of all evaluations and summative scores are on file in the principal/directors office.
	95 to 99 percent of audited files meets indicators	4	0	0	
	Less than 95 percent of audited files meets indicators	0	0	0	
b. School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) (N.J.A.C. 6A:10-2.4, 5.1, 5.2, 5.3, and 5.4);	100 percent of audited files meets indicators	6	1	0	Copies of all evaluations are on file in the Superintendents Office.
	95 to 99 percent of audited files meets indicators	3	0	0	
	Less than 95 percent of audited files meets indicators	0	0	0	
c. Evaluations of other certificated staff according to regulations (N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2);	100 percent of audited files meets indicators	4	1	0	Copies of all evaluations and summative scores are on file in the principal/directors office.
	95 to 99 percent of audited files meets indicators	2	0	0	
	Less than 95 percent of audited files meets indicators	0	0	0	
d. Evaluation processes for all certificated staff have occurred, including evaluation training and evaluation conferences. (N.J.A.C. 6A:10-2.2)		4	1	0	On file with Principal Becker.

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	4	1	0	Copies can be found in the Office of the Assistant Superintendent of Curriculum
f. Other evaluation structures and processes, including tenure charge proceedings conducted according to the TEACHNJ Act (N.J.S.A. 18A:6-11 and 17.3).	2	1	0	Copies can be found in the Office of the Assistant Superintendent of Personnel
2. The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):				
a. An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to (1) school district, school, team, and/or individual goals, and (2) results from individual performance evaluations. (N.J.A.C. 6A:9C and 6A:10-2.5);	5	1	0	Copies can be found in the office of the principal/director.
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	On file with Assistant Principal Evan Wexler for elementary. High School schedules are on RealTime.

<p>c. The school district-level PDP:</p> <ul style="list-style-type: none"> • 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 school-level PDPs. (N.J.A.C. 6A:9C-4.2) 	5	1	0	Dennis Degnan ~ On File and on District website
<p>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.</p>	5	1	0	Dennis Degnan ~ On file
<p>e. The district mentoring plan: (N.J.A.C. 6A:9C-5)</p> <ul style="list-style-type: none"> • 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	In the Office of the Assistant Superintendent of Personnel and is approved annually by the Board.
<p>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)</p>	2	1	0	All staff are required to complete Safe Schools training which includes all mandatory training topics.
3. The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:				

a. Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for his or her endorsement and the school district has applied to the Department's certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment; (N.J.A.C. 6A:9B)	3	1	0	All administrators have been registered in the appropriate residency program; all provisional teaching staff have been registered in the provisional program and hold provisional certificates.
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	All provisional teaching staff are assigned a mentor and submit a mentoring log documenting required hours at the end of the mentoring
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	Filed in the Office of the Assistant Superintendent of Personnel
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	Instructions for applying for standard certificate are given to provisional teachers who have completed the mentoring process and are eligible for a standard certificate. Evaluation scores are entered in PLMRS annually.
4. The district board of education has ensured the following staffing practices are followed:				
a. New employees have a successful criminal history record check prior to employment and are not disqualified for employment; (N.J.S.A. 18A:6-7.1 and 18A:39-19.1)	2	1	0	All new employees must complete a criminal history record check and are maintained in their personnel file in the Office of the Superintendent of Schools.

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	All employees receive a physical examination and resulting medical records are maintained in the Employee Health Office.
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	All job descriptions are on file in the Office of the Assistant Superintendent of Personnel.
d. Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education's staff attendance policies.	5	1	0	Attendance Records are maintained in Genesis and ESS. Records can be printed upon request.
e. The length of service for substitute teachers is tracked and placement of substitutes is appropriate. (N.J.A.C. 6A:9B-7)	2	1	0	Substitutes are assigned/tracked using ESS.
5. The position control roster: (N.J.A.C. 6A:23A-6.8)				
a. Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position's full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available, the date the person currently filling that position was approved by the district board of education);	6	1	0	A position control roster is maintained in Genesis. Information can be requested to School Business Administrator
b. Is accurate and up to date; and	5	1	0	School Business Administrator

c. Reconciles with the budget.	4	1	0	School Business Administrator
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).	5	1	0	Meg Sarria, Executive Assistant to Superintendent of Personnel Kopacz logs all the observations; as well as, annual summary conference forms. Hard copies of observations are securely stored by evaluation year. Additionally, feedback can be acquired through our Realtime Student Information System.
Personnel Total	100	100	0	

DECLARATION PAGE		Bayonne
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	SIGNATURE
Chief School Administrator	John J. Niesz	
District Administrative Staff	Catherine Quinn, Ed.D.	
Teacher	Eleni Verardi	
School Business Administrator	Daniel Castles	
Curriculum and Instruction Representative	Dennis C. Degnan, Ed.D.	
Local Collective Bargaining Representative	Gene Woods	
District Board of Education Member	Maria Valado	
By signing below, the Chief School Administrator and Board President are affirming the accuracy of this document.		
Chief School Administrator	John J. Niesz	
Board of Education President	Maria Valado	
Board Resolution Date: December 10, 2020		