



MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS

ACHIEVING EXCELLENCE SYSTEM WIDE

A Self-Study for Accreditation by the Middle States Association Commissions on Elementary and Secondary Schools

**SOUTH BERGEN JOINTURE COMMISSION
HASBROUCK HEIGHTS, NJ**

SPRING 2022

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DESCRIPTION OF THE SCHOOL

Official Name of the System	South Bergen Jointure Commission				
Address of the System (street address, city, state, zip code)	500 Route 17 S. Hasbrouck Heights, NJ 07604				
Telephone Number of the System	201-393-0475				
Fax Number of System	201-288-2825				
Name and Title of Head of the System	Dr. Michael Kuchar, Superintendent of Schools				
E-mail Address of Head of the System	mkuchar@njsbjc.org				
Website Address for the System	www.njsbjc.org				
Type of Organization (check all that apply)	<input checked="" type="checkbox"/>	Public			
	<input type="checkbox"/>	Independent			
	<input type="checkbox"/>	Not for Profit			
	<input type="checkbox"/>	Proprietary			
	<input type="checkbox"/>	Religious			
	<input checked="" type="checkbox"/>	Academic			
	<input type="checkbox"/>	Career and Technical			
	<input type="checkbox"/>	Secondary Students			
	<input type="checkbox"/>	Postsecondary Students			
Year System Began Operating	1993				
Date Charter/License to Operate Granted	N/A				
Year of First Graduating Class of the System	N/A				
State/Agency/Country Granting License to Operate	New Jersey Department of Education				
Diplomas/Certificates System is Licensed to Grant	N/A				
Calendar System	Quarter	Semester	Trimester	12-Month	Other (Describe):
	<input checked="" type="checkbox"/>				Some students qualify for ESY
Currently Accredited by	Name of Agency			Accredited Until	
	N/A			N/A	

ORGANIZING FOR SELF-STUDY

A. Internal Coordinators

System Internal Coordinators

The System Internal Coordinators for the self-study and accreditation process are:

Name	Role in the Institution
Ashley Vaughan	Director of Curriculum & Assessment
Shane Miller	Special Projects Coordinator

How and why were the System Internal Coordinators selected?

Mrs. Vaughan was selected to serve as a representative of the district's administration team. Mrs. Vaughan has been with the district for fifteen years, serving first as the district's Reading Specialist and then as a Supervisor. Currently, Mrs. Vaughan is the district's Director of Curriculum and Assessment and has been in this position for five years.

Mr. Miller was selected to serve as a representative of the district's faculty and staff. Mr. Miller has been with the district for eleven years, serving first as a paraprofessional, then Middle High School English teacher, STEM Coordinator and Coordinator of Special Projects. Mr. Miller joined the district's administrative team in October 2021.

How did the System Internal Coordinators fulfill their role and responsibilities?

Mrs. Vaughan and Mr. Miller have worked with our committees and subcommittees since Spring of 2019, carrying out the following responsibilities:

- Organizing the formation of the Planning Team and subcommittees.
- Coordinating all committee meeting times.
- Facilitating meetings for the development of the foundation documents and the district strategic plan.
- Communicating updates of the process to the SBJC community through districtwide staff emails, mailed parent newsletters, website, and social media posts.
- Providing strategic planning updates to be delivered during the Superintendent Report for all Board Meetings.
- Organized the Self Study document upon completion of Strategic Objectives and Standards for Accreditation Objectives by committees, including:
 - LRE Committee
 - Communication Committee
 - Professional Development Committee
 - Functional Living Skills Committees
 - Mission Committee
 - Governance and Leadership Committee
 - School Improvement Committee
 - Finance Committee
 - Facilities Committee
 - School Organization and Staff Committee
 - Health and Safety Committee
 - Educational Program Committee
 - Assessment and Evidence of Student Learning Committee
 - Student Services Committee
 - Student Life and Student Activities Committee

- Information Resources Committee

What kinds of support and assistance were provided to the System Internal Coordinators by the system to enable them to fulfill their responsibilities?

- Professional Development release time to attend the Organizing the Self-Study Training (both Ashley and Shane attended in May 2019 in Philadelphia, PA.)
- The opportunity to be a volunteer for a 3.5 day site visit in Spring 2019 (Shane).
- Access to the conference room and classroom spaces to conduct Middle States Committee meetings.
- Accomodations made by Principals to allow for faculty/staff to be released from classroom duties for committee meetings.

Component School Internal Coordinators

The Component School Internal Coordinators for the self-study and accreditation process are:

Name	Component School
Scott Rossig	Lodi Campus
Lauren Rosicki	Maywood Campus
Lorraine Rake	Early Childhood Campuses (East Rutherford Campus, Felician Campus, Carlstadt Annex & Lyndhurst Annex)
Holly Ehle	Inclusion Annexes (South Hackensack Annex & Moonachie Annex)
Chris Hughes	Related Services (Speech Therapy, Occupational Therapy, Physical Therapy, and Behavior/Counseling)

B. The Planning Teams

The System Planning Team

A second required component of the Achieving Excellence System Wide protocol requires the system to establish planning teams that reflect the system's community of stakeholders at both the system and component school levels. It is expected that the Planning Teams will be given the authority, resources, and support to:

- Develop the vision for the system by creating or reaffirming a statement of the system's Mission;
- Develop a set of Beliefs to serve as the ethical code for the system;
- Develop a profile of the graduate expressing the knowledge, skills, and qualities the system expects of its graduates (or terminal grade of the system)
- Identify the areas of student performance and organizational capacity that are the priorities for growth and improvement;
- Oversee development of the action plans to achieve the improvement objectives;
- Monitor implementation of the action plans; and
- Conduct periodic reviews of the progress being made towards achieving the improvement objectives.

The members of the System Planning Team are:

Name	Role in the System
Jill Hagen	Teacher, Lodi Campus
Cheryl Kavanagh	Transition Counselor, Lodi Campus

Theresa Gallagher	Speech Therapist, East Rutherford Campus
Mary Payoczkowski	Teacher, Lodi Campus
Mark Raum	Physical Therapist
Judi White	Teacher, Lodi Campus
Antoinette Tobia	Teacher, Lodi Campus
Lynda Barton	Teacher, Moonachie Annex
Tom Barton	Paraprofessional, Lodi Campus
Chris Hughes	Director of Special Projects, Outreach, and Related Services
Reji George	Supervisor of Nursing and Paraprofessionals
Lauren Rosicki	Principal, Maywood Campus
Lorraine Rake	Principal, Early Childhood Campuses
Scott Rossig	Principal, Lodi Campus
Holly Ehle	Principal, Moonachie and South Hackensack Annexes
Michael Kuchar	Superintendent of Schools
Jamie Stevens	Director of Special Services, Lyndhurst District
Liz Forte	Parent, Head of PTO
Ashley Vaughan	Director of Curriculum and Assessment
Shane Miller	Coordinator of STEAM and Special Projects

How and why were the System Planning Team members selected?

In June 2019, internal coordinators sent out an email to all staff asking for volunteers to join Committees based on the 12 Middle States Standards. The email read:

As you know, one of the priorities of our new Superintendent, Dr. Kuchar, is to develop a strong strategic plan along with a business model for growth and sustainability of our program. The first step we'll be taking is to go through the Middle States Accreditation Process. Ashley Vaughan (Administrator Rep) and I (Faculty Rep) have been selected as the SBJC's Internal Coordinators, and our role is simply to organize and facilitate the process. Another priority of Dr. Kuchar's is to involve all stakeholders in the process. We are putting out a request for volunteers on one of the many committees we will have throughout this process. Don't worry: if you do not have time to volunteer on a committee there will be opportunities for your voice and opinions to be heard through the many activities and processes that are part of the accreditation protocols.

We received sixteen responses; these individuals became our collective planning team. Since 2019, members have retired and new volunteers have been accepted to replace them.

How did the System Planning Team members fulfill their roles and responsibilities?

Summer 2019: Developed first draft of district's foundation documents. Analyzed data of staff survey results to identify areas in need of improvement, and formed our four objectives statements.

Fall 2019: Reviewed all staff feedback of the Foundation Documents, and developed draft #2.

Winter 2019: Reviewed and approved final version of Foundation documents. Reviewed district strategic plan first draft.

Summer 2021: After an 18-month hiatus due to COVID, the team reviewed Foundation Documents with a focus on priorities that had been readjusted due to this new perspective. The Planning Team also prepared strategic objectives for sub-committee work.

Winter 2022: Team finalized all Foundation Documents and Strategic Objectives through a vote. Brainstormed ways to share the new Foundation Documents with all key stakeholders. Foundation Documents received Board approval March 2022.

How does the membership of the System Planning Team reflect the composition of the system's community of stakeholders?

We have representation of members from all groups within our organization, including: Paraprofessionals, Teachers, Related Service Providers, and Administration. Our SBJC parents were represented by Liz Forte, the head of our PTO, and our member districts were represented by Jamie Stevens, Director of Special Services at Lyndhurst Public School District.

What kinds of support and assistance were provided to the System Planning Team by the system to enable them to fulfill their responsibilities?

Attended introductory training to the Middle States Process with Dr. Cram in Summer 2019.

Team members were given release time during the school day to meet as needed, and were also provided time to meet over the summer in 2019 and 2021.

What charge was given to the System Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the system's planning for growth and improvement in student performance and organizational capacity?

The Planning Team initiated and concluded all aspects of the process. For our Foundation Documents, they developed the first drafts and then finalized the last drafts. For our Strategic Planning, they became leading members of our Objectives Subcommittees, and then approved the objectives to be put forward for Board Approval.

How does the System Planning Team function and make its decisions?

All decisions were based upon data derived from our stakeholder surveys and program evaluations. The District Planning Team has full control over the decision-making processes.

How often did the System Planning Team meet? (Provide a list of the Team's meetings and minutes for the meetings in the Team's workroom.)

Introductory Training with Dr. Cram: 8/12/19, 8/13/19, 8/14/19, 8/15/19

Development of Foundation Documents and Identification of Strategic Objectives: 9/11/19, 9/30/19

Planning Team Approval of Sub-Committee Work: 6/1/2021

Planning Team Final Approval of Foundation Documents: 12/16/2021

Planning Team Final Approval of Strategic Plans: Spring 2022

What is the System Planning Team's relationship to any other groups in the system, if any, responsible for planning for growth and improvement in student performance and organizational capacity?

All members of the SBJC Planning Team took roles in each of our four sub-committees for development of strategic plan objectives, as well as the district 12 standards based committees. Additionally, the district's administrators who serve on the Planning Team also functioned as committee leaders for the standards based committees.

Active involvement across all Middle States related committees gave the Planning Team members great perspective on the process as a whole and the connections between all of the work being done.

What is the System Planning Team's plan for rotating membership of the Team and identifying new members? What is the plan for training and orienting new members to the work of the Team?

Faculty membership to our district Planning Team will not expire but we will continuously invite new members to become part of the process annually or as needed. Annually, emails are sent out by the district Superintendent soliciting new volunteers to join the Planning Team Committee. New members will be oriented to working with the Planning Team by the district's internal coordinators in order for them to become familiar with the process and the responsibilities of the Planning Team.

How will the System Planning Team function following the Visiting Team's visit and during the implementation of the Plan for Growth and Improvement?

The team will meet three dates per year (one day mid-year review; one two-day summer retreat) to review the status of our Strategic Plans. During these meetings, representatives of each Strategic Objective sub-committee will present an overview of the progress made in achieving our objectives.

The Component Schools Planning Teams

What role was the school level team given regarding the system's planning for growth and improvement in student performance and organizational capacity?

The Component Schools Planning Team interprets the district Strategic Plan to develop building-based plans.

C. Role of the System's Leadership and Governance

It is the system's formal leaders—those in positions of authority and influence within the system and its component schools—who should serve as the primary “champions” for the self-study and accreditation process and the planning for growth and improvement.

What role has the system's governance and leadership played in the self-study process and the planning for growth and improvement in student performance and organizational capacity?

During this process, our district leadership has become a tight-knit team organized around our district vision of ensuring that a process be put into place that allows for every student to be in their least restrictive environment. Before starting our district strategic plan, our leadership team went on a two-day retreat organized by No Barriers USA that helped us focus our priorities on the district's vision. This guided the internal coordinators in how to organize the district's plan for growth. All of our principals and directors were involved in the Planning Team and the sub-committees.

The district superintendent has a strong collegial relationship with the SBJC Board of Education. The Board of Education has been provided with regular updates on the development of the strategic plan at each board meeting. All foundation documents and strategic plans were approved by our Board of Education.

How has the governance and leadership provided support for the self-study and accreditation processes?

All district- and school-level leaders were involved with this process, and their support was demonstrated in both their participation and their generosity in allowing their staff to have the time during the school day to participate. The district's central office leadership has provided the necessary resources and data to guide the committees in their development of a strategic plan. The Board of Education has provided support through continuous feedback as well as financial resources for funding all summer work.

The Component Schools Leadership

What role was the school level leadership given regarding the system's planning for growth and improvement in student performance and organizational capacity?

All of our school-level leaders were part of our district Planning Team as well as our sub-committees. Our Principals were responsible for communicating all updates of the process with our faculty and staff at their monthly staff meeting.

The school level leaders were responsible for leading their Component Schools Planning Team in interpreting the district Strategic Plan when developing building-based plans.

D. The Plan for Implementing a Planning Ethic

Describe the system's plan for institutionalizing a planning ethic.

Throughout the planning process, we have worked to ensure that we remain ethical by:

- Recognizing the importance of providing all key stakeholders with voice and choice throughout the process.
- Encouraging the participation of key stakeholders by giving all the opportunity to have an active role in the process.
- Striving to provide all stakeholders with relevant information and updates in a timely manner.
- Maintaining open communication and collaboration among stakeholders.
- Providing frequent clarification of district goals/objectives throughout the process.

Some ways this was accomplished was to establish systems which ensured that we:

- Solicited volunteers for various committees throughout the entire planning process.
- Ensured the committees remained flexible, allowing for the inclusion of additional members when interest arose.
- Established and involved collaborative groups and committee from across the district in the planning process (ie. the administrative "rope team").
- Delivered frequent communications to staff regarding the planning process and next steps.

Describe the system's plan for monitoring implementation of the action plans.

Our strategic plan clearly specifies those responsible for each action step, as well as dates for when those milestones should be achieved. Our objective subcommittees will continue to monitor the implementation of

their plans on an on-going basis to review the results and make adjustments as needed. On a larger scale, all objectives and action plans will be overseen by the Planning Team.

There is a shared understanding that our action plans outline the steps to be implemented toward continuous improvement in regards to our four objectives and that this progress must be monitored in an ongoing and strategic manner.

Describe the system's plan for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans.

Each of our four action plans include a performance objective, as well as specific strategies that will be implemented toward achievement of that objective. For each strategy, we have included an action plan table which specifically outlines the following:

- Action Step
- Specific Activities
- Person(s)/ Group(s) Responsible
- Timeline For Completion
- Resources Needed
- Indicators of Success
- Status

The details outlined in these action plan tables, most specifically the Indicators of Success, will serve as the assessment tools used to measure each performance objective. We will ensure that these Indicators of Success and the assessment measures they entail are collected and analyzed on a regular basis by holding Objective Committee meetings where this data is shared with the district Planning Team twice a year (mid-year, summer) throughout the seven years of these plans.

Describe the system's plan for celebrating the successes reached in moving toward achievement of its objectives.

The SBJC Superintendent, internal coordinators, and school-level leaders will ensure that attention is called to all achievements made throughout the accreditation process. These celebrations will be delivered via all staff email, district newsletters, or using other methods deemed appropriate. Accomplishments will be reported to the Board of Education on an ongoing basis.

The Component Schools Planning Ethic

How will the system-wide planning ethic play out at the component school level?

We will ensure continuity in the implementation of the district's planning ethic at the school level by ensuring that all objective and standard committees, as well as the administrative rope team, are aware of and work uphold the same ideals:

- Recognizing the importance of providing all key stakeholders with voice and choice throughout the process.
- Encouraging the participation of key stakeholders by giving all the opportunity to have an active role in the process.
- Striving to provide all stakeholders with relevant information and updates in a timely manner.
- Maintaining open communication and collaboration among stakeholders.
- Providing frequent clarification of district goals/objectives throughout the process.

What role will the component school play in monitoring the implementation of the action plans, in measuring the performance objectives, and celebrating the successes?

Our component schools will play a key role in monitoring the implementation of action plans and measuring performance objectives as it is the school level employees who are active members of the Objective Committees, Standard Committees and the district Planning Team. These committee members will ensure that the Indicators of Success and the assessment measures they entail are collected and analyzed on a regular basis and that this data is shared bi-annually with the district planning team.

E. A Plan for Communication and Awareness

Describe the system's plan for communicating with and keeping the community of stakeholders aware of, involved in, and supportive of the self-study process.

The district has and will continue to communicate with all key stakeholders regarding the self-study process via the following means:

- District Communications: District-wide emails sent to all staff, parents and partners with updates on the Middle States process.
- Website: The district has a designated webpage where community members can read about the Middle States process, access the Strategic Plan in its current form and submit feedback.
- Social Media: The district's social media pages are used to spread awareness and attract participation in the self-study process.
- Newsletters: SBJC Principals share information with parents regularly in campus newsletters.
- Board Meetings: Board members were updated regularly on the self-study process at monthly SBJC Board Meetings.

The Component Schools Communication and Awareness

Describe how the component schools will be involved in communicating with and keeping the community of stakeholders aware?

Our component schools will be involved in communicating with and keeping the community of stakeholders aware of the self-study process as it is school level employees who are active members of the Objective Committees, Standard Committees and the district Planning Team. At our bi-annual meetings, the district' Planning Team will assist the internal coordinators in determining how updates regarding the district's progress and successes should be shared with all stakeholders, including the Board of Education. Regular communications via the district website, email and newsletters will be encouraged in order to maintain transparency and keep staff motivated toward the achievement of our objectives.

F. A Plan for Periodic Reviews of the Plan for Growth and Improvement

Describe the system's plan for conducting periodic reviews of its Plan for Growth and Improvement.

The internal coordinators will be responsible for scheduling and ensuring that all middle states committees and the district Planning Team meet at minimum twice per year throughout this accreditation process. The following outlines the goals/objectives of these meetings.

Objective Committee Meetings

Each of the district's four Objective Committees will engage in an in-depth review of their action plan and assess the progress being made toward each action step that is outlined in the plan. Each committee will review the specific activities that their plan outlines, ensuring they are being fulfilled by the appropriate persons and within the established timelines. They will refer to the assessment measures outlined in the Indicators of Success section to assess overall progress being made toward achieving the overarching objective. An analysis of this progress and data will then be shared with the district Planning Team.

Standard Committee Meetings

Each of the district's twelve Standard Committees will review the responses to the following three questions that were completed as part of the self-study:

1. List the system's significant strengths in meeting the _____ Standard.
2. List the system's significant areas in need of improvement in meeting the _____ Standard.
3. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to _____ that should be included in the action plan in the Plan for Growth and Improvement.

After reviewing the most responded, the committee will reevaluate each question and draft updated responses to each, outlining what has since been accomplished and what still needs to be done.

Planning Team Meetings

The Planning Team will receive a summary of the progress being made by the four objective committees and the twelve standard committees, providing them with a comprehensive picture of the district's overall growth. If necessary, the district Planning Team will assist in determining if any action plan revisions are necessary. The Planning Team will assist the internal coordinators in determining how updates regarding the district's progress and successes should be shared with all stakeholders, including the Board of Education.

Outline the schedule of reviews by the Planning Team.

The Planning Team will receive a summary of the progress being made by the four objective committees and the twelve standard committees, providing them with a comprehensive picture of the district's overall growth. Below is a draft schedule of when these reviews will occur:

- 2022-2023 School Year: July 2022 and January 2023
- 2023-2024 School Year: July 2023 and January 2024
- 2024-2025 School Year: July 2024 and January 2025
- 2025-2026 School Year: July 2025 and January 2026
- 2026-2027 School Year: July 2026 and January 2027
- 2027-2028 School Year: July 2027 and January 2028
- 2028-2029 School Year: July 2028 and January 2029

Describe how the Planning Team will review progress toward implementation of the actions plans.

Following the implementation of our strategic plan, the SBJC Planning Team will engage in the following self-study review process twice per year:

- Step 1. Gather data from sub-committees via update/summary presentations
- Step 2: Review data and discuss next steps
- Step 3: Revise if needed

Engaging in this process will ensure that the The Planning Team receives a summary of the progress being made by the four objective committees and the twelve standard committees, providing them with a comprehensive picture of the district's overall growth. Ultimately, the Planning team will oversee that established goals are being met and will suggest revisions to action plans if needed.

Describe how the Planning Team will review the results of implementation of the action plans.

A review of the results of action plan implementation will be completed in steps 1 and 2 of the self-study review process:

- Step 1. Gather data from sub-committees via update/summary presentations
- Step 2: Review data and discuss next steps

First, the Planning Team will meet with the district's four Objective Committees and twelve Standards Committees. During these meetings, each sub-committee will provide an analysis of the progress being made

toward their action plan, including specific data and insight into the specific assessment measures being utilized to measure this progress. Following these summary meetings with each sub-committee, the Planning Team will engage in their own review of the data and discuss the next steps..

Describe how the Planning Team will review the results obtained from administrations of the assessments used to measure achievement of the objectives.

Each district sub-committee is being led by a district administrator, therefore they will be active participants in the review process outlined in the question above. They will assist their sub-committee in gathering, analyzing and reporting on this assessment data to the district Planning Team.

Describe how the Planning Team will make revisions to the action plans based on the results.

Any necessary revisions to the action plans based on the results shared by each sub-committee will be completed in step 3 of the self-study review process:

- Step 3: Revise if needed

If the Planning Team feels that a sub-committee is not progressing toward the action steps outlined in their action plan as expected, they will then discuss if revisions to the action plans need to be made. The Planning Team will work collaboratively with the sub-committee to brainstorm some possible revisions and how they can best be implemented. Revisions will only be deemed necessary if the data presented by the sub-committee indicates that the district does not seem to be making expected progress toward the established objective.

The Component Schools Periodic Reviews

How will the component schools be involved in the periodic reviews of and revisions to the Plan for Growth and Improvement?

The component schools will be directly involved in the periodic reviews of and revisions to the district's Plans for Growth and Improvement as these reviews/revisions will be led by the district's sub-committees, all of which are comprised of school level staff. The following provides an overview of the review/revision process and how it will be employed at the school level:

The internal coordinators will be responsible for scheduling and ensuring that all middle states committees and the district Planning Team meet at minimum twice per year throughout this accreditation process. The following outlines the goals/objectives of these meetings.

Objective Committee Meetings

Each of the district's four Objective Committees will engage in an in-depth review of their action plan and assess the progress being made toward each action step that is outlined in the plan. Each committee will review the specific activities that their plan outlines, ensuring they are being fulfilled by the appropriate persons and within the established timelines. They will refer to the assessment measures outlined in the Indicators of Success section to assess overall progress being made toward achieving the overarching objective. An analysis of this progress and data will then be shared with the district Planning Team.

Standard Committee Meetings

Each of the district's twelve Standard Committees will review the responses to the following three questions that were completed as part of the self-study:

4. List the system's significant strengths in meeting the _____ Standard.
5. List the system's significant areas in need of improvement in meeting the _____ Standard.
6. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to _____ that should be included in the action plan in the Plan for Growth and Improvement.

After reviewing the most responded, the committee will reevaluate each question and draft updated responses to each, outlining what has since been accomplished and what still needs to be done.

Planning Team Meetings

The Planning Team will receive a summary of the progress being made by the four objective committees and the twelve standard committees, providing them with a comprehensive picture of the district's overall growth. If necessary, the district Planning Team will assist in determining if any action plan revisions are necessary. The Planning Team will assist the internal coordinators in determining how updates regarding the district's progress and successes should be shared with all stakeholders, including the Board of Education.

THE SYSTEM'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, PROFILE OF GRADUATES

The first major task of the self-study process is establishing a preferred future for the system. This is done by developing or reviewing/revising the system's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our system?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and demonstrate for us to achieve our mission?*

These statements are the cornerstone of the system's long-range planning and day-to-day decision-making.

A. MISSION

What is the system's Mission?

The mission of the South Bergen Jointure Commission is to unlock the potential of every student. As a leading educational provider, we will focus on the development of each student's social, emotional, and academic needs. By fostering an environment that is supportive and challenging, we will empower students to maximize their independence and potential in becoming fulfilled and productive members of their community.

How and by whom was the system's Mission developed/reviewed/revised?

The first draft of the SBJC mission statement was developed by our Planning Team during our August 2019 Summer meeting dates. The team spent the day answering the question: What is our mission for our preferred future? We then spent time over the next three days revisiting the mission statement.

On the first day of the 2019 school year, all faculty and staff received a copy of Erik Weihenmayer's book, *No Barriers*, and received a bookmark with the first draft of our mission, belief statement, and profile of a graduate. At each campus's staff meeting the following day, all SBJC employees reviewed the foundation documents and provided their input and feedback to the Planning Team members present. This feedback was then returned to our entire Planning Team on 9/11/2019 and a new draft was produced. In October, we shared this draft with all Related Services and Outreach employees, who drafted a new version. These documents were combined, and then revised for grammar/flow by English teachers at our Middle/High School campus. In the summer of 2020, after an 18-month hiatus due to COVID, the planning team reconvened and reviewed Foundation Documents and then finalized them through a vote in December 2021.

What is the date of the most recent revision/adoption of the system's Mission? Who approved the most recent revision/adoption?

Most Recent Revision Date: December 16, 2021
Final Approval by Planning Team: December 16, 2021
Board of Education Adoption Date: March 22, 2022

How does the system ensure that its community of stakeholders understands and supports its Mission?

After the Foundation Documents were approved by the Board of Education on March 22, 2022, the following actions were taken:

- [District website](#) was updated to include new Foundation Documents.
- A [video](#) was created for our new district mission statement was shared with all key stakeholders and added to the district website
- [Posters](#) including the district mission statement, beliefs and profile of a graduate were designed and

printed in house and distributed to be hung in every classroom, district-wide.

Where is the system's mission formally published?

- [District website](#)
- [Video](#)
- [Poster](#)

Do the component schools have individual Missions?

	YES
X	NO

B. BELIEFS

What are the system's Beliefs?

We believe our students come first and foremost. We meet the diverse needs of all students by providing individualized learning experiences focused on maximizing their independence.

We believe that every member of our team plays an important role. We are a diverse group of lifelong learners who understand that professional growth and development of staff is necessary to ensure student success.

We believe in the power of our students' families and communities. We value the role that SBJC families and communities play in our students' learning experiences. The strong home/school collaboration we have developed assists with the generalization and sustainability of our students' education.

We believe that our schools are safe, supportive, and challenging learning environments. We support and encourage our students to take calculated risks, seek challenges, and break barriers.

How and by whom were the system's Beliefs developed/reviewed/revised?

The first draft of the SBJC Beliefs Statement was developed by our Planning Team at our August 2019 Summer meeting dates. We then spent time over the next three days revisiting the belief statements.

On the first day of the 2019 school year, all faculty and staff received a copy of Erik Weihenmayer's book, *No Barriers*, and received a bookmark with the first draft of our mission, belief statement, and profile of a graduate. At each campus's staff meeting the following day, all SBJC employees reviewed the foundation documents and provided their input and feedback to the Planning Team members present. This feedback was then returned to our entire Planning Team on 9/11/2019 and a new draft was produced. In October, we shared this draft with all Related Services and Outreach employees, who drafted a new version. These documents were combined, and then revised for grammar/flow by English teachers at our Middle/High School campus. In the summer of 2020, after an 18-month hiatus due to COVID, the planning team reconvened and reviewed Foundation Documents and then finalized them through a vote in December 2021.

What is the date of the most recent revision/adoption of the system's Beliefs? Who approved the most recent revision/adoption?

Most Recent Revision Date: December 16, 2021
Final Approval by Planning Team: December 16, 2021
Board of Education Adoption Date: March 22, 2022

How does the system ensure that its community of stakeholders understands and supports its Beliefs?

After the Foundation Documents were approved by the Board of Education on March 22, 2022, the following actions were taken:

- [District website](#) was updated to include new Foundation Documents.
- A [video](#) was created for our new district mission statement was shared with all key stakeholders and added to the district website
- [Posters](#) including the district mission statement, beliefs and profile of a graduate were designed and printed in house and distributed to be hung in every classroom, district-wide.

Do the component schools have individual Beliefs?

	YES
X	NO

C. PROFILE OF GRADUATES

What is the system's Profile of Graduates?

SBJC Graduates will have been exposed to experiences that:

- Challenge them to recognize and strive toward their full potential.
- Cultivate critical skills needed to persevere through life challenges.
- Encourage them to build and maintain meaningful relationships.
- Provide meaningful life opportunities in the community.

SBJC Graduates will view themselves as:

- Having the skills, tools, and experiences needed to navigate their world.
- Self-confident individuals who are able to achieve their goals and advocate on their own behalf.
- Positive contributors in their community who engage in opportunities for community service.

SBJC Graduates will, to the best of their ability, know how to:

- Communicate their needs to those around them.
- Manage stress using techniques centered around mindfulness.
- Be problem solvers.
- Use empathy to understand and value diversity.
- Use technologies and access resources for the improvement of their lives.

Who among the system's community of stakeholders was involved in the development/revision/reaffirmation of the system's Profile of Graduates?

The first draft of the SBJC Profile of Graduates was developed by our Planning Team at our August 2019 Summer meeting dates.

Provide a brief description of the process used to develop/revise/reaffirm the system's Profile of Graduates.

The first draft of the SBJC Profile of a Graduate was developed by our Planning Team at our August 2019 Summer meeting dates. We then spent time over the next three days revisiting the Profile of a Graduate.

On the first day of the 2019 school year, all faculty and staff received a copy of Erik Weihenmayer's book, *No Barriers*, and received a bookmark with the first draft of our mission, belief statement, and profile of a graduate. At each campus's staff meeting the following day, all SBJC employees reviewed the foundation documents and provided their input and feedback to the Planning Team members present. This feedback was then returned to our entire Planning Team on 9/11/2019 and a new draft was produced. In October, we shared this draft with all Related Services and Outreach employees, who drafted a new version. These documents were combined, and then revised for grammar/flow by English teachers at our Middle/High School campus. In the summer of 2020, after an 18-month hiatus due to COVID, the planning team reconvened and reviewed Foundation Documents and then finalized them through a vote in December 2021.

How does the system ensure that everyone understands and supports its Profile of Graduates?

After the Foundation Documents were approved by the Board of Education on March 22, 2022, the following actions were taken:

- [District website](#) was updated to include new Foundation Documents.
- A [video](#) was created for our new district mission statement was shared with all key stakeholders and added to the district website
- [Posters](#) including the district mission statement, beliefs and profile of a graduate were designed and printed in house and distributed to be hung in every classroom, district-wide.

What is the date of the most recent revision/adoption of the system's Profile of Graduates? Who approved the most recent revision/adoption?

Most Recent Revision Date: December 16, 2021
Final Approval by Planning Team: December 16, 2021
Board of Education Adoption Date: March 22, 2022

Do the component schools have individual Profiles of Graduates?

	YES
X	NO

THE DESCRIPTIVE SUMMARY OF THE SYSTEM AND ITS COMMUNITY

A. THE DESCRIPTIVE SUMMARY OF THE SYSTEM

Provide a description of the community(ies) the system serves—their major characteristics, including geographic location, major businesses and industries, and their socioeconomic and demographic makeup.

The student population derives from over thirty-one towns across Bergen and neighboring counties, of various demographics. All students who currently attend the South Bergen Jointure Commission are classified special education students, spanning preschool to age 21. Socio-economic conditions vary widely throughout southern Bergen County.

Describe any major changes in the community(ies) over the last five years that have had an impact on the system socially, economically, and/or politically.

Since 2017, the district has gained three additional member districts, bringing our current total to 17.

Current SBJC Member Districts

Becton Regional, Bogota, Carlstadt, East Rutherford, Garfield, Hasbrouck Heights, Little Ferry, Lodi, Lyndhurst, Moonachie, New Milford, North Arlington, Rochelle Park, Rutherford, South Hackensack, Wallington and Wood-Ridge

In response to the shifting financial needs of our member districts, and other districts we serve, the SBJC has recently adopted a new model of programming which is focused on expanding our in-district program offerings. Assisting districts in developing and running in-district special education programs has proven to be financially beneficial to the district, as this lowers their out-of-district placement tuition costs, and beneficial to students, as they are being serviced in their resident district. This new model of programming is also in direct alignment with our strategic goal of Least Restrictive Environment.

Indicate any major changes in the community(ies) that are expected to occur during the next five years socially, economically, and/or politically.

In speaking with our member districts, some of the changes they are experiencing or expect to experience in the near future include:

- Increase in enrollment (high migration to the suburbs since COVID)
- Increase in international students (many of whom have had interrupted education)
- Increase in social/emotional need (many students being classified as emotionally disabled)
- Increase in preschool population
- The need for additional space

List the major educational and cultural programs and facilities in the community that are available for use by the system and its students.

Program/Facility
Bergen County Boys and Girls Club of Lower Bergen County
Bergen County Equestrian Center: Stable Life Program
Community Student Work Sites: <ul style="list-style-type: none">- Homewood Suites- JJK Distributors- New Balance- Walgreens- Lodi Lanes- Napoli Pizza
Partnership with Felician University (access to staff, facilities, etc.)

B. HISTORY OF THE SYSTEM

The South Bergen Jointure Commission was established in 1993 to provide high-quality and cost-effective special education shared services for its member districts. The SBJC currently serves approximately 350 students throughout the Bergen County area, with three main campuses (Lodi, Maywood and East Rutherford) and five annexes (South Hackensack, Moonachie, Carlstadt, Felician and Lyndhurst).

The constitution of the South Bergen Jointure Commission states,

"The primary purpose of the Jointure Commission shall be to consider problems affecting public school education, with emphasis placed upon special education and related services. Moreover, the Jointure commission will assist the various school systems within the Jointure Commission in a cooperative effort to improve the quality of public education. In addition, the Jointure Commission may consider and give assistance with respect to any other educational matters within the Jointure Commission."

The South Bergen Jointure Commission is a state-approved Board of Education. Currently governed by a Commission composed of fifteen trustees--each a member of a participating school district and appointed by their respective Boards of Education--The SBJC serves as a lead agency for the purposes of creating consortiums or cooperative enterprises. It provides services in the following areas:

- Special Education Classrooms
- Curriculum
- Outreach & Related Services
- Transportation
- Professional Development
- Home Programming
- Students Transitioning to Adult Responsibilities
- ESY

SYSTEM'S CENTRAL STAFF (2021/2022)

Position Title	Name	Years in This Position
Transportation Assistant	Heather Auerbach	4
Special Assistant for Innovation and Planning	Tom Barton	0
Transportation Assistant	Rhonda Collazo	7
Business Administrator	Susan Cucinniello	17
Technology Coordinator	Edwin Flores	12
Supervisor of Paraprofessionals and Nursing	Reji George	3
Director of Special Projects, Outreach, and Related Services	Christopher Hughes	5
Superintendent of Schools	Michael Kuchar	3
Special Projects Coordinator	Shane Miller	3
Administrative Assistant to the Business Administrator	Frances Estevez	0
Network Technician	Robert Neilley	15
Secretary to Superintendent	Suzanne Owens	21
Transportation Manager	Karen Senario	5
Assistant Business Administrator	Kenneth Sheldon	9
Director of Curriculum and Assessment	Ashley Vaughan	5
Payroll and Accounting	Barbara Wegorek	1

SYSTEM'S COMPONENT SCHOOLS

Component School: Maywood Campus	
No. of Administrators	1
No. of Professional Staff	13
No. of Support Staff	Paraprofessionals (Full Time): 29 1:1 Paraprofessionals (SBJC): 12 Sub Aides: 2
Grade Levels Served	K-5
Total Population	Total Maywood Students: 92
Describe any special characteristics: Serving Behaviorally Disabled, Autism	

Component School: Lodi Campus	
No. of Administrators	1
No. of Professional Staff	15
No. of Support Staff	Paraprofessionals (Full Time): 36 Paraprofessionals (Part Time: 1 1:1 Paraprofessionals (SBJC): 9 1:1 Paraprofessionals (District): 1 Sub Aides: 2
Grade Levels Served	6th Grade to 12+
Total Population	Total Lodi Students: 99
Describe any special characteristics: Serving Multiply Disabled, Behaviorally Disabled, and Autism	

Component School: Early Childhood (East Rutherford Campus, Felician Annex, & Lyndhurst Annex)	
No. of Administrators	1
No. of Professional Staff	East Rutherford: 6 Felician: 5 Lyndhurst: 3
No. of Support Staff	East Rutherford Paraprofessionals: 13 Felician Paraprofessional: 8 Lyndhurst Paraprofessionals: 6
Grade Levels Served	Pre-K
Total Population	Total Early Childhood Students: 83 - East Rutherford: 38 - Felician: 30 - Lyndhurst: 15

Describe any special characteristics: Serving Multiply Disabled, Autism, PSD
--

Component School: Annexes (Moonachie, South Hackensack, Carlstadt)	
No. of Administrators	Moonachie/South Hackensack: 1 Carlstadt: 1
No. of Professional Staff	Moonachie: 6 South Hackensack: 4 Carlstadt: 1
No. of Support Staff	Moonachie Paraprofessionals: 18 Moonachie Sub Aides: 1 South Hackensack Paraprofessionals: 11 South Hackensack 1:1 Paraprofessionals: 1 Carlstadt Paraprofessionals: 3
Grade Levels Served	K to 8th Grade
Total Population	Total Annex Students: 73 - Moonachie: 46 students - South Hackensack: 21 students - Carlstadt: 6 students
Describe any special characteristics: Serving Multiply Disabled, Autism	

Component School: Related Services/Outreach	
No. of Administrators	1
No. of Speech Therapists	20
No. of Occupational Therapists	25
No. of Physical Therapists	8
No. of Behaviorists	15
Grade Levels Served	All
Total Population	Total Outreach Staff: 68
Describe any special characteristics:	

C. STUDENT ENROLLMENT

SYSTEM Student Enrollment

FOR THE ACADEMIC YEAR 2021/22 (3/10/22)

SYSTEM ENROLLMENT			
Grade Level	BOYS	GIRLS	TOTAL
Pre-K	60	22	80
Kindergarten	28	3	30
Grade 1	18	9	27
Grade 2	18	5	23
Grade 3	17	1	18
Grade 4	19	11	30
Grade 5	19	4	23
Grade 6	14	3	18
Grade 7	12	3	15
Grade 8	16	4	20
Grade 9	9	2	11
Grade 10	9	4	13
Grade 11	6	1	7
Grade 12	5	2	7
Transition Program	15	8	23
TOTALS	265	82	347

Explain any significant or unusual enrollment trends for the system as a whole that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

In 2013, Governor Christie enacted a 2% property tax cap on tax payers. As a result of these tighter budget constraints, school districts have been reluctant to send special education students to out of district placements and have been working to expand in-district special education program options. This continues to be the trend and directly affects our enrollment.

In 2019, Governor Murphy introduced preschool expansion aid (PEA), which supported districts in starting and/or expanding their preschool programming. This aid expanded the possibilities for local districts to educate their own preschool children with IEPs. This continues to be a trend and directly affects our enrollment.

Since 2017, the district has gained three additional member districts (Little Ferry, Rochelle Park & New Milford), bringing our current total to 17. By increasing our number of member districts, we are creating the potential for an increase in student enrollment, as we provide our member districts with priority student placement.

As we continue to expand our consultancy model, we will see a shift in our enrollment numbers--while our enrollment data might display a decrease in students enrolled, our consultancy model will increase opportunities for us to serve students placed in our member districts. As we push-in to their schools, students will remain enrolled in their home district while SBJC continues to provide the expertise needed in educating these students.

D. STUDENT DEMOGRAPHIC CHARACTERISTICS

SYSTEM Student Demographics

FOR THE ACADEMIC YEAR: 2021-2022

Student Characteristic	2021-2022	2020-2021
Male	76%	72.9%
Female	24%	27.1%
African-American	11.9%	11%
Asian	4.3%	4.4%
Caucasian/White	43.6%	43.3%
Hispanic	38.7%	38.9%
Hawaiian/Pacific Islander	.9%	.8%
Mixed Race	.6%	1.6%
English Language Learners	0%	0%
Students with IEP	100%	100%
Students with Free or Reduced Lunch	34%	32%
Students with 504 Plans	0%	0%

Explain any significant or unusual trends in the demographic characteristics of the system's students as a whole that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

In response to the COVID-19 pandemic, all students are considered eligible to receive free lunch for the 2020-2021 and 2021-2022 school years. As a result, the most recent record of our Free and Reduced lunch percentages are lower than years prior as many families that may qualify have not needed to submit applications for 20/21 and 21/22.

Our current ratio of male and female special education students (76% male and 24% female) differs than the state average of 67% male and 33% female for special education students.

E. STUDENT MOBILITY

SYSTEM Student Mobility

FOR THE ACADEMIC YEAR 2020-21

	Number of Students	Percent of Total Students
Students enrolled for the entire academic year	342	87.69%
Students enrolled from 40% to 90% of the academic year	9	2.3%
Students enrolled for 39% or less of the academic year	39	10%
Students who withdrew and re-enrolled in the same academic year	N/A	N/A

Describe significant trends in the system's student mobility rate that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

Student mobility does not directly relate to our district as this corresponds to students moving from resident districts. Oftentimes, a student will move to a new resident district but maintain their enrollment at SBJC.

F. THE PROFESSIONAL AND SUPPORT STAFFS

SYSTEM Professional and Support Staffs

FOR THE ACADEMIC YEAR 2020-21

	Full-Time	Part-time	Total Full-Time Equivalent
ADMINISTRATIVE STAFF			
Administrators	11	0	11
INSTRUCTIONAL STAFF			
Special needs Classroom teachers-Pre-K	14	0	14
Special needs Classroom teachers-elementary/lower school	25	0	25
Special needs Classroom teachers- middle	8	0	8
Special needs Classroom teachers- high	8	0	8
Transition Teachers	4	0	4
District-Wide Teachers	9	1	10
STUDENT SERVICES STAFF			
Transition Counselors	2	0	2

Speech Therapists	20	0	20
Occupational Therapists	24	0	24
Physical Therapists	8	0	8
Behaviorists	13	2	15
Technology services personnel	2	0	0
Health services personnel	5	0	3
SUPPORT STAFF			
Paraprofessionals and aides	155	0	155
Secretaries and clerks	5	0	0
Custodian/Para	2	0	0
Maintenance personnel	0	0	0
Food services personnel	0	0	0
Security personnel	0	0	0

Describe significant trends in the numbers of the system's faculty and staff that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

Over the past year, our district has experienced the effects of the current national labor shortage, specifically the shortage of teaching and related service professionals. In response, we are actively hiring for various positions in order to fill current and anticipated openings.

G. EXPERIENCE OF THE PROFESSIONAL AND SUPPORT STAFFS

SYSTEM Experience of the Professional and Support Staffs

FOR THE ACADEMIC YEAR 2020-21

	0-1 Years	2-5 Years	6-10 Years	11-20 Years	over 20 Years
Administrative Staff	1	0	0	7	3
Central Office Staff	2	4	2	4	1
Instructional Staff	4	13	20	28	6
Related Services/Outreach	15	8	8	31	10
Paraprofessionals	57	58	27	20	1

Describe significant trends in the job experience of the system's faculty and staff that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

We rely heavily on professional development for all staff to keep up with emerging needs of our students. Our strategic plan focuses on developing an effective induction program for new staff, with a focus on paraprofessionals. In order to be competitive in the recruitment of these essential staff members, the district has raised the rates of salaries for paraprofessionals an average of 10% each year over the past four years.

H. ACADEMIC PREPARATION OF THE PROFESSIONAL STAFF

SYSTEM Academic Preparation of the Professional Staff

FOR THE ACADEMIC YEAR 2021-22

	Associate's or No Degree	Bachelors' Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
Administrative Staff	0	0	1	4	2	3
Instructional Staff	0	18	13	26	12	1
Related Services/Outreach	0	7	3	41	8	11
Paraprofessionals	53	100	0	9	0	0

Describe significant trends in the academic preparation of the system's faculty and staff that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

We have created a pathway for degree advancement through our partnership with Felician University's tuition remission program, as well as leadership opportunities through obtaining a substitute certification. Both pathways are intended to direct current non-professional staff members into the teaching profession.

I. PROFESSIONAL CERTIFICATION OF THE PROFESSIONAL STAFF

SYSTEM Professional Certification of the Staff

FOR THE ACADEMIC YEAR 2021-22

	Administrative Staff	Instructional Staff	Related Services & Outreach
No Certificate	0/8= 0%	0/68= 0%	0/72= 0%
Emergency Certificate	0/8= 0%	0/68= 0%	0/72= 0%

Early Childhood Certificate	1/8= 12.5%	29/68= 43%	2/72= 3%
Elementary Certificate	1/8= 12.5%	42/68= 62%	5/72= 7%
Middle/Secondary Level Certificate	1/8= 12.5%	20/68= 29%	2/72= 3%
Therapist Certification	3/8= 37.55%	0/68= 0%	62/72=86%
BCBA Certification	1/8= 12.5%	0/68= 0%	7/72= 10%
Administrative Certification	8/8= 100%	3/68= 4%	6/72= 8%

Describe significant trends in the certification of the system's professional staff that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

One focus of our mission and strategic objectives is to ensure that students are receiving quality education in their least restrictive environment. For some students, being serviced in their least restrictive environment would mean an eventual return to their home district. With our Consultancy Model, our goal is to assist district's in bringing their students back to district and providing them with quality in-district programming. In order to achieve this, the SBJC will need to expand its Outreach support staff. One of the certifications/positions that we will likely need to grow is our pool of Board Certified Behavior Analyst (BCBAs), as we currently have just 8 district-wide.

J. DEMOGRAPHIC CHARACTERISTICS OF THE PROFESSIONAL STAFF

SYSTEM Demographic Characteristics of the Professional Staff

FOR THE ACADEMIC YEAR 2021-2022

Characteristic	Percent of Staff Now
Male	14.75%
Female	85.25%
African-American	7.37%
Asian/Pacific Islander	2.95%
Caucasian/White	74.04%
Hispanic	15.63%
Native American Indian	0%
Mixed Race	0%
Unknown Race/Ethnicity	0%

Describe significant trends in the demographic characteristics of the system's professional staff that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

Our current ratio of male and female professional staff (15% male and 85% female) differs from the state average of 23% male and 77% female.

K. TURNOVER IN THE PROFESSIONAL AND SUPPORT STAFFS

SYSTEM Turnover in the Professional and Support Staffs

NEW HIRES

	Percent New Hires 2018-2019	Percent New Hires 2019-2020	Percent New Hires 2020-2021
Administrative Staff	14% 1/7	0% 0/7	0% 0/7
Central Office/Secretarial Staff	0% 0/10	20% 2/10	0% 0/10
Instructional Staff	6% 3/50	16.7% 9/54	34.4% 2/58
Nursing Staff	0% 0/3	66.7% 2/3	60% 3/5
Related Services/Outreach	3.5% 3/85	.11% 1/84	.12% 1/84
Paraprofessionals	32.6% 47/144	32.14% 54/168	16.7% 26/156

CHANGE OVER

	Percent Changeover 2018-2019	Percent Changeover 2019-2020	Percent Changeover 2020-2021
Administrative Staff	0% 0/7	0% 0/7	0% 0/7
Central Office/Secretarial Staff	0% 0/10	30% 3/10	0% 0/10
Instructional Staff	2% 1/50	5.5% 3/54	6.8% 4/58
Nursing Staff	0% 0/3	33% 1/3	40% 2/5
Related Services/Outreach	4.6% 4/85	4.7% 4/84	2.3% 2/84
Paraprofessionals	29% 42/144	15% 26/168	20.5% 32/156

Describe significant trends in the rates of turnover in the system's faculty and staff that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

A goal within our professional development plan is to decrease the turnover rate of our paraprofessionals. With the level of professional development required for these individuals to become highly effective in the classroom, the SBJC cannot afford to lose excellent staff due to competitive salaries. The district has raised the rates of salaries for paraprofessionals an average of 10% each year over the past four years. Our Nursing rate is high as our nursing department has grown with the expansion of our program.

DESCRIPTIVE SUMMARY OF SYSTEM STUDENT PERFORMANCE

A. ACADEMIC PERFORMANCE DATA—PUBLIC SYSTEMS

START STRONG ASSESSMENT ADMINISTERED: OCTOBER 2021

Start Strong Assessment Assessment				
Sub-Group	Academic Area	Grade Levels	Total Students Assessed	Performance
All: Special Education and IEP	English Language Arts	4th - 10th	63	7 students= 11% Less Support May Be Needed
				10 students= 16% Some Support May Be Needed
				46 students= 73% Strong Support May Be Needed
	Mathematics	4th - 11th	67	2 students= 3% Less Support May Be Needed
				8 students= 12% Some Support May Be Needed
				57 students= 85% Strong Support May Be Needed
	Science	6th, 9th and 12th	18	0 students = 0% Less Support May Be Needed
				0 students= 0% Some Support May Be Needed
				18 students = 100% Strong Support May Be Needed

Start Strong Assessment				
Academic Area Assessed: English Language Arts				
Total Student Assessed: 63				
Sub-Group	Grade Levels		Performance	
Race/Ethnicity: Asian	4th - 10th		0 students= 0%	Less Support May Be Needed
Total Students Assessed: 1			0 students= 0%	Some Support May Be Needed
			1 student= 100%	Strong Support May Be Needed
Race/Ethnicity: Black/African American	4th - 10th		0 students= 0%	Less Support May Be Needed
Total Students Assessed: 6			2 students= 33%	Some Support May Be Needed
			4 students= 67%	Strong Support May Be Needed
Race/Ethnicity: Hispanic/Latino	4th - 10th		1 student= 4%	Less Support May Be Needed
Total Students Assessed: 23			4 students= 18%	Some Support May Be Needed
			18 students= 78%	Strong Support May Be Needed
Race/Ethnicity: White	4th - 10th		6 students= 18%	Less Support May Be Needed
Total Students Assessed: 33			4 students= 12%	Some Support May Be Needed
			23 students= 70%	Strong Support May Be Needed

Start Strong Assessment				
Academic Area Assessed: Mathematics				
Total Student Assessed: 67				
Sub-Group	Grade Levels		Performance	
Race/Ethnicity: Asian	4th - 11th		0 students= 0%	Less Support May Be Needed
Total Students Assessed: 1			0 students= 0%	Some Support May Be Needed
			1 student= 100%	Strong Support May Be Needed
Race/Ethnicity: Black/African American	4th - 11th		0 students= 0%	Less Support May Be Needed
Total Students Assessed: 6			0 students= 0%	Some Support May Be Needed
			6 students= 100%	Strong Support May Be Needed
Race/Ethnicity: Hispanic/Latino	4th - 11th		0 student= 0%	Less Support May Be Needed
Total Students Assessed: 25			3 students= 12%	Some Support May Be Needed

		22 students= 88%	Strong Support May Be Needed
Race/Ethnicity: White Total Students Assessed: 35	4th - 11th	2 students= 6%	Less Support May Be Needed
		5 students= 14%	Some Support May Be Needed
		28 students= 80%	Strong Support May Be Needed

Start Strong Assessment			
Academic Area Assessed: Science			
Total Student Assessed: 18			
Sub-Group	Grade Levels	Performance	
Race/Ethnicity: Asian Total Students Assessed: 0	N/A	N/A	N/A
Race/Ethnicity: Black/African American Total Students Assessed: 1	6th, 9th & 12th	0 students= 0%	Less Support May Be Needed
		0 students= 0%	Some Support May Be Needed
		1 students= 100%	Strong Support May Be Needed
Race/Ethnicity: Hispanic/Latino Total Students Assessed: 7	6th, 9th & 12th	0 student= 0%	Less Support May Be Needed
		0 students= 0%	Some Support May Be Needed
		7 students= 100%	Strong Support May Be Needed
Race/Ethnicity: White Total Students Assessed: 10	6th, 9th & 12th	0 students= 0%	Less Support May Be Needed
		0 students= 0%	Some Support May Be Needed
		10 students= 100%	Strong Support May Be Needed

Start Strong Assessment			
Academic Area Assessed: English Language Arts			
Total Student Assessed: 63			
Sub-Group	Grade Levels	Performance	
Gender: Male Total Students Assessed: 51	4th - 10th	6 students= 12%	Less Support May Be Needed
		9 students= 17%	Some Support May Be Needed
		36 students= 71%	Strong Support May Be Needed
Gender: Female Total Students Assessed: 12	4th - 10th	1 student= 8%	Less Support May Be Needed
		1 student= 8%	Some Support May Be Needed
		10 students= 84%	Strong Support May Be Needed

Start Strong Assessment			
Academic Area Assessed: Mathematics			
Total Student Assessed: 67			
Sub-Group	Grade Levels	Performance	
Gender: Male Total Students Assessed: 54	4th - 11th	2 students= 4%	Less Support May Be Needed
		6 students= 11%	Some Support May Be Needed
		46 students= 85%	Strong Support May Be Needed
Gender: Female Total Students Assessed: 13	4th - 11th	0 students= 0%	Less Support May Be Needed
		2 students= 15%	Some Support May Be Needed
		11 students= 85%	Strong Support May Be Needed

Start Strong Assessment			
Academic Area Assessed: Science			
Total Student Assessed: 18			
Sub-Group	Grade Levels	Performance	
Gender: Male Total Students Assessed: 14	6th, 9th & 12th	0 students= 0%	Less Support May Be Needed
		0 students= 0%	Some Support May Be Needed
		14 students= 100%	Strong Support May Be Needed

Gender: Female Total Students Assessed: 4	6th, 9th & 12th	0 students= 0%	Less Support May Be Needed
		0 students= 0%	Some Support May Be Needed
		4 students= 100%	Strong Support May Be Needed

DYNAMIC LEARNING MAPS (DLM) ASSESSMENT

ADMINISTERED: SPRING 2021

Dynamic Learning Maps Assessment				
Sub-Group	Academic Area	Grade Levels	Total Students Assessed	Performance
All: Special Education and IEP	English Language Arts	3rd - 8th and 11th	36	24 students= 67% Emerging
				6 students= 16% Approaching Target
				5 students= 14% At Target
				1 students= 3% Advanced
	Mathematics	3rd - 8th and 11th	36	26 students= 72% Emerging
				6 students= 16% Approaching Target
				2 students= 6% At Target
				2 students= 6% Advanced
	Science	5th, 8th and 11th	10	7 students= 70% Emerging
				2 students= 20% Approaching Target
				1 students= 10% At Target
				0 students= 0% Advanced

Dynamic Learning Maps Assessment			
Academic Area Assessed: English Language Arts			
Total Students Assessed: 36			
Sub-Group		Grade Levels	Performance
Race/Ethnicity: Asian Total Students Assessed: 1		3rd - 8th and 11th	1 student= 100% Emerging 0 students= 0% Approaching Target 0 students= 0% At Target 0 students= 0% Advanced
Race/Ethnicity: Black/African American Total Students Assessed: 6		3rd - 8th and 11th	4 students= 68% Emerging 1 students= 16% Approaching Target 1 students= 16% At Target 0 students= 0% Advanced
Race/Ethnicity: Hispanic/Latino Total Students Assessed: 7		3rd - 8th and 11th	4 students= 58% Emerging 1 student= 14% Approaching Target 1 student= 14% At Target 1 student= 14% Advanced
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Total Students Assessed: 3		3rd - 8th and 11th	3 students= 100% Emerging 0 students= 0% Approaching Target 0 students= 0% At Target 0 students= 0% Advanced
Race/Ethnicity: White Total Students Assessed: 19		3rd - 8th and 11th	12 students= 63% Emerging 4 students= 21% Approaching Target 3 students= 16% At Target 0 students= 0% Advanced

Dynamic Learning Maps Assessment			
Academic Area Assessed: Mathematics			

Total Students Assessed: 36			
Sub-Group	Grade Levels	Performance	
Race/Ethnicity: Asian Total Students Assessed: 1	3rd - 8th and 11th	1 student= 100%	Emerging
		0 students= 0%	Approaching Target
		0 students= 0%	At Target
		0 students= 0%	Advanced
Race/Ethnicity: Black/African American Total Students Assessed: 6	3rd - 8th and 11th	5 students= 83%	Emerging
		1 student= 17%	Approaching Target
		0 students= 0%	At Target
		0 students= 0%	Advanced
Race/Ethnicity: Hispanic/Latino Total Students Assessed: 7	3rd - 8th and 11th	4 students= 57%	Emerging
		0 students= 0%	Approaching Target
		2 students= 29%	At Target
		1 student= 14%	Advanced
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Total Students Assessed: 3	3rd - 8th and 11th	3 students= 100%	Emerging
		0 students= 0%	Approaching Target
		0 students= 0%	At Target
		0 students= 0%	Advanced
Race/Ethnicity: White Total Students Assessed: 19	3rd - 8th and 11th	13 students= 69%	Emerging
		5 students= 26%	Approaching Target
		0 students= 0%	At Target
		1 student= 5%	Advanced

Dynamic Learning Maps Assessment			
Academic Area Assessed: Science			
Total Students Assessed: 10			
Sub-Group	Grade Levels	Performance	
Race/Ethnicity: Asian Total Students Assessed: 0	N/A	N/A	N/A
Race/Ethnicity: Black/African American Total Students Assessed: 1	5th, 8th and 11th	1 student= 100%	Emerging
		0 students= 0%	Approaching Target
		0 students= 0%	At Target
		0 students= 0%	Advanced
Race/Ethnicity: Hispanic/Latino Total Students Assessed: 2	5th, 8th and 11th	2 students= 100%	Emerging
		0 students= 0%	Approaching Target
		0 students= 0%	At Target
		0 students= 0%	Advanced
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Total Students Assessed: 1	5th, 8th and 11th	1 student= 100%	Emerging
		0 students= 0%	Approaching Target
		0 students= 0%	At Target
		0 students= 0%	Advanced
Race/Ethnicity: White Total Students Assessed: 6	5th, 8th and 11th	3 students= 50%	Emerging
		2 students= 33%	Approaching Target
		1 students= 17%	At Target
		0 students= 0%	Advanced

Dynamic Learning Maps Assessment			
Academic Area Assessed: English Language Arts			
Total Students Assessed: 36			
Sub-Group	Grade Levels	Performance	
Gender: Male	3rd - 8th and 11th	16 students= 64%	Emerging

Total Students Assessed: 25		4 students= 16%	Approaching Target
		4 students= 16%	At Target
		1 students= 4%	Advanced
Gender: Female Total Students Assessed: 11	3rd - 8th and 11th	8 students= 73%	Emerging
		2 students= 18%	Approaching Target
		1 students= 9%	At Target
		0 students= 0%	Advanced

Dynamic Learning Maps Assessment			
Academic Area Assessed: Mathematics			
Total Students Assessed: 36			
Sub-Group	Grade Levels	Performance	
Gender: Male Total Students Assessed: 25	3rd - 8th and 11th	16 students= 64%	Emerging
		5 students= 20%	Approaching Target
		2 students= 8%	At Target
		2 students= 8%	Advanced
Gender: Female Total Students Assessed: 11	3rd - 8th and 11th	10 students= 91%	Emerging
		1 student= 9%	Approaching Target
		0 students= 0%	At Target
		0 students= 0%	Advanced

Dynamic Learning Maps Assessment			
Academic Area Assessed: Science			
Total Students Assessed: 10			
Sub-Group	Grade Levels	Performance	
Gender: Male Total Students Assessed: 8	5th, 8th and 11th	6 students= 74%	Emerging
		1 student= 13%	Approaching Target
		1 student= 13%	At Target
		0 students= 0%	Advanced
Gender: Female Total Students Assessed: 2	5th, 8th and 11th	1 student= 50%	Emerging
		1 student= 50%	Approaching Target
		0 students= 0%	At Target
		0 students= 0%	Advanced

NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

ADMINISTERED: SPRING 2019

New Jersey Student Learning Assessment				
Sub-Group	Academic Area	Grade Levels	Total Students Assessed	Performance
All: Special Education and IEP	English Language Arts	3rd - 10th	72	43 students= 60% Level 1: Did Not Yet Meet Expectations
				19 students= 26% Level 2: Partially Met Expectations
				6 students= 8% Level 3: Approached Expectations
				4 students= 6% Level 4: Met Expectations
				0 students= 0% Level 5: Exceeded Expectations
	Mathematics	3rd - 10th	72	41 students= 57% Level 1: Did Not Yet Meet Expectations
				25 students= 35% Level 2: Partially Met Expectations
				4 students= 5% Level 3: Approached Expectations

				2 students= 3% 0 students= 0%	Level 4: Met Expectations Level 5: Exceeded Expectations
				17 students= 74% 5 students= 22% 1 students= 4% 0 students= 0% 0 students= 0%	Level 1: Did Not Yet Meet Expectations Level 2: Partially Met Expectations Level 3: Approached Expectations Level 4: Met Expectations Level 5: Exceeded Expectations

New Jersey Student Learning Assessment					
Academic Area Assessed: English Language Arts					
Total Student Assessed: 72					
Sub-Group	Grade Levels	Performance			
Race/Ethnicity: Asian Total Students Assessed: 2	3rd - 10th	1 student= 50% 0 students= 0% 0 students= 0% 0 students= 0%	Level 1: Did Not Yet Meet Expectations Level 2: Partially Met Expectations Level 3: Approached Expectations Level 4: Met Expectations Level 5: Exceeded Expectations		
Race/Ethnicity: Black/African American Total Students Assessed: 8	3rd - 10th	6 students= 74% 1 student= 13% 1 student= 0% 0 students= 0% 0 students= 0%	Level 1: Did Not Yet Meet Expectations Level 2: Partially Met Expectations Level 3: Approached Expectations Level 4: Met Expectations Level 5: Exceeded Expectations		
Race/Ethnicity: Hispanic/Latino Total Students Assessed: 28	3rd - 10th	18 students= 64% 6 students= 22% 2 students= 7% 2 students= 7% 0 students= 0%	Level 1: Did Not Yet Meet Expectations Level 2: Partially Met Expectations Level 3: Approached Expectations Level 4: Met Expectations Level 5: Exceeded Expectations		
Race/Ethnicity: White Total Students Assessed: 34	3rd - 10th	18 students= 53% 11 students= 32% 3 students= 9% 2 students= 6% 0 students= 0%	Level 1: Did Not Yet Meet Expectations Level 2: Partially Met Expectations Level 3: Approached Expectations Level 4: Met Expectations Level 5: Exceeded Expectations		

New Jersey Student Learning Assessment					
Academic Area Assessed: Mathematics					
Total Student Assessed: 72					
Sub-Group	Grade Levels	Performance			
Race/Ethnicity: Asian Total Students Assessed:	3rd - 10th	0 students= 0% 2 students= 100% 0 students= 0% 0 students= 0% 0 students= 0%	Level 1: Did Not Yet Meet Expectations Level 2: Partially Met Expectations Level 3: Approached Expectations Level 4: Met Expectations Level 5: Exceeded Expectations		
Race/Ethnicity: Black/African American Total Students Assessed:	3rd - 10th	4 students= 50% 3 students= 38% 1 student= 12% 0 students= 0% 0 students= 0%	Level 1: Did Not Yet Meet Expectations Level 2: Partially Met Expectations Level 3: Approached Expectations Level 4: Met Expectations Level 5: Exceeded Expectations		

Race/Ethnicity: Hispanic/Latino Total Students Assessed:	3rd - 10th	18 students= 64%	Level 1: Did Not Yet Meet Expectations
		7 students= 25%	Level 2: Partially Met Expectations
		1 student= 4%	Level 3: Approached Expectations
		2 students= 7%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations
Race/Ethnicity: White Total Students Assessed:	3rd - 10th	19 students= 56%	Level 1: Did Not Yet Meet Expectations
		13 students= 38%	Level 2: Partially Met Expectations
		2 students= 6%	Level 3: Approached Expectations
		0 students= 0%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations

New Jersey Student Learning Assessment			
Academic Area Assessed: Science			
Total Student Assessed: 23			
Sub-Group	Grade Levels	Performance	
Race/Ethnicity: Asian Total Students Assessed: 1	5th, 8th and 11th	1 student= 100%	Level 1: Did Not Yet Meet Expectations
		0 students= 0%	Level 2: Partially Met Expectations
		0 students= 0%	Level 3: Approached Expectations
		0 students= 0%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations
Race/Ethnicity: Black/African American Total Students Assessed: 2	5th, 8th and 11th	2 students= 100%	Level 1: Did Not Yet Meet Expectations
		0 students= 0%	Level 2: Partially Met Expectations
		0 students= 0%	Level 3: Approached Expectations
		0 students= 0%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations
Race/Ethnicity: Hispanic/Latino Total Students Assessed: 9	5th, 8th and 11th	8 students= 89%	Level 1: Did Not Yet Meet Expectations
		1 student= 11%	Level 2: Partially Met Expectations
		0 students= 0%	Level 3: Approached Expectations
		0 students= 0%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations
Race/Ethnicity: White Total Students Assessed: 11	5th, 8th and 11th	6 students= 56%	Level 1: Did Not Yet Meet Expectations
		4 students= 36%	Level 2: Partially Met Expectations
		1 students= 9%	Level 3: Approached Expectations
		0 students= 0%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations

New Jersey Student Learning Assessment			
Academic Area Assessed: English Language Arts			
Total Students Assessed: 72			
Sub-Group	Grade Levels	Performance	
Gender: Male Total Students Assessed: 58	3rd - 8th and 11th	35 students= 60%	Level 1: Did Not Yet Meet Expectations
		15 students= 26%	Level 2: Partially Met Expectations
		5 students= 9%	Level 3: Approached Expectations
		3 students= 5%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations
Gender: Female Total Students Assessed: 14	3rd - 8th and 11th	8 students= 57%	Level 1: Did Not Yet Meet Expectations
		4 students= 29%	Level 2: Partially Met Expectations

		1 students= 7%	Level 3: Approached Expectations
		1 students= 7%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations

New Jersey Student Learning Assessment			
Academic Area Assessed: Mathematics			
Total Students Assessed: 72			
Sub-Group	Grade Levels	Performance	
Gender: Male Total Students Assessed: 58	3rd - 8th and 11th	35 students= 60%	Level 1: Did Not Yet Meet Expectations
		18 students= 31%	Level 2: Partially Met Expectations
		3 students= 5%	Level 3: Approached Expectations
		2 students= 4%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations
Gender: Female Total Students Assessed: 14	3rd - 8th and 11th	6 students= 43%	Level 1: Did Not Yet Meet Expectations
		7 students= 50%	Level 2: Partially Met Expectations
		1 students= 7%	Level 3: Approached Expectations
		0 students= 0%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations

New Jersey Student Learning Assessment			
Academic Area Assessed: Science			
Total Students Assessed: 23			
Sub-Group	Grade Levels	Performance	
Gender: Male Total Students Assessed: 19	5th, 8th and 11th	16 students= 84%	Level 1: Did Not Yet Meet Expectations
		3 students= 16%	Level 2: Partially Met Expectations
		0 students= 0%	Level 3: Approached Expectations
		0 students= 0%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations
Gender: Female Total Students Assessed: 4	5th, 8th and 11th	1 students= 25%	Level 1: Did Not Yet Meet Expectations
		2 students= 50%	Level 2: Partially Met Expectations
		1 students= 25%	Level 3: Approached Expectations
		0 students= 0%	Level 4: Met Expectations
		0 students= 0%	Level 5: Exceeded Expectations

Component Schools not making AYP

As a receiving district, Adequate Yearly Progress (AYP) is not applicable to SBJC because our students come from various resident districts.

B. ACADEMIC PERFORMANCE ON STANDARDIZED ASSESSMENTS—SYSTEM

SBJC does not administer standardized assessments other than those connected with the No Child Left Behind Act.

C. ACADEMIC PERFORMANCE—RETENTION IN GRADE

RESULTS FOR THE ACADEMIC YEAR

2020-2021

Sub-Group of Students	Percentage Retained in Grade
All	0.0027% (1 out of 369 students)
Pre-K	0% (0 out of 122 students)
Elementary - K - 1st - 2nd - 3rd - 4th - 5th	0/26= 0% 0/23= 0% 0/18= 0% 0/26= 0% 0/21= 0% 1/13= 8%
Middle School - 6th - 7th - 8th	0/19= 0% 0/24= 0% 0/20= 0%
High School - 9th - 10th - 11th - 12th	0/13= 0% 0/7= 0% 0/7= 0% 0/6= 0%
STARS	0/24= 0%

Identify in the table below any component school whose rate of retention in grade differs significantly from the system's average performance. Describe the actions the system/component school is taking in response to this performance.

Name of Component School:	Maywood Campus
Describe the degree to which this school's performance differs from the average for the system: SBJC does not typically retain students. Maywood Campus had the only student retained for the 2020-2021 school year.	
Describe the actions the system/component school is taking in response to this performance: This decision for retention was made by the student's Child Study Team, family, and SBJC administration.	

D. ACADEMIC PERFORMANCE—HONORS COURSE ENROLLMENT AND PERFORMANCE

SBJC has no students who are enrolled in honors coursework.

E. ADVANCED PLACEMENT® COURSE ENROLLMENT:

SBJC has no students who take Advanced Placement Coursework.

F. ADVANCED PLACEMENT® EXAMINATION PERFORMANCE:

SBJC has no students who participate in the Advanced Placement Examination.

G. INTERNATIONAL BACCALAUREATE PROGRAM PARTICIPATION

X	Our system does not offer the International Baccalaureate Program
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H. NATIONAL OCCUPATIONAL COMPETENCY TEST PERFORMANCE

SBJC has no students who participate in the National Occupational Competency Test Performance.

I. GRADUATION RATE:

SBJC does not issue student diplomas but ensures that all state and district graduation requirements are met so that diplomas can be issued from home districts. Some SBJC students graduate following the completion of grade 12. Students who participate in the STARS Transition Program (18-21) do not graduate until exiting that program. Below is a table which outlines the number of students who graduated following grade 12 and those who continued into the STARS program for the past three years.

School Year	Number of Grade 12 Students	Number Graduated	Number that Continued into STARS Program
2018-19	10	2	8
2019-20	10	0	10
2020-21	6	2	4

J. POST GRADUATION INTENTIONS

**RESULTS FOR THE ACADEMIC YEAR 2020-2021
COMPONENT SCHOOL: LODI CAMPUS**

Intentions	Percent of Total Senior Class
Attend 4 year college or university	0%
Attend junior or community college	0%
Attend another post-secondary, technical school or business college (Project Search)	8%
Continue education but unsure of what type of school	0%
Enter military service	0%
Enter the workforce	4%

Other (Transition to DDD):	2%
Undecided	86%
TOTAL	100%

RESULTS FOR THE ACADEMIC YEAR 2021-2022
COMPONENT SCHOOL: LODI CAMPUS

Intentions	Percent of Total Senior Class
Attend 4 year college or university	0%
Attend junior or community college	0%
Attend another post-secondary, technical school or business college (Project Search)	5%
Continue education but unsure of what type of school	0%
Enter military service	0%
Enter the workforce	1%
Other (Transition to DDD):	3%
Undecided	91%
TOTAL	100%

List the colleges, universities, and/or other post-secondary education institutions at which the ten highest numbers of graduates of the system's most recent graduating class were accepted for matriculation.

Post-Secondary School	Number Accepted
Project Search (post-secondary program)	1

K. CITIZENSHIP PERFORMANCE—ALL SCHOOLS

K.1. ATTENDANCE

RESULTS FOR THE ACADEMIC YEAR 2020-2021

Grade Level	Sub-Group of Students	Percentage Absent from School 10 or More Days
Total (By Component School)	SBJC: 109 - Early Childhood: 41 - Maywood: 33 - Lodi: 23	SBJC: 109/369= 30% - Early Childhood: 41/115= 36% - Maywood: 33/84= 39% - Lodi: 23/96= 24%

	- Annexes: 12	- Annexes: 12/74= 16%
All (By Ethnicity)	White: 36 Black: 11 Hispanic: 56 Asian: 4 Multiple: 2	White: 36/157 = 23% Black: 11/40 = 27.5% Hispanic: 56/141 = 40% Asian: 4/16 = 67% Multiple: 2/6 =33%
Pre-K	White: 13 Black: 3 Hispanic: 23 Asian: 3 Multiple: 2	White: 13/47= 28% Black: 3/9= 33% Hispanic: 23/52= 44% Asian: 3/5= 60% Multiple: 2/4= 50%
K	White: 1 Black: 0 Hispanic: 4 Asian: 0	White: 1/9= 11% Black: 0% Hispanic: 4/12= 33% Asian: 0%
1	White: 1 Black: 2 Hispanic: 2 Asian: 0	White: 1/8= 12.5% Black: 2/3= 67% Hispanic:2/8 Asian= 0%
2	White: 0 Black: 0 Hispanic: 2 Asian: 0	White: 0% Black: 0% Hispanic: 2/6= 33% Asian: 0%
3	White: 2 Black: 2 Hispanic: 3 Asian: 1	White: 2/10= 20% Black: 2/7= 29% Hispanic: 3/7= 43% Asian: 1/2= 50%
4	White: 4 Black: 0 Hispanic: 5 Asian: 0	White: 4/13= 31% Black: 0% Hispanic: 5/8= 63% Asian: 0%
5	White: 3 Black: 0 Hispanic: 3 Asian: 0	White: 3/5= 60% Black: 0% Hispanic: 3/7= 43% Asian: 0%
6	White: 2 Black: 3 Hispanic: 3 Asian: 0	White: 2/6= 33% Black: 3/5= 60% Hispanic: 3/8= 38% Asian: 0
7	White: 1 Black: 1 Hispanic: 5 Asian:	White: 1/10= 10% Black: 1/4= 25% Hispanic: 5/9= 56% Asian: 0%
8	White: 2 Black: 0 Hispanic: 1 Asian: 0	White: 2/10= 2% Black: 0% Hispanic: 1/5= 20% Asian: 0%

9	White: 3 Black: 0 Hispanic: 1 Asian: 0	White: 3/7= 43% Black: 0% Hispanic: 1/5= 20% Asian: 0%
10	White: 2 Black: 0 Hispanic: 1 Asian: 0	White: 2/5= 40% Black: 0% Hispanic: 1/2= 50% Asian: 0%
11	White: 0 Black: 0 Hispanic: 1 Asian: 0	White: 0% Black: 0% Hispanic: 1/3= 33% Asian: 0%
12	White: 0 Black: 0 Hispanic: 0 Asian: 0	White: 0% Black: 0% Hispanic: 0% Asian: 0%
Post-Secondary	White: 2 Black:0 Hispanic: 2 Asian: 0	White: 2/16= 12.5% Black: 0% Hispanic: 2/6=33% Asian: 0%

Name of Component School:	Early Childhood: 41/115= 36%
Describe the degree to which this school's performance differs from the average for the system: Our Early Childhood program's percentage of chronic absenteeism was 6% greater than the district average of 30%	
Describe the actions the system/component school is taking in response to this performance: This high percentage is likely due to absences caused by COVID-19. The district continues to adhere to safety protocols, which includes quarantining out of school. The district will continue to monitor excessive absences in the years to come.	

Name of Component School:	Maywood Campus: 33/84= 39%
Describe the degree to which this school's performance differs from the average for the system: Our Maywood Campus percentage of chronic absenteeism was 9% greater than the district average of 30%.	
Describe the actions the system/component school is taking in response to this performance: This high percentage is likely due to absences caused by COVID-19. The district continues to adhere to safety protocols, which includes quarantining out of school. The district will continue to monitor excessive absences in the years to come.	

K.2. SUSPENSIONS FROM SCHOOL

RESULTS FOR THE ACADEMIC YEAR 2020-2021

Name of Component Schools:		Early Childhood, Maywood, Lodi, & Annexes
Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
Pre-K to Age 21	All	0%

K.3. EXPULSIONS FROM SCHOOL

RESULTS FOR THE ACADEMIC YEAR 2020 - 2021

Name of Component Schools:		Early Childhood, Maywood, Lodi, & Annexes
Grade Level	Sub-Group of Students	Percentage Expelled One or More Times
Pre-K to Age 21	All	0%

THE DESCRIPTIVE SUMMARY OF ORGANIZATIONAL CAPACITY

A. Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

By Standards Surveys

X	YES		NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
Total Number of Surveys Returned				142
The results represent surveys completed by:				
▪ Students				0
▪ Parents				58
▪ Faculty, Staff, & Administrators				84
▪ Board Members				0
▪ Business/Community Representatives				0

By a Committee

	YES	X	NO	The self-assessment was conducted by a committee for all the Standards.
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STANDARD 1: MISSION STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

List the stakeholders who participated in the most recent development/review of the Mission and the stakeholder group each participant represents.

The mission statement was developed by the SBJC Middle States Planning Team in the summer of 2019. The team then distributed the first draft of the SBJC foundation documents to all staff as bookmarks. Campuses then worked on teams to provide edits and revisions to the document, which the Planning Team used to produce a second draft in the fall of 2019. In December 2021, the Planning Team revisited the documents, preparing them for board approval on March 22, 2022.

Name	Stakeholder Group
Jill Hagen	Teacher
Cheryl Kavanagh	Transition Counselor
Theresa Gallagher	Speech Therapist
Mary Payoczkowski	Teacher
Mark Raum	Physical Therapist
Judi White	Teacher
Antoinette Tobia	Teacher
Lynda Seeley	Teacher
Tom Barton	Paraprofessional
Chris Hughes	Director of Special Projects, Outreach, and Related Services
Reji George	Supervisor of Outreach
Lorraine Rake	Principal
Scott Rossig	Principal
Lauren Rosicki	Principal
Holly Ehle	Principal
Michael Kuchar	Superintendent of Schools
Jamie Stevens	Director of Special Services (external)
Liz Forte	Parent, Head of PTO
Ashley Vaughan	Director of Curriculum and Assessment
Shane Miller	Special Projects Coordinator

List the date(s) of the most recent revision/adoption of the system's Mission.

Planning Team Revised: December 16, 2021
Board Adopted: March 22, 2022

By what body was the most recent revision/adoption of the system's Mission approved.

Revised by the SBJC Planning Team on December 16, 2021.
Approved by the Board for adoption on March 22, 2022.

Indicate the places where and documents in which the Mission is formally published.

School website: <https://www.njsbjc.org/Page/508>

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

**Middle States Association Accreditation Standard:
Mission**

The Standard: The system has a mission that conveys clearly and concisely the system's vision of a preferred future for the community and its expectations for student learning. The mission is consistent with the community's ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed and periodically reviewed using a process that considers input by stakeholders of the system and is aligned with the needs of the community(ies) the system serves.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The system's statement of mission is:				
1.1	Clearly aligned with the system's beliefs and profile of the graduate.		2.47	
1.2	Communicated widely, understood and supported by the students, their families, and (if appropriate) the system's community of stakeholders.		2.65	
1.3	Developed using a process that considered input by appropriate stakeholders of the system.		2.22	
1.4	Reviewed periodically to determine its effectiveness in communicating the system's purposes and vision.		2.16	

Stakeholders' comments to support the ratings:

STANDARD: Mission	
Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • Need to really work on this standard. • The school meets standards to a certain degree however, in terms of communication, paraprofessionals are the last to know everything and feel out of the loop when it comes to over arching proper training, information about the students and what is taking place at the school that directly affects us in the long run. • The mission is not clearly communicated to anyone. Also, I do not feel that it accurately describes or meets the needs of our population. Our district is driven without purpose. • The school's mission is not clearly stated or visible. I am not sure what the mission is, other than to make sure that the students are successful and meet their goals and objectives. • Not really widely communicated • N/A • The school does not seek nor consider the input of the classroom staff. • Supports, including therapies and behavioral staff are not always functioning at the speed/functionality that we need. Staff is constantly in need and it seems that we take in more students than we are equipped to handle. • Unless you read the website, our mission is not clearly communicated amongst the staff • The school is in transition and working towards meeting the standards but we currently do not • Most staff do not know the "mission" or where to find it. We do not truly work in a collaborative manner - it is more multidisciplinary rather than collaborative. For example, the "professional learning communities" are mostly made up of single disciplines. Many staff do not use "positive behavioral supports" and do not follow defined behavioral intervention programs or strategies and do not follow the principles taught in the Crisis Prevention Institute workshops. There is a stronger focus on exposing our severely impaired students to the academic curriculum rather than a focus on the development of self-care and other life skills that would foster their independence and actually prevent possible abuse or neglect in their future. For example, if a student is taught to properly clean after a BM, the student will less likely be sitting in a mess in their future when they are no longer cared for by their parents. Some teachers actually believe that they should not address self-care and other life skills at school when parents request assistance with a particular skill. There is often "down time" with the older students and the students are not provided with appropriate learning opportunities. For example, on single session days or community based instruction days, movies are put on for students by some teachers and no appropriate "learning opportunities" are provided. This is precious lost time for these students. • Programming is not aligned so that it is in the best interests of the students • Staff members have been identified by the administration as having obvious biases when dealing with particular populations of children,

	<ul style="list-style-type: none"> however no correction or consequence has occurred to stop it. Wasn't sure of our mission- had to look it up on our website. Not sure how it was developed or who was involved with its development or how and who reviews it. Upon reading our mission on the website, I felt it was an accurate statement of what we should be. Assessments throughout the school year
Parents	<ul style="list-style-type: none"> I hope my son can stay with SBJC his whole school career. My child has improved her skills over the past year of attending SBJC School staff are not openly working with parents. Have been caught misleading parents several times. Tell you one thing and do something else. Do not respect parents' wishes. Very good Concerned the testing of students isn't conducive to whom they are Yours does meet our standard. Our child is doing so good. We are happy. Keep up with the great work. I feel very satisfied with all the staff. I have felt very comfortable with everyone. They have given me a very efficient and professional treatment.

Evidence:

Indicator No.	Evidence
NONE	

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

	Standard 1
Meets	67.91%
Does Not Meet	32.09%

<input checked="" type="checkbox"/>	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Mission Standard.

The system's significant strength in regards to Mission Standard include:

- 1.2: Communicated widely, understood and supported by the students, their families, and (if appropriate) the system's community of stakeholders.

The committee reviewing this standard analyzed the survey results and identified the following strengths related to this indicator:

- Variety/wide range of staff involved in development process;

- Positive responses from parents;
- Mission statement is good, on target;
- Engaging video will help spread the message;
- Wide variety of programs offered to meet the needs of the students.

List the system's significant areas in need of improvement in meeting the Mission Standard.

The system's significant area in need of improvement in regards to Mission Standard include:

- 1.4: Reviewed periodically to determine its effectiveness in communicating the system's purposes and vision. (2.16)

The committee reviewing this standard analyzed the survey results and have identified the following actions to promote improvement in this area:

- Include pod locations in video.
- Share and regularly communicate the mission statement with all staff, in all locations.
- More clearly define specific programs of SBJC.
- Accurately and specific publicize different academic programs being offered.
- Regularly share other activities/status (swimming, hiking, bowling, X country, bikes, equestrian, SEL, yoga class) with all staff at all locations.
- Share information with all stakeholders.
- Clarify curriculum being utilized across the different locations (i.e., emphasis on academic vs. life skills, STARS)
- Clarify what resources/services are available to parents both in and out of the schools.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Mission that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to the Mission:

- Share the mission video with all staff, students and parents.
- Increase promotional media (e.g., posters in the classrooms).
- Re-do survey for all stakeholders.
- Promotion/publicization/sharing of information (communication).
- Centralization of district information, easy access for all.

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

The language for this standard was developed during the pandemic through various online committee meetings. The pandemic limited the availability of staff to meet. The pandemic also limited the district wide publication and distribution of the information related to this standard. Several academic/social programs for students were delayed, modified or canceled as a result of the pandemic.

Professional communication throughout the district was limited which hindered the standard, ongoing professional collaboration in the district.

STANDARD 2: GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

FOR INDEPENDENT, RELIGIOUS, AND PROPRIETARY SYSTEMS

<input checked="" type="checkbox"/>	These issues are not applicable to our system.
-------------------------------------	--

1. Is the system incorporated?	<input type="checkbox"/>	Yes
	<input checked="" type="checkbox"/>	No

If yes, Name of Corporation:	
------------------------------	--

2. Is the system licensed to operate as an educational system?	<input type="checkbox"/>	Yes
	<input checked="" type="checkbox"/>	No

If yes,	
In what state(s) is the system licensed to operate?	New Jersey
In what country(ies) is the system licensed to operate?	USA
If no, explain the system's authority to operate:	

3. Is the system licensed to grant diplomas or certificates?	<input type="checkbox"/>	Yes
	<input checked="" type="checkbox"/>	No
If yes,		
In what state(s) is the system licensed to grant diplomas or certificates?		
Type(s) of diplomas or certificates offered		
If no, explain the system's authority to grant diplomas or certificates:	Diplomas are offered through the local, sending school districts.	

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement

3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

**Middle States Association Accreditation Standard:
Governance and Leadership**

The Standard: The system is chartered, licensed, and/or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the system operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the system.

The system's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the system's mission. The governing body and leadership maintain timely and open communication with the system's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the system by establishing policies, providing necessary resources, and ensuring the quality of the system's educational program.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The system's governing body ensures that the system:				
2.1 Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the system operates.		2.96		
2.2 Has no legal or proprietary ambiguities in ownership, control, or responsibility.		2.92		
2.3 Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.		2.64		
2.4 Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the system's leadership.		2.82		
2.5 Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.		2.69		
2.6 Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.		2.42		
The system's governing body ensures that it:				
2.7 Is focused on selecting, evaluating, and supporting the head of the system, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the system's mission.		2.36		
2.8 Uses a clearly defined performance appraisal system for the head of the system. The appraisal is conducted with the knowledge and participation of the head of the system.		2.44		

2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.		2.35		
2.10	Refrains from undermining the authority of the system's leadership to conduct the daily operation of the system.		2.96		
2.11	Works cooperatively with the system's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's mission, are implemented at all times, and reviewed regularly.		2.39		
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: <ul style="list-style-type: none"> • Its proper roles and responsibilities; • Qualifications for its members; • Its composition, organization, and operation; • Terms of office for its members; and Provisions for identifying and selecting new board members when vacancies occur.		2.53		
2.13	Implements a process for reviewing/revising its policies regularly.		2.43		
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.		2.41		
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.		2.56		
2.16	Conducts a regular schedule of meetings that is communicated to the system's community of stakeholders.		2.74		
2.17	Includes members that represent constituencies served by the system.		2.64		
2.18	Maintains appropriate and constructive relations with the system's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.		2.78		
2.19	Recognizes the accomplishments of staff members and students.		2.39		
2.20	Adheres to appropriate guidelines concerning confidentiality in communications.			3.06	
The system's leadership:					
2.21	Is accountable to the governing body and is responsible for ensuring the system's students achieve the expected levels of achievement.		2.64		
2.22	Maintains a relationship with the system's governing body characterized by mutual trust and cooperation.		2.93		
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.		2.8		
2.24	Provides a program of professional development based on the needs of the system and staff identified in the system's growth and improvement process.		2.56		
2.25	Ensures that professional and support staff members stay well informed about educational developments.		2.37		

2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the system's mission and goals.		2.69		
2.27	Stays well informed of and implements proven practices identified in educational research and literature.		2.69		
2.28	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.		2.37		
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.			3.12	

INDICATORS OF QUALITY FOR FAITH-BASED SYSTEMS

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
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INDICATOR OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
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Component Schools with independent Governance and Leadership

	The System has Component Schools with independent Governance and Leadership
X	The System does not have Component Schools with independent Governance and Leadership

Stakeholders' comments to support the ratings:

STANDARD: Governance and Leadership	
Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • More communication is needed between administration and the teachers, students and families -- maybe a parent advisory council would be helpful too. • I'm not sure I have enough info to answer this question • Our program is broken up into several locations and because of this, the superintendent is unaware of the specific issues and concerns that exist at each location. • Of course due to the past history of the previous superintendent, I feel we are on a much better and legitimate and legal path. I have seen many improvements, such as BOE minutes being available in more timely fashion and representatives from staff included at BOE meetings. They could be more represented and involved with the students themselves and several student programs were discontinued. • To all the staff, a manual of functions and obligations is delivered, which make us act with professionalism and confidentiality
Parents	<ul style="list-style-type: none"> • This is very organized and manages all planning activities very well. • The staff will talk to parents in front of other parents. Total disregard for privacy. Many complaints. Principal has zero respect from parents. She is never honest with parents. Get the feeling of no respect from staff either.

	<p>Many trips were canceled for lack of staff like nurses. Can write a book, so many issues.</p> <ul style="list-style-type: none"> • The school doing excellent job • It does meet the standard. • The school can do a better job with communication with the board of education of any changes and transfers. Otherwise the teachers are great and exceed my expectations. • I think everything works fine.
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Evidence:

Indicator No.	Evidence
NONE	

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

	Standard 2
Meets	70.68%
Does Not Meet	29.32%

<input checked="" type="checkbox"/>	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Governance and Leadership Standard.

The system's significant strengths in regards to Governance and Leadership include:

- 2.29: The system's leadership adheres to appropriate guidelines concerning confidentiality in communications. (3.12)
- 2.20: The system's governing body ensures that it adheres to appropriate guidelines concerning confidentiality in communications. (3.06)

The committee reviewing this standard analyzed the survey results and identified the following strengths related to this indicator:

- Following Protocols and proper legal steps in ensuring confidentiality.
- Good rapport and relationship between members of the BOE and administrators.
- Compliance with regulations & ordinances within the district and as set forth by NJDOE.
- Provision of effective support of the district's leaders.

List the system's significant areas in need of improvement in meeting the Governance and Leadership Standard.

The system's significant areas in need of improvement in regards to Governance and Leadership include:

- 2.9: The system's governing body ensures that it thinks and acts strategically, reflecting on its decisions and the consequences of its actions. (2.35)
- 2.7: The system's governing body ensures that it is focused on selecting, evaluating, and supporting the head of the system, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the system's mission. (2.36)

The committee reviewing this standard analyzed the survey results and have identified the following actions to promote improvement in this area:

- Improve communication between superintendent, administrative team, staff, and BOE, interchangeably.
- Improve communication with families.
- Improve qualifications of personnel (paraprofessionals).
- Recruitment of quality staff (paraprofessionals).
- Fostering understanding for professional staff as to how district administrators are evaluated.
- Increase recognition/celebration of student and staff successes

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Governance and Leadership that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to this standard:

- Improve training protocol of paraprofessional staff and ensure that training is ongoing. Ensure a comprehensive "orientation" program that is not just video-based.
- Consider addition of new position - Head Paraprofessional. This individual can assist with planning training and serve as a mentor for newly hired paraprofessionals.
- Educate professional staff as to how administrators/principals are evaluated - consider involvement of professional staff in the evaluation of administrators.
- Enhance notification system used to communicate with staff and families, to include a more streamlined and consistent manner to provide reminders and share important communications.
- Contemplate additional means of recruiting high quality staff, to include participation in local job fairs and recruiting at local universities. Keep staff aware of these recruitment efforts.
- Targeted communications to staff and families that share the successes achieved within the district. Consider use of a suggestion/recognition box that staff can contribute to. Consider sending more personal notes to recognize and thank people.
- Ensure that meeting minutes from SBJC Board of Education are posted on the district website as soon as approved.
- Upon the waning of the pandemic, ensure a return to in-person events that include parents and families (i.e student dances, assemblies, outside speakers and guests, etc).
- Ensure that school mission, vision and goals drive our practice.
- Due to the movement of paraprofessionals between class assignments (daily and permanent), establish a system by which the paraprofessionals can more quickly familiarize themselves with the needs of the students in class. One example would be creation of "student information sheets" for review.

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

As per our Governance and Leadership Committee, it appears that the pandemic has created some challenges, yet has also yielded some new positives.

Some of the challenges identified included:

- Staff Evaluation - not as thorough while on virtual given the temporary suspension of SGO requirement as well as the removal of the Annual Evaluative Summary (these have since resumed).
- Staff Recruitment and Hiring - Legislation, policy and the idea that some individuals may not deem close, physical work with students as desirable during the pandemic, we have been challenged with keeping staffing at an adequate level.
- Staff Training
 - Time lost during the pandemic
 - No ability to provide hands-on training due to virtual instruction and the need to socially distance.
 - Staffing challenges/deficits make it more difficult to find the time to train.
- Mental health of staff and students have become an increasing concern. Some staff members have commented that they feel some have shifted into a mentality of “survival mode”.

Some of the positives identified included:

- Technology
 - Initiation of 1:1 Chromebook program
 - Greater use of Google Meet and ZOOM for virtual teaching, staff training, etc.
- Communication
 - Direct contact/communication with families increased while on virtual instruction as teachers, therapists and para's were now virtually in the homes and living rooms of our families on a daily basis.
 - Increase in e-communication with families, fostering some closer ties and more comprehensive communication.
 - Discussion initiated about identifying one e-communication system for the district on the whole (such as “Remind” or a similar platform) Ensure that this continues, expands, and is in place at each campus. Could be accomplished through our existing platforms, and/or others to supplement (Google Classroom, Google Chat, etc). District-wide / School-based newsletters.
- Virtual training
 - Solidified our distance training protocols
 - RBT Training for all Paraprofessionals

STANDARD 3: SYSTEM IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

SYSTEM PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X		2021	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan		X			Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan		X			Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan	X		2020	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	X		08/24/2022	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan		X			Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan		X			Satisfactory
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Student Enrollment Plan		X			Satisfactory
					Needs Improvement

				Unsatisfactory
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B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: System Improvement Planning

The Standard: The system plans strategically and continuously to grow and improve its students' performance and the system's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The system's strategic plan is aligned with and supports achievement of its mission. The system uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals. The system improvement planning is monitored, periodically assessed and revised as needed.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system:				
3.1	Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the system's community of stakeholders.		2.58	
3.2	Bases its strategic plan on longitudinal data regarding the achievement and performance of the system's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.		2.41	
3.3	Communicates regularly to its community of stakeholders information about the system's planning process, strategic plan, and the results being achieved by implementing the plan.		2.74	
3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.		2.70	

3.5	Takes into consideration the system's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.		2.17		
3.6	Guarantees that its action plans address all areas of the system's programs, services, operations, and resources that are relevant to the system's mission and the strategic plan's goals.		2.29		
3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.		2.33		

INDICATOR OF QUALITY FOR FAITH-BASED SYSTEMS

These Indicators are not applicable to our system.

Component Schools with separate Improvement Planning

	The System has Component Schools with separate Improvement Planning
<input checked="" type="checkbox"/>	The System does not have Component Schools with separate Improvement Planning

Stakeholders' comments to support the ratings:

STANDARD: Planning for Growth and Improvement	
Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • This school successfully meets expectations • codes for staff should be a crossed the building. • Many of these questions are above and beyond what paraprofessionals are informed about and in terms of addressing operations and "strategic planning," the way in which the mold issue was dealt with in our building was endangering the health and welfare of staff and students but seemed on our end to not be taken seriously, dealt with quickly enough and we are still dealing with classrooms being empty and in the shoved into basements. • Very few plans are developed that take into consideration the resources necessary to provide effective services. The district keeps making plans to expand without considering the added resources that it will take. We are not even appropriately staffing our current programs throughout the year. Staff also has very little to no say in the plans for the district. • Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the school's mission and the strategic plan's goals. - It is difficult to guarantee this when resources should include competent staff, and we are severely understaffed. • N/A. • I am unsure since I don't attend BOE meetings, nor do I read the minutes. • I don't know much about this, but I do know there is an action plan and it is constantly being revised, which is why I said it meets the standard. I feel like sometimes the plan does not fully know or understand the school and its resources beyond what's written on paper though. • I know that there are plans in place but I am unsure of the procedures and protocols of how the plans came about or how they will be implemented • The strategic plan is unknown to most employees.

	<ul style="list-style-type: none"> • All of the administrators should have regular meetings with staff and actually listen to the concerns and constructive suggestions for change with an open mind, rather than continuing to maintain the status quo because it is comfortable! • I feel by this survey and the Middle States Accreditation process that the new administration is on the way to meeting this standard. Our program is so diverse in not just age but types of students that it is difficult to include all of our programs, services, and resources. • teachers present monthly reports on student progress and these are reviewed by parents, and the principal of the school analyzing new strategies
Parents	<ul style="list-style-type: none"> • Correspondence from SBJC is good but needs some improvement. Sometimes information is received later than it should be. • Parents are involved and given the opportunity to participate in children's development. • Any changes the parents are the last to hear if ever. Have not seen any improvements other than minor security features such as cameras that work instead of broken. • The school doing very very good • 3.4 - never saw anything to my knowledge • The communication and outreach to us has been great. • Meets the standard.

Evidence:

Indicator No.	Evidence
NONE	

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

	Standard 3
Meets	68.15%
Does Not Meet	31.85%

X	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Planning for Growth and Improvement Standard.

The system's significant strengths in regards to System Improvement Planning include:

- 3.3: Communicates regularly to its community of stakeholders information about the system's planning process, strategic plan, and the results being achieved by implementing the plan. (2.74)

The committee reviewing this standard analyzed the survey results and identified the following strengths related to this indicator:

- Strategic Objectives have been identified and committees formed to help dive deeper into planning for Growth and Improvement.

List the system's significant areas in need of improvement in meeting the Planning for Growth and Improvement Standard.

The system's significant areas in need of improvement in regards to System Improvement Planning include:

- 3.5: Takes into consideration the system's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans. (2.17)

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Planning for Growth and Improvement that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to this standard:

- Recruiting additional resources and being creative with time to help with the growth and planning of the district.
- Review of plans and have them available for stakeholders possibly on the website, or at minimum of a summary for review.
- Clear communication of what our strategic plan is and where and how to access it
- More communication between administration and faculty and regular updates
- Developing a strategic plan (Promote awareness of the 4 Foundational Objectives)
- When considering new initiatives conversation with staff about needs, purpose, implementation and discussing pros and cons with the immediate stakeholders (teachers, students, parents)

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

The effect that the Pandemic had on the district's adherence to this standard is that it delayed the timeline, redirecting our resources to creating COVID and reopening protocols to ensure the health and safety of our students.

STANDARD 4: FINANCES STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

The SBJC is a Public System that's income source is dependent on tuition. Because of this, this Standard was filled out using the tables under: "For Non-Public, Independent and Proprietary Systems"

FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from tuition	38.3%	39.6%
% from fees	0%	0%
% from fund-raising and other special Activities	0%	0%
% from annual giving	0%	0%
% from grants	0%	0%
% from interest/investments/rental income	0%	0%
Other (describe): Transportation Services	45.4%	45.9%
Other (describe): Misc/Outreach/Related Services	16.3%	14.5%
Other (describe):	0%	0%
TOTAL	100%	100%

INSURANCE FOR THE SYSTEM:

TYPE OF INSURANCE	Adequacy of Coverage		
	Satisfactory	Needs Improvement	Unsatisfactory
Property liability	X		
Employee liability	X		
Administration liability	X		
Governing body liability	X		
Theft, fraud, deceit	X		
Travel and field trips	X		
Institution-owned vehicles	X		

Indicate any anticipated major capital expenditures within the next three years.

The South Bergen Jointure Commission is in need of space. We anticipate acquiring office and commercial space within the next few years.

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

NONE

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: Finances

The Standard: The system has financial resources that are sufficient to provide its students with the educational program defined in the system’s mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The system uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the system’s ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system:				
4.1	Is free of any contingent financial liabilities or on-going litigations that could affect the system’s ability to continue operation.		2.65	
4.2	Maintains levels of income and expenditures that are in appropriate balance.		2.99	
4.3	Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the system’s finances and all financial operations.		2.61	
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.		2.61	
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.		2.54	

4.6	Submits official financial records of the system such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.		2.63	
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.		2.62	
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.		2.71	
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.		2.19	
4.10	Informs families enrolling students in the school about any financial obligations for attending the system.		2.96	
4.11	Sets tuitions and fees, if applicable, that are related to the content of the system's educational program, the length of study, and equipment and supplies required for learning.		2.62	
4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.		2.70	
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the system (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).		2.80	
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.		2.63	
4.15	Conducts advancement efforts that are supported by the system's leadership, staff, parents, and alumni.		2.54	

INDICATORS OF QUALITY FOR FAITH-BASED SYSTEMS

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
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Component Schools primarily responsible for their own Finances

	The System has Component Schools responsible for their own finances
<input checked="" type="checkbox"/>	The System does not have Component Schools responsible for their own finances

Stakeholders' comments to support the ratings:

STANDARD: Finances	
Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • should pay increase with lump sum also. • I am not aware of most of this information. We are not informed to this degree and I can only answer as honestly as much as I know about. However, living wages after taxes for the paraprofessionals in the state of NJ does not meet expectations - even with the raise. Most of us have

	<p>degrees, school loans and are living on our own. Yet, it is mandatory that a large amount of our check is taken out for a retirement fund when we can barely pay our bills.</p> <ul style="list-style-type: none"> • The business office is a mess. There are very frequent mistakes made in payroll and financial matters. We do not charge enough tuition for the amount of services we provide for the neediest students. • I am not aware of the finances of the district. • N/A. • I could not answer most of these questions because I honestly don't know what goes on in the financial area of this school system. • I do not attend BOE meetings, nor do I read the minutes, therefore I am unsure of most the these questions. • I dont deal with the finances, so I cannot answer if this standard is met or not. However, I don't think the school staff has much say in how finances are spent. Sometimes there are shortages of things, or field trips proposals are rejected, that make me wonder how the financial situation is. • I am unaware of any of the financial circumstances of the district • We are working towards becoming a better district however there are things that still need to be evaluated and communicated amongst all. • I gave the benefit of the doubt and put "meets," but really I have no idea. • This is not an area that I really have any knowledge about, because there is no communication to staff regarding this. • I know nothing about the financial aspect of our district, nor would I expect to in my role, For this reason I did not answer this section. I assume that with the change in leadership everything is being done properly. • I can only comment on the areas I have knowledge of. We have been using some grants, but overall we do not have many partnerships, grants or involvement of staff, parents, alumni (input or support)
Parents	<ul style="list-style-type: none"> • The school organizes fundraising activities with students. • Parents and students do have a say or informed about school financial planning. • Excellent • Unknown • Meets the standard

Evidence:

Indicator No.	Evidence
NONE	

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

	Standard 4
Meets	73.88%
Does Not Meet	26.12%

X	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Finances Standard.

The system's strength in regards to the Finance Standard include:

- 4.2: Maintains levels of income and expenditures that are in appropriate balance. (2.99)
- 4.10 Informs families enrolling students in the school about any financial obligations for attending the system. (2.96)
- 4.13: Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the system (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner). (2.80)

The committee reviewing this standard analyzed the survey results and identified the following strengths related to this Standard:

- The district maintains adequate insurance coverages as suggested by our Insurance broker and carrier for the protection of the district's resources.
- The district maintains a sufficient fund balance to meet financial obligations for our district.
- Families are informed of the resources given to them by their home districts to support their child's education.
- Monthly reports are presented to the board regarding the financial status of the district and annual audits are done to ensure compliance with NJDOE regulations, with any recommendations handled with a corrective action plan.
- Any issues with finances and payroll are addressed immediately and rectified.
- Different models of revenue are being explored to keep the SBJC relevant and available to help our districts.

List the system's significant areas in need of improvement in meeting the Finances Standard.

The system's significant area in need of improvement in regards to Finances Standard include:

- 4.9: Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs. (2.19)
- 4.15: Conducts advancement efforts that are supported by the system's leadership, staff, parents, and alumni. (2.54)
- 4.5: Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services. (2.54)

The committee reviewing this standard analyzed the survey results and have identified the following actions to promote improvement in this area:

- Implement a system where all stakeholders have input in financial priorities to improve our services.
- The district needs to present the financial standards in a way that is easy for the staff to understand in clear and simple language.
- The district should take the students on more field trips and to community events to give them experiences in a least restrictive environment to promote independent living. This also would help to improve their social skills and interactions.
- The district should add in the budget to have ABA trained staff members who can push into the classroom to supplement the implementation of ABA programs to teachers and paras. We would need

at least one per school in order to cover all of the staff. The actual number needed would have to be determined.

- The Related Services staff need a budget for use in the schools they service since there aren't always items available that they need. They also need testing materials and protocols to be available.
- The suggestion was made to have designated crisis team members budgeted to be available when needed. This would alleviate pulling staff from the classroom which would affect the learning in the class.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Finances that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to Finances:

- Do an analysis of the suggested improvements to ascertain costs to determine if the suggested improvements or recommendations are feasible for the district's budget and will still be done within the budget without raising costs to our districts.
- Do research to assess whether different models we are considering to make available to our districts will be financially sound for our district.
- The committee suggested to do further surveys in light of the fact that the last one was so long ago, and break it up into more understandable sections. Do these on a regular basis for continued feedback to see how we're doing with communication.

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

The pandemic created many challenges for financial operations in our district since there are NJ Public School Purchasing laws that we are supposed to adhere to and it was difficult to do that with the constantly changing guidelines on Covid safety requirements and the inability to get vendors for the items we needed. We wanted to have our schools open for the school year starting September 1, 2020 but needed to have PPE purchased, schools renovated for increased ventilation, and social distancing signage and classroom layouts in place in a short timeframe. This was a challenge not only due to purchasing laws, but also due to the fact that people were working from home, and the securing of supplies and items was not easy due to business slowdowns. All of our vendors had to revise their businesses to adhere to Covid protocols that were changing daily.

STANDARD 5: FACILITIES STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

PHYSICAL FACILITIES

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
Our Lady of Queen of Peace	Maywood	1951	Windows and ventilation system, 2020		Owned
				X	Leased
St. Francis	Lodi	1959	Roof, 2017 Ventilation system, 2020		Owned
				X	Leased
Prime Time	East Rutherford	1967	Ventilation system, 2020		Owned
				X	Leased

ADEQUACY OF FACILITIES

BUILDINGS	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Our Lady of Queen of Peace	X			
St. Francis	X			
Prime Time	X			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NONE

MAINTENANCE AND CUSTODIAL STAFF:

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance	Outsource vendors for maintenance	X	Satisfactory
			Needs Improvement
			Unsatisfactory
Custodial	5	X	Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds	Maintained by vendors outsourced by Churches	X	Satisfactory
			Needs Improvement
			Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

None.

CONDITION OF FACILITIES.

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
System Building(s)				X
Furnishings	X			
Provisions for the Disabled		X		
Variety of Instructional Spaces		X		
Laboratories	X			
Counseling/Guidance Space(s)		X		
Health Services Space(s)	X			
Library/Learning Media Center				X
Administrative and Support Spaces	X			
Offices and Planning Spaces for the Faculty		X		
Heating, Ventilation, Air Conditioning	X			
Electrical, Water, and Sanitation Systems	X			

Energy Conservation System	X			
Security System	X			
Storage Spaces		X		
Parking Spaces	X			
Athletic Fields				X
Indoor Athletic Space(s)	X			
Cafeteria/Dining Space(s)	X			
Auditorium/Theater				X
Dormitories				X

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

- Provisions for the Disabled - we so far modified 2 bathrooms in Lodi
- Offices and Planning Spaces for the Faculty - we are in the process of looking into modular units to use as a Faculty room which would free up the current Faculty room to be used for counseling or classroom
- Counseling/Guidance Space(s) - see above
- Variety of Instructional Spaces - see above
- Storage Spaces - we are currently renting 5 storage units at our 3 campuses to be used for additional storage.

ADEQUACY AND QUALITY OF MAINTENANCE/CUSTODIAL.

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
System Building(s)	X			
Furnishings	X			
Provisions for the Disabled				X
Instructional Spaces	X			
Laboratories	X			
Counseling/Guidance Space(s)	X			
Health Services Space(s)	X			
Library/Learning Media Center				X
Administrative and Support Spaces	X			
Offices and Planning Spaces for the Faculty	X			
Heating, Ventilation, Air Conditioning	X			

Electrical, Water, and Sanitation Systems	X			
Energy Conservation System				X
Security System	X			
Storage Spaces		X		
Parking Spaces	X			
Athletic Fields				X
Indoor Athletic Space(s)	X			
Cafeteria/Dining Space(s)	X			
Auditorium/Theater				X
Dormitories				X

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

- Storage Spaces - we are currently renting 5 storage units at our 3 campuses to be used for additional storage.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: Facilities

The Standard: The system provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the system’s mission. The facilities provide a physical environment that supports delivery of the system’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation

and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the system is located.

Indicators of Quality for Systems		Rating			
		1	2	3	4
The governing body and leadership ensure that the system:					
5.1	Provides sufficient and appropriate facilities for all aspects of the system's educational programs, activities, and services including:				
5.1.a	Instructional areas/classrooms		2.67		
5.1.b	Administrative offices		2.67		
5.1.c	Conference rooms		2.25		
5.1.d	Residential Boarding (students and faculty)				
5.1.e	Health Services		2.63		
5.1.f	Student activities		2.16		
5.1.g	Student services		2.38		
5.1.h	Safe and secure storage of system property, equipment, official records, and materials (e.g., cleaning supplies and chemicals).		2.39		
5.1.i	Safe and secure storage of student belongings		2.62		
5.2	Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.		2.40		
5.3	Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.		2.24		
5.4	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.		2.47		
5.5	Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.		2.56		
5.6	Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.		2.01		
5.7	Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.		2.00		
5.8	Has adequate and appropriate lighting throughout its facilities.		2.94		
5.9	Has sufficient space for entering, exiting, and traffic flow within its facilities.		2.90		
5.10	Makes safe drinking water available for the students, the staff, and visitors to the system.		2.71		
5.11	Is in compliance with the requirements of all appropriate civil authorities in which the system is located for fire safety and occupancy.			3.05	

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD EDUCATION PROGRAMS

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
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Component Schools primarily responsible for their own Facilities

<input type="checkbox"/>	The System has Component Schools responsible for their own facilities
<input checked="" type="checkbox"/>	The System does not have Component Schools responsible for their own facilities

Stakeholders' comments to support the ratings:

STANDARD: Facilities	
Source of Comments	Comments
Staff	<ul style="list-style-type: none"> • Proper equipment's and space needs to be organized and updated. • The smart boards need to be updated in a majority of the rooms, many of the toys are old and used, students don't have any available outside facilities and we do not have adequate staff for the size of our classrooms. As stated before, the way the mold issue was dealt with was absolutely (and is still) ridiculous and not cleared up. We should not be working in this environment and the children are especially sensitive to these issues. They should be protected to the utmost degree. • The air quality is questioned regularly. The windows in my classroom are sealed shut and are unable to be opened. The rain comes into my classroom and creates puddles in my room. My classroom has a distinct odor that is worse when it rains. The buses idle outside my classroom in the morning and afternoons and the exhaust comes into the classroom. There is limited space and classrooms for the middle/high school and STAR programs. There are 11 year olds and 21 year olds who regularly come into contact with each other and at times, share spaces. • Most of the buildings that we use for all ages are not always appropriate. For early childhood, one of the buildings has many flights of stairs that are difficult for the students who are just turning 3 years old and begin our program. In addition, there have been buildings in which there is not enough space to carry out therapies, services, specials, nurse's room, principal's office (the gym is used for all specials and OT/PT; during one year, the principal and nurse's room was inside of a classroom, etc.) • The school had issues this past year with too many students per preschool classrooms, as well as mold in the classrooms that were not discovered or resolved quickly. One of the conference rooms had to be converted into a classroom and several classrooms had to share with another class for a little while, which was not a good learning environment for the students. • Concern for levels of mold within the classrooms, in all buildings, not just Maywood • We have had a mold issue for sometime that has not been rectified. The source of the mold was determined however it has spread to other places and is becoming a bigger issue. Many students and staff have become sick due to this problem however we are still working in the building and the true

issue isn't thoroughly communicated with all staff in the building. People do not feel comfortable coming to work because of this issue, but do because you can lose your job due to an excess of absences. We accept new students (which is great for enrollment purposes) but do not have the space or staff to accommodate students especially in the younger grades who require more and are more hands on. More classrooms need to be opened and then that leaves OT/PT/speech rooms and therapists over worked and crowded thus making it difficult to do an effective job for the students.

- One building lacked a custodian for most of the year; the one now hired needs more supervision. One building had high levels of CO₂ in a treatment area, and staff was advised to just "open a window;" in another building the treatment area is not air conditioned. Treatment areas, in general, are insufficient and seem an afterthought. In our various buildings, they are shared with active cafeterias, active gyms, pop-up conference rooms (confidentiality issues here), and with inadequate space and/or sound absorption, and with too many therapists and their students in a room at once. At some campuses, therapy materials (most of which have been purchased by individual therapists) have been stolen or destroyed by outside groups sharing the space after hours on the weekends. This has also happened in classrooms. Our buildings are rented, but our landlords get away with cheap fixes, such as covering a hole in the wall left by a removed water fountain with a flattened cardboard box, for over a year now.
- Building is not appropriately cleaned and in need of repairs
- Our campuses typically are housed in old catholic schools which are in need of renovations and dire repairs. Our facility is filthy, heating and ac is not adequate and the space is limited. Many times rooms have multiple uses.
- Some of our campus' do not always have the appropriate space to educate our students. There should be therapy rooms for PT, OT and speech. One campus does not even have a room for IEP meetings. Then in Lodi there is the STARS program which is great for the students who go out to work, but the students who can not are lost all day. For those students there should be a functional life skills program. They should be taught to make a sandwich or use a microwave, possibly set a table or make a bed.
- Although there has been an improvement to air quality since administration has addressed the bus idling outside classrooms, many of the AC units aren't efficient or cleaned regularly. As well as 3D printers that may or may not decrease the air quality of classrooms. There is only one conference room that also serves many other functions. The building was cleaner (ex. rooms vacuumed regularly) under the previous custodian. Not every classroom has a cabinet that locks. There are very few if any activities offered to the students.
- The school has safety regulations, evacuation signs, precaution, drinking water, lighting, pleasant work environment, safe storage
- The building is dirty and not cleaned appropriately. Staff have had to clean toilet seats, lunch tables, etc. Child study team meetings take place in public areas and there are breeches of confidentiality. We have to "make

	<p>do" with furniture, storage, materials, etc. Staff often purchase materials at their own expense. The spaces are "shared" with other organizations and materials have been "vandalized". There are apparent environmental concerns that have been brought to the attention of the administration but not have been assessed.</p> <ul style="list-style-type: none"> ● I have no information on the Early Childhood Programs, but the 18-21 program is not housed in an appropriate facility and therefore student activities are limited. ● With the classrooms maximizing to 10-12 students, it makes it extremely dangerous for the students/staff in terms of violent behavior and safety. Many staff members were hurt this year due to classrooms being maxed out, and not being able to give the special education population the attention they need with the proper staffing. 3 to 1 ratio in BD raises safety concerns, as well as a full classroom of 10-12 aggressive students. ● It is difficult to find room to meet with parents and CST and/or to have a private phone conversation with parents or CST. There is no conference room available at most campuses. The mold issue at Maywood has been addressed but is a concern. Classes are full, which is probably good from a business viewpoint, but from an educational viewpoint I am concerned when ABA classes have more than 6 students. ● Our campuses typically are housed in old catholic schools which are in need of renovations and dire repairs. Our facility is filthy, heating and ac is not adequate and the space is limited. Many times rooms have multiple uses. ● Therapies, such as speech, should not be conducted where staff take their lunch breaks. Having therapies and specials, such as Art and Music, all being conducted in one large divided room is not conducive to appropriate learning. ● Some of our campuses do not always have the appropriate space to educate our students. There should be therapy rooms for PT, OT and speech. One campus does not even have a room for IEP meetings. Then in Lodi there is the STARS program which is great for the students who go out to work, but the students who can not are lost all day. For those students there should be a functional life skills program. They should be taught to make a sandwich or use a microwave, possibly set a table or make a bed.
Parents	<ul style="list-style-type: none"> ● SBJC school is well kept and parents feel safe ● You can easily observe the maintenance of the school, also my son never gave me a complaint. ● Cameras did not work. Fixed end of September by adding new cameras. Students safety in question. My child was robbed on a school bus. Zero help from school. ● Excellent ● overly hot stairwell, NOT well lit, 3 flights to classrooms!!! combining traffic with day care in the lobby, shared space with PT day care as well as Church in the cafeteria. I wish SBJC had their own space here and there wasn't so many stairs. ● I wish there were fewer steps to get to class.

	<ul style="list-style-type: none"> • Meets the standard • OK
--	--

Evidence:

Indicator No.	Evidence
None	

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

<input checked="" type="checkbox"/>	Our self-assessment is that our system MEETS with this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET with this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Facilities Standard.

The system's strength in regards to the Facilities Standard include:

- 5.11: Is in compliance with the requirements of all appropriate civil authorities in which the system is located for fire safety and occupancy. (3.05)
- 5.8: Has adequate and appropriate lighting throughout its facilities. (2.94)

The committee reviewing this standard analyzed the survey results and identified the following strengths related to this Standard:

- Rooftop ventilation systems have been upgraded to provide more fresh, circulated air in the classrooms and throughout the buildings.
- Additional custodians have been added to keep up with the overall cleanliness of the buildings.
- Air scrubbers have been placed throughout the buildings in order to increase the air quality.

List the system's significant areas in need of improvement in meeting the Facilities Standard.

The system's significant area in need of improvement in regards to Finances Standard include:

- 5.7: Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities. (2.00)
- 5.6: Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.(2.01)

The committee reviewing this standard analyzed the survey results and have identified the following actions to promote improvement in this area:

- Drafty windows in Lodi need to be eventually replaced. Keeping the temperature at an acceptable level on cold days has been challenging. In the meantime an attempt to cut down on the draftiness has been implemented.
- Increased storage space in Maywood is needed for the bike program. Would like more storage near the area of the gym going forward.

- Lack of privacy in counseling and guidance rooms is an issue. It is difficult to have private meetings of a sensitive nature.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Facilities that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to Facilities:

- The issues with the windows in Lodi have been forwarded to the attention of the Archdiocese. A meeting has been scheduled to address the concerns and possible remedies. The Archdiocese has agreed to begin replacing windows in summer 2022.
- In Maywood, a request for additional storage space within the building has been sent to Our Lady of Queen of Peace.
- A plan for better space for guidance, counseling and private meetings needs to be discussed. The committee suggested developing a schedule of classrooms that aren't in use that can be used for private matters. Also, the possibility of modular units to increase needed space is being explored.

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

Due to the COVID19 pandemic the SBJC has made several changes to the day-to-day operations of our facilities. We have added custodians at each location in order to keep up with cleaning and disinfecting responsibilities. Cleaning supplies in the classrooms have been increased as well as PPE for all students and staff.

In order to increase the flow of fresh air throughout our buildings we had rooftop ventilation systems installed and upgraded at our 3 main locations. We've also purchased air scrubbers and placed them in high traffic areas throughout the school. Desk shields and other barriers have been installed in the classrooms in order to help with social and physical distancing practices.

STANDARD 6: SYSTEM ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

Not applicable in this section. See School Information in the Profile of the School.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: System Organization and Staff

The Standard: The system’s organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the system’s mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The system’s leaders and staff demonstrate collegial and collaborative relationships.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system’s organization promotes:				
6.1	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their system.	2.48		
6.2	Commitment to the system, dedication to their work, and pride in the outcome of their efforts.	2.99		
6.3	Professional satisfaction and good general morale.	2.75		
The governing body and leadership ensure that the system’s organization:				

6.4	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.		2.47		
6.5	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the system's students.		2.41		
The governing body and leadership ensure that the system has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:					
6.6	The day-to-day operation of the system.		2.50		
6.7	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.		2.14		
6.8	Evaluating staff members' performance.		2.62		
6.9	Handling complaints/ grievances by members of the staff.		2.20		
6.10	Orienting and mentoring of new staff members.		2.04		
6.11	Appropriate orientation and supervision for service providers not employed by the system.		2.15		
6.12	Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.		2.51		
6.13	Qualifications for special education teachers meet the requirements of state-approved certification/licensing and have not had certification waived on an emergency, temporary, or provisional basis.		2.68		
6.14	Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.		2.57		
6.15	Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.		2.41		
6.16	Paraprofessionals work under the supervision of a certified special education teacher.		2.79		
6.17	Paraprofessionals implement an education plan designed by the certified teacher.			3.06	
6.18	Paraprofessionals monitor the behavior of children with whom they are working.		2.57		
The governing body and leadership ensure that the system's staff:					
6.19	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the system's educational program, services, and activities.		2.76		
6.20	Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.		2.83		
6.21	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the system's success.		2.58		

6.22	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.		2.56		
6.23	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.			3.03	
6.24	Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).			3.04	
6.25	Is provided opportunities to offer input into the content of professional development experiences.		2.93		
6.26	Is encouraged by the leadership to affiliate with professional organizations.		2.39		
6.27	Feels safe in the system.		2.53		
6.28	Enforces the student code of conduct fairly and uniformly.		2.43		
6.29	Demonstrates a commitment to, pride in, and support for the system by participating in its activities, and promoting its mission.		2.47		

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD PROGRAMS

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the early childhood program:				
6.30	Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices.]		2.46	
6.31	Seeks to achieve applicable teacher and/or staff-to children ratio		2.21	

INDICATORS OF QUALITY FOR SYSTEMS THAT PROVIDE ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
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INDICATORS OF QUALITY FOR FAITH-BASED SYSTEMS

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
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INDICATORS OF QUALITY FOR ALL PENNSYLVANIA PUBLIC SYSTEMS, PRIVATE SYSTEMS AND THEIR CONTRACTORS' EMPLOYEES WHO WORK IN DIRECT CONTACT WITH CHILDREN, AND STUDENT TEACHER CANDIDATES

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
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Component Schools with different School Organization

Stakeholders' comments to support the ratings:

STANDARD: System Climate and Organization

Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • Unclear leadership set up, in which staff are not clearly given information on who is supervising them or who they should be supervising. For example paraprofessionals do not feel that teacher feedback impacts their job performance rating (so when they are given feedback they refuse to apply it). In addition there appears to be unofficial vice principals that provide feedback that a supervisor (an administrator) should be providing. • add new and updated materials for staff. • We need to develop a better way to train staff before being put into the rooms. When I first started I was simply thrown in, no shadowing, to get an idea of what was to be expected or what the children were like (luckily I was somewhat aware of what the population was like.) We also are not spoken to clearly about what is expected of us, and while some teachers are capable of communicating with us efficiently, that isn't a standard met across the board. • Lack of staff and resources leads to low morale. Very little feedback to staff about their performance to allow for growth. • I do not think there are appropriate consequences put in place for the students. I do not feel safe, because some of the students can be physically aggressive and there is not always staff available to help in those situations. We are so understaffed that we are not in ratio at all times. Especially when students are transitioning from classes, or if a student needs to leave the classroom to take a break or go to the bathroom. There is not enough coverage when a staff member is absent. • N/A. • The district is constantly short-staffed, and the staff-to-children ratio is sometimes off balance. There have been issues with staff in the early childhood program that don't seem to be handled appropriately (towards children and staff-staff/administration). This often leads to poor morale within the school(s). • The staff quality is a toss-up. Most staff employed by the district are decent, though they are not always very motivated. The external staff are awful. They are not well trained, or trained at all. Its better then having no one though, because our classroom has been understaffed for half of the year. They sometimes count the teacher as part of the ratio but then pull her out of the classroom for meetings that take most of the day and leave the classroom understaffed. Staffing is my biggest frustration this year. • difficulty finding good qualified staff, losing staff to higher paying districts • We hire staff from an outside company (Delta_T) that are not trained and qualified to work with this population at times thus making the job more difficult for those Jointure staff members. Having unqualified individuals in the school make it a danger to themselves and other because they are not experienced working with this population which can be tougher than other populations. • Many policies/procedures are stated at meetings but are not written. There is a lot of variability in staff implementation of policies and procedures. Not all staff are appropriately trained for the population of

	<ul style="list-style-type: none"> students we educate and do not receive the proper training before they start seeing students. There is not an "orientation" for new staff. Perhaps some holdover from the past superintendent, but evaluations are not always objective since administrators have favorites and they also may not be secure enough to speak directly with individuals who have issues.....still some talking behind people's backs.
Parents	<ul style="list-style-type: none"> Mrs. Barton, Ms. Bullaro, and Ms. Kittine are amazing!! Saff and members are very professional The teacher love what they doing. They play games such as social workers playing behaviorists. Transportation staff need to be replaced. Do not feel child is safe there. want to pull out Excellent Overall, it meets it. But when I hear my a head teacher is learning/being trained on how to do ABA trials, I'm concerned. Ms. Sara Ann is amazing All of the faculty we have met, hae shown nothing but dedicaiton and pride in thteir students. Meets are standard OK

Evidence:

Indicator No.	Evidence
NONE	

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

	Standard 6
Meets	68.66%
Does Not Meet	31.34%

X	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the System Organization and Staff Standard.

The system's strength in regards to the System Organization and Staff Standard include:

- 6.17: Paraprofessionals implement an education plan designed by the certified teacher. (3.06)
- 6.24: Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s). (3.04)
- 6.23: Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally. (3.03)

The committee reviewing this standard analyzed the survey results and identified the following strengths related to this Standard:

- Paraprofessionals - Paraprofessionals implement an education plan designed by the certified teacher
- Dedication - Commitment to the system, dedication to their work and pride in the outcome of their efforts
- Evaluation Process
 - Staff is evaluated with knowledge of the staff member and reported to the staff member in writing as well as verbally.
 - Staff is provided with an opportunity to discuss performance evaluations with the evaluator and the ability to appeal evaluations to a designated level of leadership above the evaluator

List the system's significant areas in need of improvement in meeting the System Organization and Staff Standard.

The system's significant area in need of improvement in regards to System Organization and Staff Standard include:

- 6.10: Orienting and mentoring of new staff members. (2.04)
- 6.7: Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff. (2.14)
- 6.11: Appropriate orientation and supervision for service providers not employed by the system. (2.15)

The committee reviewing this standard analyzed the survey results and have identified the following actions to promote improvement in this area:

- Orientation
 - Orienting and mentoring of new staff members
 - Appropriate orientation and supervision for service providers not employed by the system
- Outreach - Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to System Organization and Staff that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to this Standard:

Paraprofessionals play a key role in the implementation of student educational plans. Paraprofessionals should continue to be provided with feedback on their performance.

- Orientation: The district has already taken steps to improve orienting and training of new staff members. A new staff orientation was held and led by administration. Building and/or groups have implemented training for specific groups of new personnel. It is recommended that all new staff members be assigned a point person to assist with orienting them to the new position. Training topics include general information as well as specific topics which align to that individual's role in the system.

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

- Limited training opportunities.
- Limited ability to have hands-on, one-to-one interactions with students.
- Survival mode: juggling of staff. (shortages)
- Shift in responsibilities (provision of instruction)
- Immediate need to learn new modalities of teaching (online).

STANDARD 7: HEALTH AND SAFETY STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

EMERGENCY AND CRISIS PLANS

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Fire Emergency / Drills	X		
Emergency Evacuation	X		
Gas Leak	X		
Active Shooter Situation, Intruder, Hostile Confrontational Person	X		
Lockdown Condition	X		
Hostage Situation	X		
Bomb Threat	X		
Suspicious Mail	X		
Classroom Emergency, Assault on Student or Staff Member	X		
Emotional Crisis Emergency	X		
Personal Protection, Kidnapping	X		
Missing Child	X		
Students/Adults with Limited Mobility	X		
Severe Weather, tornado, Earthquake	X		
Field Trip Incident	X		
School Transportation Accident	X		
Aircraft Disaster	X		
Hazardous Material Accident, Chemical, Biological, Radiological	X		
Pandemic Event	X		
Public Information Policies	X		
Bullying, Harassment and Intimidation	X		
Shelter in Place	X		
School Reverse Evacuation	X		
Staff Member Misconduct	X		
Student / Parent Reunification	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NONE.

EMERGENCY DRILLS

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
Fire		Semi-Monthly			
	X	Monthly	X		
		Annually			
Natural Disaster (Severe Weather, Flooding, etc.)		Semi-Monthly			
	N/A	Monthly			
		Annually			
Bomb Threat		Semi-Monthly			
		Monthly			
	Once every 3 months	Annually	X		
External Threat		Semi-Monthly			
		Monthly			
	Once every 3 months	Annually	X		
Internal Threat		Semi-Monthly			
		Monthly			
	Once every 3 months	Annually	X		
Bus Evacuation		Semi-Monthly			
		Monthly			
	Twice a year	Annually	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NONE.

HEALTH AND SAFETY INSPECTIONS

Type of Inspection	Frequency	Results of Inspections		
		S	NI	U
Fire Alarm System	Semi-Monthly			
	Monthly			
	X Annually			
Food Services	Semi-Monthly			
	Monthly			
	Twice A Year	Annually	X	
Internal Communications System	Semi-Monthly			
	Monthly	X		
	Annually			
Water Supply	Semi-Monthly			
	Monthly			
	Every 5 years	Annually	S	
AED inspection	Weekly, and monthly	Semi-Monthly	S	
	Monthly			
	Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NONE.

HEALTH SCREENINGS

Screening For	For Grade Level(s)	Frequency	
Vision	K-10		Semi-Monthly

	(EVERY OTHER YEAR, ON EVEN YEARS)		Monthly
			Annually
Hearing	GRADES K-3, THEN 8 AND 11TH GRADE		Semi-Monthly
			Monthly
			Annually
Dental	N/A		Semi-Monthly
			Monthly
			Annually
Physical	UPON ENTRY		Semi-Monthly
			Monthly
			Annually
Tuberculosis	N/A		Semi-Monthly
			Monthly
			Annually
Height, weight, BP (yearly)	ALL GRADES		Semi-Monthly
			Monthly
		X	Annually
Scoliosis (every other year 10-18)	AGE 10-18 BIANNUALLY		Semi-Monthly
			Monthly
		2X	Annually

INNOCULATIONS

Inoculation For	For Grade Level
MMR, 1ST DOS AGE 12-15 MOS. 2ND DOSE 4-6 YRS	Kindergarten
HEP B, 3 DOSES/4 DOSES	Kindergarten
MENINGOCOCCAL + TDAP	6th Grade/Age 10
INFLUENZA	ANNUAL
VARICELLA, 12 MONTHS	Kindergarten
DIPHTHERIC, PERTUSSIS, AND TETANUS, AGE 4	Kindergarten

PROVISIONS FOR HEALTH AND SAFETY

Health and Safety Issue	Quality and Adequacy		
	S	NI	U
Adequate health care services at all times.	X		

Health care at system/school sponsored functions that take place away from the system's premises.	X		
Means to communicate internally in event of power failure or evacuation of building.	X		
Means to communicate externally in event of power failure or evacuation of building.	X		
Place(s) to assemble during an evacuation	X		
Proper and safe storage of dangerous substances.	X		
Fire blankets and/or eye wash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them.	X		
Panic buttons for dangerous equipment.	X		
Provisions for preventing the spread of infectious substances and diseases.	X		
Safety lines in required areas.	X		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		
Evacuation notice and directions posted in all rooms and spaces.	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

NONE.

HEALTH AND SAFETY STAFF

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	5	S		
Nurse's Assistant	0			
School Security Officer	0			
Local Police Security Officer	0			
Athletic Trainer	0			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned

NONE.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: Health and Safety

The Standard: The system provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the system operates. The system has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the system. The system has and implements plans for responding to emergencies and crises.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system:				
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the system’s provisions for the health and safety of its students, staff, and visitors.		2.54	
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.		2.69	
7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the system’s facilities.		2.78	
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.		2.88	

7.5	Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at system functions that take place away from the system's premises.		2.74		
7.6	Provides appropriate training for all staff members on implementing the system's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.		2.75		
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.		2.75		
7.8	Has and implements a system to account for the whereabouts of its students at all times.		2.73		
7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.		2.84		
7.10	Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the system's students and staff.		2.61		
7.11	Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.		2.48		
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.		2.85		
7.13	Has an effective system to control access to the system by visitors and other non-school personnel.		2.93		
7.14	Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.		2.42		

INDICATORS OF QUALITY FOR SCHOOLS WITH BOARDING

These Indicators are not applicable to our system.

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

The governing body and leadership ensure that the school:

Indicators of Quality for Systems		Rating			
		1	2	3	4
7.16	Provides care for infants that is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions.		2.62		
7.17	Regularly sanitizes surfaces where children eat and sleep and items they can put into their mouths.		2.48		

7.18	Consults regularly with health professionals regarding the health risks of working with young children.		2.36		
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Stakeholders' comments to support the ratings:

STANDARD: Health and Safety	
Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • old issues?? • Our school does a great job with running drills and ensuring the kids are safe and accounted for. However, we do need to be better trained with the code systems and sanitizing the toys in the school. • For a long time, my building did not have a janitor during school hours. Staff was responsible for cleaning areas that were soiled with vomit, urine, and other bodily fluids. The classroom floors were never mopped (only vacuumed and not always). Staff would carry heavy items up and down the stairs. • The school needs to improve its monitoring of non-staff personal that enter the school. There have been several times I have seen non-staff personal walking around without a visitors pass to prove they went through the front office. • I only have one pre-school class in the program • The intercom system is barely audible and not heard in hallways or bathrooms. There are many individuals walking around the building unattended that have not signed in at the office and do not have visitor passes. • This seems like an area that we do a pretty good job in! • Although we are provided with online training on all the health related issues and emergency plans, some small group instruction (perhaps specific to certain issues that certain groups of staff will have to be aware of) would be more beneficial. • I feel there could be better accountability for students whereabouts especially with those that are off site and during lunch periods, special events etc. • Some teachers teach personal wellness and healthy lifestyle but not all. All staff and students would benefit from programs that support and encourage stress reduction and other wellness issues. • The building has become more secure, however, doors are left open at dismissal and arrival, students on occasion will open door when walking by for a visitor, the visitor stickers often fall off. • Sanitation after lunch for those classes that eat in the classroom are left to teachers or students to wipe down tables after eating- may or may not be done.
Parents	<ul style="list-style-type: none"> • SBJC School environment contributes to child development. • With all the attacks that happened in other schools, a metal detector could better ensure the entry of people to school. • Very excuse possible to not what they should do • Excellent

	<ul style="list-style-type: none"> • Lock on back door where the buses come in, buzz system in lobby entrance. • Meets are standard. • OK
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Evidence:

Indicator No.	Evidence
NONE	

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

	Standard 7
Meets	80.74%
Does Not Meet	19.26%

X	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Health and Safety Standard.

The system's strength in regards to the Health and Safety Standard include:

- 7.13: Has an effective system to control access to the system by visitors and other non school personnel.
- 7.4: Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.
- 7.12: Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.

List the system's significant areas in need of improvement in meeting the Health and Safety Standard.

The system's significant area in need of improvement in regards to Health and Safety Standard include:

- 7.18: Consults regularly with health professionals regarding the health risks of working with young children.
- 7.14: Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.
- 7.11: Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Health and Safety that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to this Standard:

- 7.13 evidence:
 - Use of ID badges for access to buildings;
 - Door bell for access into building, camera system;
 - Visitor log book (not during covid);
 - All doors locked at all times.
- 7.4 Evidence is monthly logs. How many code blues need to be done for compliance?
- 7.18 Staff education, sign in sheet (for education provided) .
- 7.14 Identify what is the policy for Social and Emotional well-being of students and staff? Then develop a list of those programs offered.
- 7.11 Develop a list of outside agencies we communicate with our Counselors and Behaviorists on what support is needed (e.g., Bergen Risk).

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

- Auditing procedures were performed via email for all campuses except PTER.
- Drills may have been performed during times when a significant portion of students were not in the building due to virtual or quarantine.

STANDARD 8: EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

The following requirements ask the system to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

SUMMARY OF THE EDUCATIONAL PROGRAM:

At SBJC, the number of instructional hours provided per subject area varies based on several factors including student age, classification and the specific goals and objectives outlined in each student's IEP. The tables below represent an estimated amount of hours per year for each subject area based on each campus master schedule but are not intended to represent the instructional hours for every classroom as the provision of academic instruction is largely driven by each student's IEP, therefore differences exist across classrooms and programs.

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER YEAR CORE SUBJECT AREAS: PRE K - GRADE 12														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	135	180	180	180	180	180	180	105	105	105	105	105	105	105
Math	90	135	135	135	135	135	135	105	105	105	105	105	105	105
Science	60	60	60	60	60	60	60	105	105	105	105	105	105	105
Social Studies	60	60	60	60	60	60	60	105	105	105	105	105	105	105
Health/PE	36	36	36	36	36	36	36	105	105	105	105	105	105	105
The Arts	54	54	54	54	54	54	54	105	105	105	105	105	105	105

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER YEAR OTHER CURRICULAR AREAS: MIDDLE & HIGH SCHOOL							
	6	7	8	9	10	11	12
Project Based Learning	105	105	105				
Life Skills	105	105	105				
Communication	105	105	105				
Spanish				105			
Career Exploration				105	105	105	105
Social Development				105	105	105	105
Yoga				50	50	50	50
STEAM				50	50	50	50

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: Educational Program

The Standard: The system’s educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, and instructional methods and assessments of student learning that reflect current research and proven practices in learning and teaching. The educational program is aligned with the system’s mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the system’s community of stakeholders.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system:				
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the system’s mission and goals for student learning.	2.80		
8.2	Publishes for all students and their families an overview of the system’s educational program and its programs of study and seeks input as appropriate.	2.85		
The governing body and leadership ensure that the system’s educational program includes:				
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.	2.53		
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social	2.98		

	sciences, world languages, visual and performing arts, health, and physical education.			
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.		2.91	
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.		2.38	
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.		2.59	
8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.		2.33	

The governing body and leadership ensure that the system's educational program:

8.9	Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.		2.56	
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.		2.53	
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.		2.40	
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).		2.78	
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.		2.63	
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the system.		2.52	

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD PROGRAMS

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system's early childhood educational program:				
8.15	Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.		2.73	
8.16	Supports language development.		3.01	
8.17	Provides a balance of opportunities for mastery and challenge.		2.76	

8.18	Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions.		2.64		
8.19	Includes age- and content-appropriate interest activities in all classrooms.		2.74		
8.20	Treats all spaces in the school in which students may be present as part of the learning environment.		2.72		
8.21	Supports positive interactions between peers that are developmentally appropriate.		2.86		
The governing body and leadership ensure that the system's early childhood educational program provides:					
8.22	An integrated approach to children's social, emotional, physical, cognitive, and language development.		3.02		
8.23	A good balance of child-initiated and teacher-initiated activities in the daily plan.		2.92		
8.24	Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.		2.94		
8.25	A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.		2.69		
8.26	Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.		2.46		
8.27	Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.		2.81		
8.28	Opportunities for increasing independence in use of materials and equipment and in self-care.		2.71		
8.29	Structured and unstructured opportunities for children's active involvement with people and materials.		2.75		
8.30	Spontaneous learning and activities that build on children's repertoires and curiosity.		2.69		
8.31	Learning areas designed for individual and group exploration and growth that support challenge and consolidation in the relevant domains of development.		2.72		
8.32	Materials for gross and fine motor activities.		2.82		
8.33	Developmentally appropriate learning resources for outdoor activities.		2.34		
8.35	A variety of books that are accessible to all age groups every day.		2.74		

INDICATORS OF QUALITY FOR SYSTEMS WITH ELEMENTARY SCHOOL PROGRAMS

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system's elementary-level educational program:				

8.36	Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.		2.69		
8.37	Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.		2.69		
8.38	Provides individualized instruction and, as appropriate, activities in small groups.		2.76		
8.39	Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.		2.42		
8.40	Provides experiences that prepare students for successful transition to middle and secondary school settings.		2.52		

INDICATORS OF QUALITY FOR SYSTEMS WITH MIDDLE SCHOOL PROGRAMS

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system's middle-level educational program:				
8.41	Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.		2.38	
8.42	Provides experiences that prepare students for successful transition to the secondary school setting.		2.85	

INDICATORS OF QUALITY FOR SYSTEMS WITH SECONDARY SCHOOL PROGRAMS

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system's secondary-level educational program provides:				
8.43	Students with the knowledge, skills, and habits of mind required for college and career readiness.		2.64	
8.44	Experiences that prepare students for successful transition to postsecondary education and/or the world of work.		2.25	
8.45	Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.		2.30	

INDICATORS OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

x	These Indicators are not applicable to our system.
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INDICATORS OF QUALITY FOR FAITH-BASED SYSTEMS

x	These Indicators are not applicable to our system.
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Stakeholders' comments to support the ratings:

STANDARD: Educational Program	
Source of Comments	Comments
Staff	<ul style="list-style-type: none"> • A focus on academic programs for individuals who have limited life needs is a significant problem. Rather than focusing on skills that will be essential for their post-school lives there is a focus on hitting all academic standards without giving students the skills they need to succeed. • We need to train our students more to be self-sufficient. It is of course vital that they learn all subjects but many of these kids are on completely different learning levels and need to have more focus on operating in the everyday world. We also need to better train our staff and have more people in the room. • We meet most of the needs at the pre-kindergarten and elementary levels. One issue is that very few teachers have been formally trained in the curriculum programs, they are usually learning from other teachers, not from an expert in the area. At the secondary level, very few students have their needs met. We have no options for step-down programs (pods/inclusion) for secondary students. So students that can be successful in less restrictive options are not provided with those opportunities. Also, there is NO ABA provided for low students who need it; no teachers in the middle/high school have that background or any understanding of how to teach our lower students. We fail completely in teaching those students beyond grade 5. • There has been no ongoing effort to change the curriculum to meet students who cannot learn from the regular curriculum. Once they reach middle/high school their work is completely inappropriate. • The students are not given a lot of opportunities to apply the skills that they learn in our classrooms to other settings. • There are not a lot of opportunities to go outside or go on field trips for our students. • Some teachers and campuses (mostly the younger grades) do things differently which is fine however, I do think we can work on doing this more cohesively so that transition from one grade/school is better and students can continue and thrive towards being productive independent members of society. I think we should allow the younger students more appropriate activities that can better foster their needs towards becoming independent as opposed to doing things for them because it's easier and quicker. Each of our kids are different but if we can help them become more self-sufficient or independent with certain skills I do think they'll have a better chance overall at things in life. • The academic and life skill gap in secondary school does not meet students' needs. We need to prepare students for life and we have students who do not have basic life skills. • A growing number of our middle school and high school students would benefit more from functional learning experiences (e.g., self-care, preparing meals), than adapted age-appropriate, but not cognitively-appropriate, academics. However, the community experiences, including vocational placements, provided to these students is an asset to the program, and more

	<p>resources should be directed to the expansion of it.</p> <ul style="list-style-type: none"> The curriculum is not appropriate for the students with severe disabilities. I find it all really depends on the teacher. Some follow the curriculum and enhance it. Some programs the curriculum is still being developed or there is confusion about what is to be taught and or expected. (ex transition) A focus on academic programs for individuals who have limited life needs is a significant problem. Rather than focusing on skills that will be essential for their post-school lives there is a focus on hitting all academic standards without giving students the skills they need to succeed. The students are not given a lot of opportunities to apply the skills that they learn in our classrooms to other settings.
Parents	<ul style="list-style-type: none"> My daughter is in Pre-K and I'm amazed with the help and support she's receiving They are selective in which students they work with. My child they would not give homework to. They would avoid standard work. We were forced to get outside help and do our own lessons at home. Excellent I would like to see more socialization in this particular Prek3 class and less independent time (videos, free play) according to this teacher. I wish there was more inclusion time with non-special need children.

Evidence:

Indicator No.	Evidence
None	None

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

	Standard 8
Meets	75.00%
Does Not Meet	25.00%

X	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

List the system's significant strengths in meeting the Educational Program Standard.

<p>The system's significant strengths in regards to its Educational Program were most evident in the Early Childhood section. The two highest scores appeared in this section:</p> <ul style="list-style-type: none"> - 8.16 The governing body and leadership ensure that the system's early childhood educational program supports language development, which received a score of 3.01.

- 8.22 The governing body and leadership ensure that the system's early childhood educational program provides an integrated approach to children's social, emotional, physical, cognitive, and language development, which received a score of 3.02.

The next significant strength was more general and encompassed all content areas and grade levels:

- 8.4 The governing body and leadership ensure that the system's educational program includes instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education, which received a score of 2.98.

These three highest scores indicate that our district's Educational Program:

- offers comprehensive instruction in all subject areas and across all grade levels
- implements a curriculum that integrates the whole child and focuses heavily on language development at the Early Childhood level

List the system's significant areas in need of improvement in meeting the Educational Program Standard.

The system's significant area in need of improvement in regards to its Educational Program were most evident in the Secondary section. The two lowest scores appeared in this section:

The governing body and leadership ensure that the system's secondary-level educational program provides:

- 8.44 Experiences that prepare students for successful transition to postsecondary education and/or the world of work, which received a score of 2.25.
- 8.45 Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems, which received a score of 2.30.

These two lowest scores indicate that our district's Educational Program:

- should expand and enhance the experiences it provides its high school and adult students to better ensure a successful transition to postgraduate life
- should provide increased focus on the generalization and transfer of knowledge and skills to real-life situations for our high school and adult students

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to the Educational Program that should be included in the action plan in the Plan for Growth and Improvement.

Based on these strengths and areas in need of improvement, the committee has identified the following actions as strategic priorities for improving the district's Educational Program.

Strengths: Early Childhood Program

- Expand and enhance our use of Creative Curriculum at the preschool level through continued professional development for staff and purchasing of new related resources and instructional materials as needed

Areas for Improvement: Secondary

- Expand in-district placement options for students at the secondary school level
 - Provide additional opportunities to mainstreaming in the least restrictive environment
- Continue to research and explore how to best balance both academic and functional instruction while still fulfilling all necessary state, county and IEP obligations
 - Explore establishing "tracks" at the middle/high school (academic/functional)
- Continue to explore the Person-Centered Approaches in Schools and Transition (P-CAST)
 - Planning process designed to improve post-school outcomes for students for secondary students

- Increase use of preference and career assessments at the secondary level to better align with post-secondary options

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

The COVID-19 pandemic impacted the district's Educational Program in the following ways:

- Shift to online platforms (Seesaw and ClassDojo) for provision of instruction
- Delivery of instruction (more individual than whole group)
- Significant modifications to Community Based Instruction
 - Smaller groups, less crowded locations, etc.
 - Currently, only STARS is participating in regular CBI
- Less or no inclusion/mainstreaming (elementary and preschool)
- No visitors
 - Classroom visitors play an active role in Creative Curriculum
- No or limited use of shared materials
- No transitioning in MS/HS
 - This was reinstated in the winter of 2021
- Increase use of and district access to online resources
 - ie: Boom Learning, TpT School Access, virtual classrooms, etc.
- Less large group activities, rooms (sensory), lunches

STANDARD 9: EVIDENCE OF SYSTEM EFFECTIVENESS STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

Not applicable in this section. See Academic Performance Data in the Profile of the School.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: Evidence of System Effectiveness

The Standard: The system has a program for assessing student learning and performance that is consistent with the system’s mission. The program is based on current research and proven practices and is aligned with the system’s educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the system’s community of stakeholders. The system expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the system has and is implementing a plan to raise learning and performance to the expected levels.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that the system:				
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.		2.66	
9.2	Reports the results of its assessment of students’ learning and performance regularly, accurately, and clearly to the system’s community of stakeholders.		2.83	
9.3	Has leadership and a staff that is committed to, participate, and share in the accountability for student learning and performance.		3.01	

The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:

9.4	Evaluating the effectiveness of the system's curricula, instructional methods, professional development program, and student services.	2.44		
9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.	2.50		
9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.	2.38		

The governing body and leadership ensure that the system:

9.7	Maintains appropriate records of students' learning and performance.	2.75		
9.8	Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.	2.84		
9.9	Communicates its assessment policies and program to the system's community of stakeholders.	2.59		
9.10	Communicates regularly with families regarding students' progress in learning.		3.08	
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.	2.72		

The governing body and leadership ensure that the school uses assessments to measure student learning that:

9.12	Are based on current and reliable research on child development and growth.	2.70		
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.	2.59		
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.	2.68		
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.	2.42		
9.16	Reflect understanding of different styles of learning.	2.64		
9.17	Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.	2.73		
9.18	Are augmented by information and insights about students' learning and performance from students' families.	2.56		

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD PROGRAMS

Indicators of Quality for Systems		Rating			
		1	2	3	4
The governing body and leadership ensure that:					
9.19	Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.	2.90			
9.20	Assessments used to measure student learning and development are aligned with age-appropriate early childhood standards for learning.	2.85			

INDICATORS OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
-------------------------------------	--

INDICATOR OF QUALITY FOR FAITH-BASED SYSTEMS

<input checked="" type="checkbox"/>	These Indicators are not applicable to our system.
-------------------------------------	--

Component Schools with different Assessment of Student Learning

	The System has Component Schools with different Assessment of Student Learning
	The System does not have Component Schools with different Assessment of Student Learning

Stakeholders' comments to support the ratings:

STANDARD: Evidence of System Effectiveness

Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • Early education should be more implemented. • In the classes that run ABA, there is significant data collection that, in general, assesses the students in an effective way. In the classes that use standard curriculum, assessments vary and provide varied data on effectiveness. For secondary students who are lower functioning, there is not adequate assessment that is effective. • N/A. • Some of the assessments are above our children and not fit to their level of ability. • I can only speak about the program I work for and we try to do what is best for students academically and behaviorally. • There is no opportunity for staff to meet from the different campuses to optimize the transition of students from one campus to another. • This has improved but could be better and more individualized! • Although we don't have much collaboration or input from student's families, this could be due to the age of the students (middle-high-post) and/or non involvement on the families part. Usually the only time these objectives involving family input would be address at our school is the annual IEP/AR meetings which in my experience very few parents/guardians attend. • Students monitoring their own progress is dependent on the teacher they have (some use it some don't)
Parents	<ul style="list-style-type: none"> • Daily feedback provided on the child's progress and welfare. • We get the same progress and report card and recommendation for the last 16 years. no changes. • Excellent • I only hear from the SLP - no one else, unless I ask. I would like to see more of a synopsis of my child's day from the head teacher on the daily report. I have no idea what goes on all day. • Our son has made amazing progress in a short time in SBJC • Meets are standard • OK

Evidence:

Indicator No.	Evidence
NONE	

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

	Standard 9
Meets	79.71%
Does Not Meet	20.29%

X	Our self-assessment is that our system MEETS this Standard for Accreditation.
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Assessment and Evidence of Student Learning Standard.

The system's strength in regards to the Evidence of System Effectiveness include:

- 9.3: Has leadership and a staff that is committed to, participate, and share in the accountability for student learning and performance.
- 9.10: Communicates regularly with families regarding students' progress in learning.
- 9.19: Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation

List the system's significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.

The system's significant area in need of improvement in regards to Evidence of System Effectiveness include:

- 9.4: Evaluating the effectiveness of the system's curricula, instructional methods, professional development program, and student services.
- 9.6: Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.
- 9.15: Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Evidence of System Effectiveness that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to this Standard:

- Develop and implement Comprehensive Assessments policy of all areas cataloged in student file (accuscan) and carried year to year for growth and carryover. Currently, the IEP is in the student files, however, teacher and therapist PLAAFPs, goals, and objectives are not consistently incorporated into the IEP as it is at the discretion of the case manager. Explore evidence-based assessments followed by the implementation for all elementary, MS, and HS students. (For example district-wide use of assessments AFLS and or Essentials for Living.) This will be for all students.
- Need to develop a system and implement the process of sharing testing results with all classroom teachers for the current and previous school years teachers. For students participating in the standard state assessment, the results are shared with sending districts and parents consistently. However, test results are not consistently shared with classroom teachers of the current year or previous year to assist in determining students' learning and effectiveness in gaining and integrating skills.

STANDARD 10: STUDENT SERVICES STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

STUDENT SERVICES STAFF:

Type of Student Services Personnel	Number	Source		Adequacy of Type and Number		
				S	NI	U
Guidance Counselor	N/A	0	Staff	x		
		0	Outsourced			
Psychologist	3	3	Staff	x		
		0	Outsourced			
Psychiatrist	1 Nurse Practitioner	0	Staff	x		
		1	Outsourced			
Substance Abuse Counselor	N/A	0	Staff	x		
		0	Outsourced			
Certified Special Education Teacher	76	76	Staff	x		
		0	Outsourced			
Special Education Paraprofessional	152	146	Staff	x		
		6	Outsourced			
Food Services	3	0	Staff	x		
		3	Outsourced			
Transportation Services	3	3	Staff	x		
		0	Outsourced			
Admissions Counselor	N/A	0	Staff	x		
		0	Outsourced			
Physical Therapist	9	9	Staff	x		
		0	Outsourced			
Occupational Therapist	26	26	Staff	x		
		0	Outsourced			
LDTC	1	1	Staff	x		
		0	Outsourced			
Speech Therapist	25	20	Staff	x		
		5	Outsourced			

Behaviorist	12	8	Staff	X		
		4	Outsourced			
Social Worker	5	5	Staff	X		
		0	Outsourced			
Psychologist	3	3	Staff	X		
		0	Outsourced			
Transition Counselor	2	2	Staff	X		
			Outsourced			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: Student Services

The Standard: The system provides student services that are effective, appropriate, and that support student learning and achieving the system’s mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the system’s educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the system is located.

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure the system provides student services that:				

10.1	Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.		2.86		
10.2	Are the shared responsibility of the system's counselors, leadership, teachers, and other staff members.		2.62		
10.3	Address students' emotional and social needs as well as academic needs.			3.02	
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.		2.58		
10.5	Extend into and support services provided by community agencies.		2.46		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.		2.73		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the system's educational program and student services.		2.10		
10.8	Include an orientation program for new students and their families to share the system's mission, educational program, services, policies, and expectations.		2.69		
10.9	Make available to students' families information about child development and learning.		2.83		

Transportation Services— The governing body and leadership ensure that the system:

10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and system events by means provided by the system.		2.64		
10.11	Requires that all transportation personnel of the system or those contracted by the system are appropriately trained.		2.12		
10.12	Is in compliance with the safety requirements of all appropriate civil authorities in which the system is located for transportation services provided or contracted by the system.		2.57		
10.13	Has and implements procedures for the safe arrival and departure of students from the system.		2.93		

Food Services— The governing body and leadership ensure that:

10.14	Student dining areas are functional and hygienic.		2.53		
10.15	Meals provided by the system meet generally accepted nutritional standards.		2.95		
10.16	Information about nutritional values of the foods is available to students and their families.		2.36		
10.17	Appropriate training is provided to food services providers.		2.66		
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the system is located.		2.81		

10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the system is located.		2.63		
Services for Students with Special Needs— The governing body and leadership ensure that the system:					
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.		2.79		
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.			3.06	
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the system is located related to students with special needs.		2.81		
Admissions and Placement— The governing body and leadership ensure that the system has and implements written policies or procedural guidelines governing:					
10.23	Admission to the system.		2.62		
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.		2.73		
The governing body and leadership ensure that the system:					
10.25	Informs applicants for enrollment and their families of the mission of the system, the nature and extent of the educational program and services available, tuition and fees (if applicable), system policies, and expectations for satisfactory student performance.		2.61		
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.		2.98		

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

These Indicators are not applicable to our system.

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

These Indicators are not applicable to our system.

Stakeholders' comments to support the ratings:

STANDARD: Student Services	
Source of Comments	Comments
Staff	<ul style="list-style-type: none"> • 42% (or 11 out of 26 items in this standard) are either not known, partially or does not meet at this time • More clear and specific about school services provided to students and parents. • The students are provided meals that are not necessarily appropriate meals for high school students. The meals are made in another building and served in a separate building. The buses are not necessarily safe. The bus drivers are unable to communicate effectively with staff.

	<ul style="list-style-type: none"> ● N/A. ● Sometimes the placement of students is not appropriate. My principal informed me that this decision comes from the child study team and I believe it also comes down to money. There have been students placed in PSD classes that would benefit more from a smaller class with a smaller ratio. When discussed at meetings with child study team members, it still may not make a difference. ● The transportation staff are not trained well on dealing with special needs students. ● Transportation and food services are contracted out. ● Students are often placed in inappropriate classes and there is no procedure in place to have the placement changed. ● Does not meet the Standard in the STARS program ● Not sure how student placement into programs -classes is done. Although there is a need for flexibility and individualization- at times I feel it is done based on other factors than the student and their needs. ● We don't have an orientation program for new students or their parents and we definitely lack parent information- workshops and links to services in the community. ● Dismissal -busing at end of day at Middle-high School is dangerous. Arrival is fine as all buses are in single line but dismissal involves rows of buses, staff and students walking across parking lot among the buses and buses leaving haphazardly. ● Lunches could be healthier and healthy choices provided and promoted more. Possibly including fresh vegetables grown in our garden or by local farmers.
Parents	<ul style="list-style-type: none"> ● Child placed according to developmental needs. ● The teacher helps my son to find a method so he can understand and respond in class. ● Transportation is a mess. Busses are not reliable or safe. Forced to drive child after child's belongings stolen first week of school. School refused to do anything about it. Busses are always late and no shows. The staff tries to not write in communication book. Try to talk to parents in front of other parents no privacy. and they say never said that. ● Excellent job ● 10.1 - Prek classroom does not have enough developmental toys for play, it's bare; 10.13 - background checks on drivers, bus companies, etc.; 10.26 - web site is out of date with forms; 10.24 - ratio of boys/girls is off in one classroom. The rest I can't answer - never seen anything on it. ● To many transportation issues.

Evidence:

Indicator No.	Evidence
NONE.	

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

	Standard 10
Meets	75.36%
Does Not Meet	24.64%

<input checked="" type="checkbox"/>	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Student Services Standard.

The system's strength in regards to the Student Services Standards include:

- 10.21: Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.
- 10.3: Address students' emotional and social needs as well as academic needs.
- 10.26: Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.

List the system's significant areas in need of improvement in meeting the Student Services Standard.

The system's significant area in need of improvement in regards to the Student Services Standard include:

- 10.7: Use the results of follow-up students of graduates and other former students to help determine the effectiveness of the system's educational program and student services.
- 10.11: Requires that all transportation personnel of the system or those contracted by the system are appropriately trained.
- 10.16: Information about nutritional values of the foods is available to students and their families.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Services that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to this Standard:

- Set up a system to conduct graduate surveys and former students to determine the effectiveness of the system's educational programs and student services.
- Ensure that there is a system in place that ensures transportation employees/companies appropriately train employees to work with special needs students.
- Ensure that there are appropriate student pick up and drop off systems in place in all campuses.
- Address nutritional information regarding food with our food service provider.

F. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

- The pandemic required that services be performed virtually and leant itself to providing less in-person therapies.
- Not as many students were evaluated as a result, since in-person evaluations couldn't be performed.
- It was harder to hire staff this year due to the national worker shortage.
- We have an increased number of new student services in therapies (normally 45 PT evaluations, 135 have been done this year).

STANDARD 11: STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

NON-ATHLETIC STUDENT ACTIVITIES—SYSTEM

Type of Activity	Grade Levels at Which Offered	Number of Students Participating	Adequacy and Quality of the Activity		
			S	NI	U
Community Based Instruction	Pre-K - 21			X	
Equestrian Center - A Stable Life Program	All	All SBJC students at our Main Campuses	X		
Structured Learning Experiences	12th, 18-21		X		
Yoga/Mindfulness	All	All Students	X		
Bicycle Program	All	All Students	X		
Virtual Academic Nights (Early Childhood Campuses)	Pre-K	80	X		
Dog Therapy	All	300+		X	
Hiking (All Campuses)	Pre-K - 21	All (300+)	X		
<hr/>					
Future Programming					
After-School Programming with Lower Bergen County Boys & Girls Club (Maywood Campus)	K-5	Estimated: 20-30	X		
Swimming (All Campuses)	Pre-K - 21	All (300+)	X		
<hr/>					
COVID-Halted Events					
Night of the Arts - Lodi Campus			X		
Art Show Maywood Campus & Prime Time Campus	Pre-K - 5	Prime Time/Maywood students	X		
SBJC STEAM League Robotics Team	6-12	15	X		
Lunch Time Programs at MS/HS (e.g., chess Program)	Lodi Ms/Hs Campus	10	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

Community Based Instruction: The SBJC has identified Community Based Instruction as a priority in our strategic plan, with a sub-objective focusing on its improvement. Our goal starts with developing a database of community based locations, as well as coming up with a campaign that makes teachers aware of how to access the community when not in walking distance (e.g., scheduling transportation).

ATHLETIC STUDENT ACTIVITIES—SYSTEM

Type of Activity	Grade Levels at Which Offered	Number of Students Participating	Adequacy and Quality of the Activity		
			S	NI	U
Cross Country (Fall, High School)	HS	5	X		
Bowling (Winter, High School)	HS	8	X		
Track & Field (Spring, High School)	HS	11	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: Student Life and Student Activities

The Standard: The system provides non-discriminatory student experiences. A balance of academic, social, co- or extra-curricular and service experiences are maintained. Student experiences are designed to foster intellectual, cultural, and social growth and physical health and wellness. Experiences provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Experiences are adequately financed, periodically reviewed for their effectiveness, and appropriate for the system’s mission.

The governing body and leadership ensure that:

Indicators of Quality for Systems	Rating			
	1	2	3	4
The governing body and leadership ensure that:				
11.1 All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.		2.35		
11.2 The system provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the system’s educational program.		2.60		
11.3 Activities are varied, developmentally appropriate, and enhance the educational program.		2.46		
11.4 Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the system’s student activities.		2.29		
11.5 Staff members, parents, and other volunteers who lead student activities are approved by the system’s leadership, suitably qualified, and provide appropriate supervision to students.		2.58		

11.6	The system recognizes student accomplishments, contributions, and responsibilities in meaningful ways.		2.70		
11.7	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.		2.59		
11.8	Students and staff understand and abide by the system's Code of Conduct.		2.40		
11.9	An understanding and acceptance of the high expectations the system holds for learning and citizenship.		2.54		
11.10	Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.		2.39		
11.11	Staff and students have pride in their system.		2.32		
11.12	Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the system's mission.		2.30		

INDICATORS OF QUALITY FOR SCHOOLS WITH A RESIDENTIAL PROGRAM

x	These Indicators are not applicable to our system.
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INDICATOR OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

x	These Indicators are not applicable to our system.
---	--

INDICATOR OF QUALITY FOR FAITH-BASED SCHOOLS

x	These Indicators are not applicable to our system.
---	--

Stakeholders' comments to support the ratings:

STANDARD: Student Life and Student Activities	
Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • There are inconsistencies between various campuses • Administrators should really work on school Mission. • Staff does not feel appreciated because there is very little communication and transparency. Staff rarely has input into the overall goals of the district. Parents are not well informed, except at IEP meetings, where information is required to be provided. • The staff and students are not aware of the code of conduct. There is no consistency of the application of the code of conduct. • N/A. • There have been issues in my building with certain staff members speaking to the students in an inappropriate manner. There has also been issues amongst paraprofessionals, teachers, and administration. There are always complaints against the school making it difficult to take pride in where we work. • trips and activies for students have been cut • STEAM program takes up rooms, staff, and serves only some of our students only occasionally. • Some staff do not follow the policies and procedures and they are

	<p>not corrected by the administration (e.g.: the dress code). Morale is "poor". It is not uncommon for staff to be arguing among themselves. Some staff do not respect the students and although this has been reported to the administration, they continue to be employed.</p> <ul style="list-style-type: none"> • Extracurricular activities that used to be in place have been eliminated • There is not much offered to our students. One successful program we offer is the robotics team, but we need more activities like this. We need more opportunities for our students to be recognized and more opportunities for student leadership and independence. Socialization is often an area that needs more practice with our population, yet we provide very few occasions for our student to socialize.
Parents	<ul style="list-style-type: none"> • No sports are offered • Child shows a good level of progress since enrolled with SBJC • They have canceled all after school clubs. Very few social activities. • Meets are standard • OK

Evidence:

Indicator No.	Evidence
NONE	

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

	Standard 11
Meets	60.23%
Does Not Meet	39.77%

X	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Student Life and Student Activities Standard.

The system's significant strengths in regards to Student Life and Student Activities include:

- 11.6 The system recognizes student accomplishments, contributions, and responsibilities in meaningful ways. (2.70)
- 11.2 The system provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the system's educational program. (2.60)
- 11.7 Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding. (2.59)

The committee reviewing the Student Life and Student Activities Standard agree that the system is developing new programming that can expose students to opportunities they have not typically received in a classroom setting.

List the system's significant areas in need of improvement in meeting the Student Life and Student Activities Standard.

The system's significant areas in need of improvement in regards to Student Life and Student Activities include:

- 11.4 Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the system's student activities (2.29).
- 11.12 Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the system's mission. (2.30)
- 11.11 Staff and students have pride in their system (2.32)

The committee reviewing the Student Life and Student Activities Standard agree that the system must ensure that communication is enhanced throughout the district.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Life and Student Activities that should be included in the action plan in the Plan for Growth and Improvement.

Our strategic plan outlines how the SBJC can be on its way to establishing student programming that fits within our mission of unlocking every student's potential, from exercises in leadership building to increasing inclusive activities.

Area of Improvement: Communication

Improved communication will keep all stakeholders informed of ongoing activities, boost morale, and increase input into new activities. SBJC should promote activities that take place within our students' local communities and act as an agent/liaison between the hometown and our students and their families.

- This transfer of information can take the form of parent newsletters, which is already an action item in our Strategic Objective #3: Communication.
- Our Communication Plan focuses on developing a PTO to provide the input required in standard 11.4. This action step reads: "Reframe the roles of school and district level PTOs to foster participation and collaboration, to enhance communication and focus on improving student independence."
- This newsletter, along with regular email updates, will also help to build pride within our system. With the regular showcasing of our students' accomplishments, we'll be establishing a cohesive system aware of the positive happenings taking place throughout the entire district.
- Procedures should be developed for a district-wide system for requesting resources and support, such as understanding how to develop community based programming. These procedures should be accessible via our Employee Manual.

E. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

The pandemic limited the SBJC's ability to increase extracurricular activities that aided in the promotion of student leadership, independence, and social skills.

Other ways the pandemic affected our adherence to this standard include:

- In-person visitors have been prohibited from our campuses
- Students attending job-sites, work sites, and community based instruction visits have been halted.
- Students transitioning to classrooms was halted, limiting student access to resources found in other rooms.
- 2020/2021: SBJC Students in-person interaction with general ed. peers was halted in order to remain in cohorts (all interactions were virtual).
- General halt to the creation of new programming and activities--survival mode was implemented and health and safety were our number one priority.

STANDARD 12: INFORMATION RESOURCES STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

INFORMATION RESOURCES AND TECHNOLOGY – SYSTEM

Type of Information/Technology Resource	Quantity of Resource	Quality and Adequacy of Resource		
		S	NI	U
Curriculum Focused Printed Books	N/A		X	
Reference Printed Books	N/A		X	
Leisure Reading Printed Books	N/A		X	
Magazine/Journal Subscriptions	1		X	
Online Subscriptions	12	X		
Curriculum Specific Application Software Programs	6	X		
Administrative Application Software Programs	5	X		
Application Software Programs Available on System Network	1543	X		
Networked Desktop Computers for Students	65	X		
Networked Laptop Computers for Students	159	X		
Stand Alone Desktop Computers for Students	0			
Stand Alone Laptop Computers for Students	0	X		
Stand Alone Computers for Students in Information Resources Center	N/A			
Stand Alone Laptop Computers for Students in Information Resources Center	N/A			
Networked Computers for Students in Information Resources Center	N/A			
Networked Laptop Computers for Students in Information Resources Center	N/A			
Networked Desktop and/or Laptop Computers for the Staff	323	X		
Stand Alone Desktop and/or Laptop Computers for the Staff in Classrooms/ Offices	0	X		
Networked Desktop and/or Laptop Computers for the Staff in Classrooms/ Offices	30	X		
Classrooms with Hard-Wired Internet Access	33	X		
Classrooms with Wireless Internet Access	33	X		

LCD Projectors	4	X		
Overhead Projectors	1	X		
Classrooms with TV Monitor	0	X		
Classrooms with Monitor Connected to Computer	33	X		
iPads: Communication Devices	52	X		
iPads: Reinforcement Devices	79	X		
Samsung Galaxy Tablets	318	X		
Video Cameras	1	X		
Classrooms with SMART Boards	30		X	
Classrooms with Promethean Boards	12	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

In reference to Reference Printed Books, Leisure Reading Printed Books, Magazine/Journal Subscriptions, the SBJC currently does not have classroom space to use as a library. In our budget for 2022/2023, we have arranged for personal classroom libraries to be built throughout all grade-levels.

In regards to SMART Boards, we are upgrading our SMART Boards in our classrooms with new Promethean Boards. This is an annual project that will run until all of our classrooms have updated Promethean Boards. The Plan is to have all the SMART Boards replaced in three years.

FACILITIES FOR INFORMATION RESOURCES AND TECHNOLOGY—SYSTEM

Type of Information/Technology Facility	Quality and Adequacy of Facility		
	S	NI	U
Information Resources Center (library, media center)			
Technology Resource Center			
Storage for Information Resources	X		
Storage for Technology	X		
Facility for Electronic Production			
Office for Information Resources Staff	X		
Office for Technology Staff	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NONE.

INFORMATION RESOURCES AND TECHNOLOGY STAFF—SYSTEM:

Type of Information Resources and Technology Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Information Resources Center (library, media center) support personnel	0			
Technology Support	2	x		
Production	0			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned

A. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

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Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard: Information Resources and Technology

The Standard: The system’s information resources and personnel are appropriate and adequate in scope, quantity, and quality to facilitate achieving the system’s mission and delivery of its educational programs. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

Indicators of Quality for Systems		Rating			
		1	2	3	4
The governing body and leadership ensure that:					
12.1	The system has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.		2.89		
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.		2.37		
12.3	Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.		2.78		
The governing body and leadership ensure that information resources are:					
12.4	Age and developmentally appropriate.		2.61		
12.5	Properly organized and maintained for ready access and use by students and the staff.		2.99		
12.6	Reviewed periodically for relevancy, currency, and alignment with the system's curricula and instructional programs.		2.36		
12.7	Appropriately supported with funding from the system's budget.			3.26	
12.8	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to the students and staff.		2.79		
12.9	Supportive of the system's plan for growth and improvement of student performance.		2.48		

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD PROGRAMS

	These Indicators are not applicable to our system.				
Indicators of Quality for Systems					
1	2	3	4		
The governing body and leadership ensure that learning resources:					
12.10	Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty.		2.58		
12.11	Include intentional, appropriate supports for language, literacy, and numeracy development.		2.63		
12.12	Promotes early development of a love of reading for enjoyment and as a foundation for future learning.		2.59		

INDICATORS OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

x	These Indicators are not applicable to our system.
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Component Schools primarily responsible for their own Information Resources

	The System has Component Schools responsible for their own Information Resources
x	The System does not have Component Schools responsible for their own Information Resources

Stakeholders' comments to support the ratings:

STANDARD: Information Resources and Technology	
Source of Comments	Comments
Faculty & Staff	<ul style="list-style-type: none"> • Great inconsistencies across campuses, especially in early childhood classrooms • Needs an Huge improvements on this program. • N/A. • Theres some good information resources but we don't get training on them • There are no appropriate professional resources available for staff. Staff are assigned in service training that may or may not be appropriate and may pursue professional development on their own. • Only familiar with high school program and STARS • Staffing competence and ratio have always been an issue. Orientation and mentoring are lacking in substance and duration. Determination of one to one coverage is often ignored. • We do not have a technology teacher. Staff is not adequately trained or proficient in the technology we offer. Most are self-taught or staff that is more comfortable assists. Some of our resources are not or underused due to lack of training and/or staff comfort level.
Parents	<ul style="list-style-type: none"> • Child exposure level increased • Excellent job • Overall yes, but no smart boards in these classrooms. • Meets are standard • Does not apply yet.

Evidence:

Indicator No.	Evidence
None	

B. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

	Standard 12
Meets	75.18%
Does Not Meet	24.82%

X	Our self-assessment is that our system MEETS this Standard for Accreditation
	Our self-assessment is that our system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

C. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Information Resources and Technology Standard.

The system's significant strengths in regards to Information Technology and Resources include:

- 12.7 The governing body and leadership ensure that information resources are appropriately supported with funding from the system's budget (3.26)
- 12.5 The governing body and leadership ensure that information resources are properly organized and maintained for ready access and use by students and the staff (2.99)

List the system's significant areas in need of improvement in meeting the Information Resources and Technology Standard.

The system's significant areas in need of improvement in regards to Information Technology and Resources include:

- 12.6 The governing body and leadership ensure that information resources are reviewed periodically for relevancy, currency, and alignment with the system's curricula and instructional programs (2.36)
- 12.2 The governing body and leadership ensure that members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided (2.37)

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Information Resources and Technology that should be included in the action plan in the Plan for Growth and Improvement.

The Committee reviewing this standard listed the following next steps related to this Standard:

- Develop a district technology committee. This committee would be responsible for assisting in the significant areas in need of improvement.

D. ADDENDUM

Please describe (in one or two paragraphs) how the Pandemic has affected our district's adherence to this standard?

The district saw positive changes in Information Resources due to the pandemic, including:

- expanding the amount of access to online platforms and resources available to staff and students;
- 1:1 chromebook initiative gave technology to every student staff member;
- and a general proficiency in the use of technology was observed.

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

As part of its planning for growth and improvement, the system conducted an in-depth self-examination of the curriculum, instructional program, and assessment practices for those components of its educational program that are deemed essential to the areas of student performance that have been identified as the priorities for growth and improvement. Using the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment, this self-assessment required the system to look carefully at its written curriculum, how the curriculum is delivered to the students, and the practices used to assess the degree to which the students are achieving the learning goals of the curriculum.

The overall purpose of this self-assessment is to identify any aspects of the system's curriculum, instructional pedagogy, and assessment practices that need to be developed or improved to increase the likelihood that the school will be able to achieve the goals it set for growing and improving student performance. Areas identified for development and/or improvement should be included in the action plans for the measurable student performance and organizational capacity goals that are the heart of the Plan for Growth and Improvement.

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

The self-assessment of the degree to which this component of the system's education program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by:

- Ashley Vaughan, Director of Curriculum and Assessment
This data was not yet been reviewed at a committee level

Explain how all of the system's community of stakeholders was given opportunities to provide input into the self-assessment.

An initial survey on the Self-Assessment of The Indicators of Quality For Curriculum, Instruction, And Assessment was completed by all professional staff on February 22, 2022.

A. DATA RELATED TO THE INDICATORS OF QUALITY

The following requirements ask the system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

1. CURRICULAR COMPONENT SUMMARY

At SBJC, the number of instructional hours provided per subject area varies based on several factors including student age, classification and the specific goals and objectives outlined in each student's IEP. The tables below represent an estimated amount of hours per year for each subject area based on each campus master schedule but are not intended to represent the instructional hours for every classroom as the provision of academic instruction is largely driven by each student's IEP, therefore differences exist across classrooms and programs.

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER YEAR CORE SUBJECT AREAS: PRE K - GRADE 12														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	135	180	180	180	180	180	180	105	105	105	105	105	105	105
Math	90	135	135	135	135	135	135	105	105	105	105	105	105	105
Science	60	60	60	60	60	60	60	105	105	105	105	105	105	105
Social Studies	60	60	60	60	60	60	60	105	105	105	105	105	105	105
Health/PE	36	36	36	36	36	36	36	105	105	105	105	105	105	105
The Arts	54	54	54	54	54	54	54	105	105	105	105	105	105	105

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER YEAR OTHER CURRICULAR AREAS: MIDDLE & HIGH SCHOOL							
	6	7	8	9	10	11	12
Project Based Learning	105	105	105				
Life Skills	105	105	105				
Communication	105	105	105				
Spanish				105			
Career Exploration				105	105	105	105
Social Development				105	105	105	105
Yoga				50	50	50	50
STEAM				50	50	50	50

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

- 2. Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

There are no gaps in our current course offerings. At high school level, all course offerings are in alignment with the current NJ graduation requirements.

- 3. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

At the middle school level, the following courses are currently completed each year:

- Project Based Learning
- Life Skills

- Communication

At the high school level, the following courses are currently completed each year:

- Career Exploration
- Social Development
- Yoga/STEAM

These are not required courses and they do not need to be repeated each year but they are offered at each grade level because they focus on critical functional living skills (life skills, communication, career exploration) etc. that we feel are critical to the post-scholastic success of our population of students.

4. ASSESSMENT RESULTS:

See [Descriptive Summary of System Student Performance](#) section of the self-assessment above.

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The Indicators of Quality for Curriculum, Instruction and Assessment identify the types of evidence that, when taken together, indicate whether the system meets the expectations for quality in its educational program.

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the system exceeds the expectations of this Indicator

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools in the System

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			3.03		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			3.01		

CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.		3.07	
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.		3.03	
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.	2.98		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.	2.97		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.	2.89		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.	2.79		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum	2.81		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.		3.08	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content	2.97		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.	2.89		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.	2.6		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.		3.02	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.	2.97		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.		3.03	
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.	2.99		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.		3.05	

CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.		2.95		
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.		3		

Indicators for systems that deliver all or part of their educational program by a distance modality

X	These Indicators are not applicable to our system.
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Stakeholders' comments to support the ratings:

- Always room for improvement as we learn and adapt.
- I do not work in a campus and am outreach 5x/week, so don't have an accurate view of anything curriculum related.
- Students utilize different curriculum materials suited to their personal needs and strengths. Often curriculum has to be modified to be accessible for the various abilities within the classroom. Additionally, curriculum is based on school-wide and grade-level topics and skills, not individual goals and objectives for the students. Curriculum is frequently supplemented to be accessible and to support the learning goals of each individual student.
- Would love to have more grade-level meetings, teacher collaboration, content area meetings, shared resources amongst teachers with the same grade-level, PLCs, teacher observations of other classrooms, etc. 5/6 grade students should transition for subjects (ex. 1 teacher teaches math/science, another ELA/SS) to help with the transition to the MS/HS
- As related service personnel, I do not personally utilize curriculum to formulate goals. The ratings are purely based on observations. Students could benefit from better materials in the classroom to help with divergent learning.
- Because I am placed in another district, I have very little personal knowledge of the SBJC curriculum, yet responses are required in this section. Specific to my related services area of Speech & Language, I am not aware of a specific curriculum, scope & sequence of skills, or goals & objectives bank that guides the work that I do. I do work with teachers in my district to recognize current curricular objectives for my students so that I can address the speech & language skills that they need for academic & social success.
- The curriculum for some subjects are appropriate. There are limited curriculum for other subjects (Social skills, social studies, life skills, science, special areas). There is not often time for collaboration between teachers of different grades to collaborate.
- I work at multiple SBJC locations and work with multiple SBJC teachers and related services staff. The curriculum varies and each teacher's understanding and implementation of each curriculum varies. Few are "highly skilled" and there are many who do not show understanding of the basic tenets of a particular curriculum and how to teach students with severe language and learning disabilities. Many staff - teachers, related service staff, and paraprofessionals - do not know the basic implementation of error correction techniques to help progress learning for their students resulting in the student repeating the same error over and over again. There also continues to be proximity and prompting issues. For example, I had to remind a paraprofessional last week that when she had a small student with his chest pushed against the table while he was sitting and her body surrounding him with her knees pressing against the table that she is, in fact, restraining him because she is using her body and the table to limit his movement. It was my impression that the behavior analysts would be implementing "behavioral skills training" to develop understanding of the different curriculums, error correction, and proximity and prompting. I have not seen this being implemented in the classrooms I work in. When I see the behavior analyst she is usually in a separate room typing on her computer.

- It's very difficult to assess this part of the survey as a Physical therapist and I don't know the curriculum as it doesn't apply to me. The children I work with have individualized goals
- I am assuming that we meet the standards. As a related services provider I am not familiar with the curriculum.
- I am unsure how to rate as I do not deal with curriculum
- I am not a teacher therefore I do not feel qualified to comment on the curriculum.
- Curriculum is written by teachers and curriculum coordinator with little input/understanding from administrators. Parents, students, and stakeholders are not part of the process. For many years, I have taught 12th grade classes, which has no curriculum (e.g. 12th grade classes, after the completion of required coursework). Teachers provide work to the students as a review or loosely follow other schools curriculum's when this happens.
- There needs to be time to collaborate between schools/educators on the curriculum and present levels of achievement for the students moving from elementary to middle/high school.
- Materials and instructional opportunities should be made available yearly.
- Despite our curriculum, teachers are required to accommodate and modify it further to meet each child's individualized education plan. This is a Herculean task and often a teacher is planning 3 levels (or more) per class.
- For example, in a class of 4 students...1 child is working close to grade level, another well below, another child is a non-reader or ESL and the 4th is an ABA learner. This is in addition to children being placed in a class where there is a mix of grade levels, which for science affects the curriculum being taught. Half the class might be learning Earth Science and the other half is learning Life Science during the same 40 minute period.
- In addition to trying to teach two curriculum's at the same time during the same class, the teacher is also modifying each lesson for each student's level. It is possible to plan 4-6 lessons for one class. Then multiply that by 7 classes. This is unheard of in a typical high school. You would never be teaching two different curriculums at one time during a period.
- The current curriculum offers essential elements of instruction but does not begin to address the sheer number of accommodations needed in practice. "
- As an outreach employee, a thorough knowledge of the curriculum and its related components is lacking. These ratings are based on the current knowledge of the curriculum.
- As an outreach employee, I feel I do not have a thorough knowledge of the curriculum and its components. I feel these ratings are based on knowledge of the curriculum.
- I am a related service professional in another school district so I filled this out to the best of my knowledge.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
NONE	

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Systems

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			3.33		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			3.10		

II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.		3.17	
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.		3.35	
II.5	Students and teachers demonstrate mutual respect toward each other in classes.		3.26	
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.		3.11	
II.7	Class sizes promote and allow for varied instructional strategies to be used.		3.16	
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.		3.15	
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.		3.38	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.		3.44	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.	2.85		

Indicators for systems that deliver all or part of their educational program by a distance modality

X	These Indicators are not applicable to our system.
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Stakeholders' comments to support the ratings:

- Training should be deeper analytically and provide specificity and sensitivity to teachers, admin, paras, behaviorists, related services, and separated to promote active participation and education in valued areas.
- Curriculum pacing guides are outdated and do not reflect the diverse range of needs all SBJC classrooms exhibit. The resources listed in the pacing guides and often provided through the curriculum need to be modified so that students can gain the grade-level lesson information while possibly struggling with grade level skills such as reading comprehension, writing, listening skills, maintaining focus, etc..
- BD class sizes of 12 can be challenging and dangerous due to the amount of extreme physical aggression
- It would be beneficial to provide professional development courses that are geared towards specific professions (e.g., teacher, teacher's aide, behaviorist).
- With limited staff, it is not always possible to address and support the needs of all students. The teachers modify the curriculum and individualize where they can.
- There are many lost learning opportunities during the school day due to extended "rest" time (some classes will "rest" for more than an hour) and eating times (breakfast, snack, lunch). The meals and snack times are often not used to promote learning, communication, independence, and socialization. The students are given their food and the staff socialize among themselves. There have been several classes that I work with that the teacher uses breakfast time as an extra prep and stays at his/her computer and does not join the students. The breakfast lasts for up to 45 minutes most times.
- Most continuing education does not apply to Physical Therapists and is geared towards teachers
- More appropriate, meaningful and topic based professional developments are needed. Class size does not matter when two or more curriculum's are being taught at one time. Teachers cannot split in two to

successfully support the demands of two curricula during the same class period, with varied levels of support needed per child.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
NONE	

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Systems

Indicator of Quality	1	2	3	4	N/A
AI.1 Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum			3.12		
AI.2 A variety of methods for assessing student learning is used in the curriculum.			3.12		
AI.3 Assessment results in the curriculum are analyzed with appropriate frequency and rigor for: a. individual students as they move through courses in the curriculum b. cohorts of students as they move through courses in the curriculum c. comparable (local, state, and national) groups outside of the system.		2.95			
AI.4 The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.		2.92			
AI.5 Records of students' learning and performance are maintained in the curriculum.			3.07		
AI.6 Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			3.11		
AI.7 Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			3.09		

Stakeholders' comments to support the ratings:

<ul style="list-style-type: none"> • Family involvement unfortunately lacks at some moments. • Learning platforms such as Freckle (adaptive and standards learning) and Basic Reading Inventory would help students reach their IEP goals/standards and baselining • Depending on the subject area will depend on whether proper assessments are used. • greater consistency is warranted for all grade levels and programs such as BD, ASD and MD
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Explanation for Any Ratings of 1:

Indicator No.	Evidence
NONE	

SELF-STUDY ADDENDUM

GUIDING QUESTIONS TO PREPARE THE VISITING TEAM FOR YOUR SCHOOL'S CURRENT REALITY

It is important that you take stock of what has been implemented and achieved since your school community adjusted to the world-wide pandemic. It is important to reflect on the experience and to use these reflections in planning for the school's new cycle of accreditation.

To assist you in this reflection, the following questions are provided as a framework for a substantive discussion about the improvement cycle about to conclude and to use the results of that discussion to inform the decisions you will need to make as you embark on planning for your school's continuous improvement.

1. How has the context of your school and/or the school community changed since the onset of the pandemic?

Indicate any major changes to the Context of the School since the last Team Visit. Refer to your self-study document to describe any significant changes that have affected or will affect the school's improvement planning process and/or the school's compliance with the Middle States Standards for Accreditation. Be sure to include any changes in the school or community and how you implemented these dramatic changes. *Examples include; All sports activities have been suspended. Classrooms have been adapted to accommodate students with social distancing in effect. Classes have been staggered to accommodate 50% of our student population at any given time within the school.*

In July of 2020, our district Reopening Committee determined that our doors would be open to our students for the start of the 2020-2021 school year. The [Restart and Recovery Plan](#) that was developed by the committee and published on July 31, 2020 put the safety of our students and staff at the forefront of all decision making. With that, some of the major changes this plan outlined included the following:

- Cancellation of all extracurricular programming for the 2020-2021 school year
- Elimination of all student movement in the building
- No mixing of student cohorts
- No visitors in school building
- Procurement of desk shields and other PPE equipment for every classroom
- Removal/reorganizing of classroom furniture to ensure proper social distancing
- Pause in all Community Based Instruction (CBI) and Structured Learning Experiences (for 18-21 year old Transition Students)
- Dedication of certain staff and faculty members to have their responsibilities shift and focus on ensuring safety (e.g., Contact Tracing; temperature checking).

2. How has your school community implemented any revisions or changes mentioned above since completion of your self-study?

Review your changes in policy or procedure that are part of your school community. Include any new/revised strategies that were particularly affected as a result of the new reality.

The original District Reopening Plan was published on July 31, 2020. Based on new executive orders issued by Governor Murphy, this plan was revised last fall and the current version was board approved on October 26, 2021. Both plans are below:

July 31, 2020: [Restart and Recovery Plan](#)

October 26, 2021: [Emergency Virtual or Remote Instruction Program 2021-2022](#)

Similarly, since the start of the pandemic, the district has developed several Distance Learning Plans in order to fulfill the requirements outline Governor Murphy's executive orders. These plans are below:

[Distance Learning Plan 1](#): March 13, 2020
[Distance Learning Plan 2](#): March 23, 2020
[Distance Learning Plan 3](#): May 19, 2020

3. What changes have been made to your school's Plan for Growth and Improvement as a result of the recent modifications of the school's improvement goals/objectives and implementation of the action plans?

Review your objectives/goals that are part of your school's improvement plan. Include any new/revised objectives and/or action plan strategies that were particularly affected as a result of the new reality.

Our plan for Growth and Improvement was still in the early planning stages at the start of the pandemic. When the district closed in March 2020, we had developed drafts of our four strategic objectives but the majority of our objective work and the development of our Plan for Growth and Improvement was done following this time, throughout the pandemic. While our four objectives did not change, the pandemic shed new light on these objectives, the results of which are evident in our final Plan for Growth and Improvement. Examples of each of these, are outlined below:

- **Objective 1: Least Restrictive Environment**

The pandemic brought about new levels of collaboration across the district. Having staff members work closely with staff from different campuses on a regular basis revealed the importance of this level of collaboration district-wide. Our LRE plan reflects this realization, as it includes steps to build the knowledge and expertise of all staff regarding our wide-range of district programs and placement options.

- **Objective 2: Professional Development**

While our objective had already identified the need for a new model of professional development, the pandemic revealed new methods and strategies that could be utilized for training staff. As we shifted to all virtual training, we realized additional benefits of this format of instruction that had not been evident prior. Our Professional Development plan reflects this realization, as it includes research into the most effective formats of professional development.

- **Objective 3: Communication**

The pandemic altered how we communicated internally as an organization. New systems and procedures for communication were developed as we worked to ensure that all stakeholders remained aware of district news and information. Our Communication Plan reflects these shifts as it outlines ways we will continue to enhance our communication both internally as a district, as well as externally with the community.

- **Objective 4: Functional Living Skills**

While we as a district always understood and believed in the importance of building our student's functional living skills, the pandemic emphasized how critical these skills truly are. The district closure forced students to spend more time in their homes than ever before which provided teachers with new insight into some of the challenges they experience in this setting. Our Functional Living Skills Plan reflects this new insight, as it places an emphasis on the development of independent living skills.

4. A new requirement of MSA-CESS is that all accredited schools must have a Continuity of Education policy/plan/procedure. Schools may experience interruptions to their educational programs in the future - from snow days to governmental coups. We will now require all schools to

submit a continuity of education policy/plan/procedure as part of obtaining initial accreditation or re-accreditation. Please provide background on the development and adoption of this policy below.

The SBJC Leadership Team developed our first [Distance Learning Plan 1](#) on March 13, 2020. Over the next three months, this plan underwent two revisions in response to Governor Murphy's executive orders which resulted in [Distance Learning Plan 2](#) on March 23, 2020 and [Distance Learning Plan 3](#) on May 19, 2020. The development of these plans were spearheaded by SBJC's Director of Curriculum and Assessment, Ashley Vaughan, who collaborated with dozens of classroom teachers, therapists, and district administrators while working virtually.

In May 2020, parent surveys were sent out to staff assessing the quality of virtual instruction. The results of this survey were used to guide our [Extended School Year Protocol](#) for July 2020. Parent requests were met with the implementation of new protocols, including a daily Google Meet requirement for all students.

In August 2020, a Reopening Committee made up of 30 stakeholders determined that our school doors must open for the new school year September. Following this decision, a team of 100 faculty, staff, board members, and parents worked together to develop our [Restart and Recovery Plan](#) which ensured that our students learn safely in-person in September.

Our current [Emergency Virtual or Remote Instruction Program](#) is a culmination of the hard work put forth by our dedicated community over the past two years.

MISSION STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

The language for this standard was developed during the pandemic through various online committee meetings. The pandemic limited the availability of staff to meet. The pandemic also limited the district wide publication and distribution of the information related to this standard. Several academic/social programs for students were delayed, modified or canceled as a result of the pandemic.

Professional communication throughout the district was limited which hindered the standard, ongoing professional collaboration in the district.

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

As per our Governance and Leadership Committee, it appears that the pandemic has created some challenges, yet has also yielded some new positives.

Some of the challenges identified included:

- Staff Evaluation - not as thorough while on virtual given the temporary suspension of SGO requirement as well as the removal of the Annual Evaluative Summary (these have since resumed).
- Staff Recruitment and Hiring - Legislation, policy and the idea that some individuals may not deem close, physical work with students as desirable during the pandemic, we have been challenged with keeping staffing at an adequate level.
- Staff Training
 - Time lost during the pandemic

- No ability to provide hands-on training due to virtual instruction and the need to socially distance.
 - Staffing challenges/deficits make it more difficult to find the time to train.
- Mental health of staff and students have become an increasing concern. Some staff members have commented that they feel some have shifted into a mentality of “survival mode”.

Some of the positives identified included:

- Technology
 - Initiation of 1:1 Chromebook program
 - Greater use of Google Meet and ZOOM for virtual teaching, staff training, etc.
- Communication
 - Direct contact/communication with families increased while on virtual instruction as teachers, therapists and para's were now virtually in the homes and living rooms of our families on a daily basis.
 - Increase in e-communication with families, fostering some closer ties and more comprehensive communication.
 - Discussion initiated about identifying one e-communication system for the district on the whole (such as “Remind” or a similar platform) Ensure that this continues, expands, and is in place at each campus. Could be accomplished through our existing platforms, and/or others to supplement (Google Classroom, Google Chat, etc). District-wide / School-based newsletters.
- Virtual training
 - Solidified our distance training protocols
- RBT Training for all Paraprofessionals

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

The effect that the Pandemic had on the district’s adherence to this standard is that it delayed the timeline, redirecting our resources to creating COVID and reopening protocols to ensure the health and safety of our students.

FINANCES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

The pandemic created many challenges for financial operations in our district since there are NJ Public School Purchasing laws that we are supposed to adhere to and it was difficult to do that with the constantly changing guidelines on Covid safety requirements and the inability to get vendors for the items we needed. We wanted to have our schools open for the school year starting September 1, 2020 but needed to have PPE purchased, schools renovated for increased ventilation, and social distancing signage and classroom layouts in place in a short timeframe. This was a challenge not only due to purchasing laws, but also due to the fact that people were working from home, and the securing of supplies and items was not easy due to business slowdowns. All of our vendors had to revise their businesses to adhere to Covid protocols that were changing daily.

FACILITIES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

Due to the COVID19 pandemic the SBJC has made several changes to the day-to-day operations of our facilities. We have added custodians at each location in order to keep up with cleaning and disinfecting responsibilities. Cleaning supplies in the classrooms have been increased as well as PPE for all students and staff.

In order to increase the flow of fresh air throughout our buildings we had rooftop ventilation systems installed and upgraded at our 3 main locations. We've also purchased air scrubbers and placed them in high traffic areas throughout the school. Desk shields and other barriers have been installed in the classrooms in order to help with social and physical distancing practices.

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- Limited training opportunities.
- Limited ability to have hands-on, one-to-one interactions with students.
- Survival mode: juggling of staff (shortages).
- Shift in responsibilities (provision of instruction).
- Immediate need to learn new modalities of teaching (online).

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- Auditing procedures were performed via email for all campuses except PTER.
- Drills may have been performed during times when a significant portion of students were not in the building due to virtual or quarantine.

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

The COVID-19 pandemic impacted the district's Educational Program in the following ways:

- Shift to online platforms (Seesaw and ClassDojo) for provision of instruction
- Delivery of instruction (more individual than whole group)
- Significant modifications to Community Based Instruction
 - Smaller groups, less crowded locations, etc.
 - Currently, only STARS is participating in regular CBI
- Less or no inclusion/mainstreaming (elementary and preschool)
- No visitors
 - Classroom visitors play an active role in Creative Curriculum
- No or limited use of shared materials
- No transitioning in MS/HS
 - This was reinstated in the winter of 2021
- Increase use of and district access to online resources
 - ie: Boom Learning, TpT School Access, virtual classrooms, etc.
- Less large group activities, rooms (sensory), lunches

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- During the pandemic, State assessments were halted at the state level. The most recent data is from this school year's New Jersey Start Strong Assessment.

STUDENT SERVICES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- The pandemic required that services be performed virtually and leant itself to providing less in-person therapies.
- Not as many students were evaluated as a result, since in-person evaluations couldn't be performed.
- It was harder to hire staff this year due to the national worker shortage.
- We have an increased number of new student services in therapies (normally 45 PT evaluations, 135 have been done this year).

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

The pandemic limited the SBJC's ability to increase extracurricular activities that aided in the promotion of student leadership, independence, and social skills.

Other ways the pandemic affected our adherence to this standard include:

- In-person visitors have been prohibited from our campuses
- Students attending job-sites, work sites, and community based instruction visits have been halted.
- Students transitioning to classrooms was halted, limiting student access to resources found in other rooms.
- 2020/2021: SBJC Students in-person interaction with general ed. peers was halted in order to remain in cohorts (all interactions were virtual).
- General halt to the creation of new programming and activities--survival mode was implemented and health and safety were our number one priority.

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

The district saw positive changes in Information Resources due to the pandemic, including:

- expanding the amount of access to online platforms and resources available to staff and students;
- 1:1 chromebook initiative gave technology to every student staff member;
- and a general proficiency in the use of technology was observed.

THE PLAN FOR GROWTH AND IMPROVEMENT

A. STUDENT PERFORMANCE AND ORGANIZATIONAL CAPACITY OBJECTIVES

System Organizational Capacity Objective #1

By 2029, the South Bergen Jointure Commission will develop a system that ensures all students are in their least restrictive environment.

Describe the evidence that led the system to determine the area of student performance on which this objective is focused as a priority for growth and improvement.

The vision of the SBJC is centered on ensuring that our students are given the tools needed to live successful post-scholastic lives, and the first step in measuring that this is occurring is by developing a system that ensures that students are in their least restrictive environment. With our goal being for students to progress to a less restrictive environment, this cannot be achieved without the formalization of a criteria-based LRE process.

Concerns over student placement showed up across all stakeholder groups. In a survey response, one parent indicated that he/she was “concerned that this particular class is the correct environment for my child this year.” One staff member stated that there is “often a conflict or confusion as to whether education or behavior goals should drive placements, curriculum, etc.” The LRE Continuum Model and Guidelines will allow for the district to have a system-wide approach to identifying the proper placement for the education of each and every one of our students.

Action Plan for Organizational Capacity Objective #1

The action plan for this objective can be found in the appendix of this Self-Study document.

Who participated in developing the action plan for Organizational Capacity Objective #1?

Name	Role in the System
Holly Ehle	Principal
Julie Callaghan	Behaviorist
Michelle Keim	Behaviorist
Siobhan Smith	Teacher
Hailey Barteck	Teacher
Hillary Sobol	School Psychologist
Lauren Rosicki	Principal
Dinahlee Rodriguez	Teacher
Roe Licata	Teacher

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

This objective is aligned to the following strengths and/or areas in need of improvement that were identified in the self-study:

Strengths

- 1.2 The system's statement of mission is communicated widely, understood and supported by the students, their families, and (if appropriate) the system's community of stakeholders.
- 11.2 The governing body and leadership ensure that the system provides non-discriminatory student experiences that are age and developmentally appropriate and that supplement and enhance the system's educational program.

Areas in Need of Improvement

- 1.4 The system's statement of mission is reviewed periodically to determine its effectiveness in communicating the system's purposes and vision.
- 3.5 The governing body and leadership ensure that the system takes into consideration the system's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.
- 8.44 The governing body and leadership ensure that the system's secondary-level educational program provides experiences that prepare students for successful transition to postsecondary education and/or the world of work.
- 8.45 The governing body and leadership ensure that the system's secondary-level educational program provides students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.

System Organizational Capacity Objective #2

By 2029, the South Bergen Jointure Commission will implement a strategic system of professional development.

Describe the evidence that led the system to determine the area of student performance on which this objective is focused as a priority for growth and improvement.

In 2019, the district invited two external entities to perform program evaluations: Rutgers Douglass Developmental Disabilities Center reviewed our ABA programs and wrote detailed recommendations for improvement; and Marlene Zakierski of Russell Sage College performed a reading program evaluation identifying ways for the district to enhance our reading curriculum. The SBJC also extracted data from our various surveys reflecting a strong need for a professional development model that is sustainable; one that takes the many phases of a professional life span into consideration. These anecdotal responses--such as developing "a better way to train staff before being put into the rooms" and "very little feedback to staff about their performance to allow for growth"--as well as our program evaluations have guided the strategies developed by the Professional Development Committee.

This plan will provide the district with direction in establishing the use of a model that will support our faculty and staff. In 2018, SBJC had begun laying the groundwork for using data and empirical evidence to guide professional development. The District Evaluation Advisory Committee was formed to first make modifications to our evaluation tool (Danielson's Framework for Teaching) so that it reflected the responsibilities of certified staff in a special needs school district. This same committee was then used to analyze data points (e.g., standardized tests, reading assessments, and observation scores) to develop a professional development plan for the following school year. Implementing more tools and installing additional levels of oversight will further the systemization of professional development processes that allow all members of our staff to grow.

Action Plan for Organizational Capacity Objective #2

The action plan for this objective can be found in the appendix of this Self-Study document.

Who participated in developing the action plan for Organizational Capacity Objective #2?

Name	Role in the System
Ranya Dabbagh	Teacher
Leslie Lang	Teacher
Jacqueline Rossmell	Teacher
Jennifer Winand	Teacher
Adam Reap	Teacher
Jacqueline Cormier	Occupational Therapist
Danielle Trancucci	Teacher
Kathy Tennant	Behaviorist
Antoinette Tobia	Teacher
Reji George	Supervisor
Christine McLeod	Behaviorist
Elizabeth Thariath	Teacher
Andrea Frankel	Occupational Therapist
Mark Raum	Physical Therapist
Mary Payoczkowski	Teacher
Megan Farrell-Ingham	Speech Therapist

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

This objective is aligned to the following strengths and/or areas in need of improvement that were identified in the self-study:

Areas in Need of Improvement

- 6.10 The governing body and leadership ensure that the system has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including orienting and mentoring of new staff members.
- 6.11 The governing body and leadership ensure that the system has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including appropriate orientation and supervision for service providers not employed by the system.
- 9.4 The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by evaluating the effectiveness of the system's curricula, instructional methods, professional development program, and student services.

System Organizational Capacity Objective #3

By 2029, the South Bergen Jointure Commission will implement a communication plan for internal and external communications.

Describe the evidence that led the system to determine the area of student performance on which this objective is focused as a priority for growth and improvement.

According to 2019 survey results, there were identified issues with many facets of the district communication process among all major stakeholder groups. Parents, teachers, therapists and paraprofessionals all reported that they were “the last to hear” of any changes made at both the district and school levels, signaling a system-wide failure to communicate clearly and effectively.

The SBJC has since begun putting communication procedures in place and implementing tools and technology to enhance our transmission of information: all district employees now have email addresses to receive regular district communications; parents now follow the SBJC on Twitter and Instagram and have access to a user-friendly website; a policy has been adopted that illustrates the district chain of command for all faculty and staff; and the district administration has begun spreading the message of the SBJC vision to our member districts as well as to perspective and interested districts. This communication plan will establish a system that continuously analyzes data from surveys and other sources to assess our current status and improve upon our weaknesses in channeling information.

This plan will also help us to develop skills within one of the most important and untapped assets of our learning community: our SBJC families. Our third SBJC core value reads: We believe in the power of our students’ families and communities. We value the role that SBJC families and communities play in our students’ learning experiences. The strong home/school collaboration we have developed assists with the generalization and sustainability of our students’ education. This plan will establish the framework required to build a stronger and more engaged parent community.

Action Plan for Organizational Capacity Objective #3

The action plan for this objective can be found in the appendix of this Self-Study document.

Who participated in developing the action plan for Organizational Capacity Objective #3?

Name	Role in the System
Liz Forte	Parent
Corey Bladzinski	Teacher
Janinne Kelly	Secretary
Lorraine Rake	Principal
Erika King	Speech Therapist
Julia Scozzafava	Behaviorist
Kimberly Bohichik	Behaviorist
Erica Colombini	Teacher

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

This objective is aligned to the following strengths and/or areas in need of improvement that were identified in the self-study:

Strengths

- 2.20 The system's governing body ensures that it adheres to appropriate guidelines concerning confidentiality in communications.
- 2.29 The system's leadership adheres to appropriate guidelines concerning confidentiality in communications.
- 3.3 The governing body and leadership ensure that the system communicates regularly to its community of stakeholders information about the system's planning process, strategic plan, and the results being achieved by implementing the plan.
- 9.10 The governing body and leadership ensure that the system communicates regularly with families regarding students' progress in learning.
- 10.26 The governing body and leadership ensure that the system employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.

Areas in Need of Improvement

- 4.9 The governing body and leadership ensure that the system provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.
- 11.4 The governing body and leadership ensure that students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the system's student activities.
- 12.2 The governing body and leadership ensure that members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.

System Organizational Capacity Objective #4

By 2029, the South Bergen Jointure Commission will expand its functional living programs to increase student independence in the following areas: Independent Living Skills; Social/Emotional Skills; Functional Communication Skills; & Community-Based Living Skills

Describe the evidence that led the system to determine the area of student performance on which this objective is focused as a priority for growth and improvement.

Evidence from parent and staff surveys clearly address the issue of function versus content in the educational programming of our students. One staff member wrote: "Rather than focusing on skills that will be essential for their post-school lives there is a focus on hitting all academic standards without giving students the skills they need to succeed." Another staff member wrote: "We need more opportunities for our students to be recognized and more opportunities for student leadership and independence." These concerns were noted across all grade levels. This objective was developed in order to maximize the opportunities students have to both develop and generalize skills that promote their independence post-scholastically.

Action Plan for Organizational Capacity Objective #4

The action plan for this objective can be found in the appendix of this Self-Study document.

Who participated in developing the action plan for Organizational Capacity Objective #4?

Name	Role in the System
Deborah Chilelli-Boru	Occupational Therapist
Tom Barton	Special Assistant
Lynda Barton	Teacher
Sheryl Duren	Speech Therapist
Theresa Eckert	Occupational Therapist
Megan Farrell-Ingham	Speech Therapist
Tai Kelly	Transition Coordinator
Kristin DelRosso	Speech Therapist
Terri Gallagher	Speech Therapist
Jill Hagen	Teacher
Jennifer Jaslow	Speech Therapist
Cheryl Kavanagh	Transition Counselor
Deanna Ketschke	Speech Therapist
Ellen Kriley	Occupational Therapist
Joanna Lachcik	Teacher
Cheryl Lupica	Speech Therapist
Bernadette G. Palpallatoc	Physical Therapist

Name	Role in the System
Nardine Tobia	Physical Therapist
Kathy Tennant	Behaviorist
Jessica Wagner	Parent
Judi White	Teacher
Kellie Weiss	Teacher
Scott Rossig	Principal
Chris Hughes	Director
Melissa Tocci	Teacher

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

This objective is aligned to the following strengths and/or areas in need of improvement that were identified in the self-study:

Areas in Need of Improvement

- 8.44 The governing body and leadership ensure that the system's secondary-level educational program provides experiences that prepare students for successful transition to postsecondary education and/or the world of work.
- 8.45 The governing body and leadership ensure that the system's secondary-level educational program provides students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.



MIDDLE STATES COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS TECHNICAL REVIEW OF OBJECTIVES

Date of Review	April 4, 2022
School Name	South Bergen Jointure Commission
School Code	SYSSBJC
Review Number	Tech Review # 1
Staff Reviewer	Dr. Lorna Fairess
Projected Visit Dates	5/16-5/18/2022
Protocol	Achieving Excellence System-Wide (Systems)

Next Steps:

X	Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. Please include this document, objectives, and Action Plans as an appendix of your self-study. The Visiting Team will conduct the Second Level of Review (see the <i>Guide for Self-Study and Accreditation</i> for the criteria) during the Team's visit.
	Minor modifications recommended.
	Modifications required. Please make changes and resubmit as soon as possible.
	Call me at 609-820-4325 or email at lfairess@msa-cess.org to discuss.

FOUNDATION DOCUMENTS

MISSION STATEMENT

The mission of the South Bergen Jointure Commission is to unlock the potential of every student. As a leading educational provider, we will focus on the development of each student's social, emotional, and academic needs. By fostering an environment that is supportive and challenging, we will empower students to maximize their independence and potential in becoming fulfilled and productive members of their community.

CORE VALUES/BELIEFS

We believe our students come first and foremost. We meet the diverse needs of all students by providing individualized learning experiences focused on maximizing their independence.

We believe that every member of our team plays an important role. We are a diverse group of lifelong learners who understand that professional growth and development of staff is necessary to ensure student success.

We believe in the power of our students' families and communities. We value the role that SBJC families and communities play in our students' learning experiences. The strong home/school collaboration we have developed assists with the generalization and sustainability of our students' education.

We believe that our schools are safe, supportive, and challenging learning environments. We support and encourage our students to take calculated risks, seek challenges, and break barriers.

PROFILE OF A GRADUATE

SBJC Graduates will have been exposed to experiences that: Challenge them to recognize and strive toward their full potential. Cultivate critical skills needed to persevere through life challenges. Encourage them to build and maintain meaningful relationships. Provide meaningful life opportunities in the community.	SBJC Graduates will view themselves as: Having the skills, tools, and experiences needed to navigate their world. Self-confident individuals who are able to achieve their goals and advocate on their own behalf. Positive contributors in their community who engage in opportunities for community service.	SBJC Graduates will, to the best of their ability, know how to: Communicate their needs to those around them. Manage stress using techniques centered around mindfulness. Be problem solvers. Use empathy to understand and value diversity. Use technologies and access resources for the improvement of their lives.
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General Comments about All Objectives

		Yes	No
1	Has the school identified three, four, or five objectives for accreditation purposes?	X	
Comments:			

		Yes	No
2	Do the objectives focus on growing and improving areas of student performance and/or organizational capacity, as expressed in the school's Foundation Documents?	X	
Comments:			

Organizational Capacity Objective # 1

As submitted by the school:

By 2029, the South Bergen Jointure Commission will develop a system that ensures all students are in their least restrictive environment.

EVIDENCE FOR NEED OF OBJECTIVE

The vision of the SBJC is centered on ensuring that our students are given the tools needed to live successful post-scholastic lives, and the first step in measuring that this is occurring is by developing a system that ensures that students are in their least restrictive environment. With our goal being for students to progress to a less restrictive environment, this cannot be achieved without the formalization of a criteria-based LRE process.

Concerns over student placement showed up across all stakeholder groups. In a survey response, one parent indicated that he/she was "concerned that this particular class is the correct environment for my child this year." One staff member stated that there is "often a conflict or confusion as to whether education or behavior goals

should drive placements, curriculum, etc.” The LRE Continuum Model and Guidelines will allow for the district to have a system-wide approach to identifying the proper placement for the education of each and every one of our students.

OBJECTIVE BENCHMARKS

Strategies/Benchmarks	Benchmark Date
Develop a district LRE Continuum Model and a process for its use and assessment.	August 2022
Institutionalize and formalize the processes for effective IEP development and implementation across settings and sites to facilitate appropriate LRE placements.	June 2024
Develop a formal process for transitions across the district and back to home districts.	September 2026
Annually monitor established achievement measures.	Ongoing through 2029

MEASURES OF ACHIEVEMENT

1. By 2029, the LRE Continuum tool will be used at 100% of IEP meetings.
 Baseline Year: 2021/2022
 Baseline Data: The LRE Continuum tool is currently used at 0% of IEP Meetings
2. By 2029, the percentage of SBJC of students placed in the General Education School setting will increase to 40%.
 Baseline Year: 2021/2022
 Baseline Data: SBJC students in Gen. Ed. School Setting: 22% (77 of 346)
 SBJC students in SBJC School Setting: 78% (269 of 346)
3. By 2029, the number of students who return to their home district will increase to 15% annually.
 Baseline Year: 2019/2020
 Baseline Data: 7% of students returned to their home district

 Baseline Year: 2020/2021
 Baseline Data: 7.5% of students returned to their home district

Technical Review Criteria

	Yes	No
1 Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
Comments:		

	Yes	No
2 Does the objective address expectations for as many of the school's students as possible?	X	
Comments:		

	Yes	No
3 Does the objective have an impact on the Profile of a Graduate?	X	
Comments:		

	Yes	No
4 Does the objective comply with the following: 1) Is the realization of the objective stated as seven years from the year of the team's visit?	X	

	2) Have multiple measures been identified to determine achievement of the objective?	X	
	3) Are baseline data and collection year included for each assessment?	X	
	4) Is a challenging and appropriate end goal set for each assessment	X	
	5) Are periodic benchmarks that will be used to measure achievement of the objective?	X	

Comments:

		Yes	No
5	Are disaggregated data included where appropriate?	X	

Comments:

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X	

Comments:

Suggestions for Revising Objective: None at this time.

Organization Capacity Objective # 2

As submitted by the school:

By 2029, the South Bergen Jointure Commission will implement a strategic system of professional development.

EVIDENCE FOR NEED OF OBJECTIVE

In 2019, the district invited two external entities to perform program evaluations: Rutgers Douglass Developmental Disabilities Center reviewed our ABA programs and wrote detailed recommendations for improvement; and Marlene Zakierski of Russell Sage College performed a reading program evaluation identifying ways for the district to enhance our reading curriculum. The SBJC also extracted data from our various surveys reflecting a strong need for a professional development model that is sustainable; one that takes the many phases of a professional life span into consideration. These anecdotal responses--such as developing "a better way to train staff before being put into the rooms" and "very little feedback to staff about their performance to allow for growth"--as well as our program evaluations have guided the strategies developed by the Professional Development Committee.

This plan will provide the district with direction in establishing the use of a model that will support our faculty and staff. In 2018, SBJC had begun laying the groundwork for using data and empirical evidence to guide professional development. The District Evaluation Advisory Committee was formed to first make modifications to our evaluation tool (Danielson's Framework for Teaching) so that it reflected the responsibilities of certified staff in a special needs school district. This same committee was then used to analyze data points (e.g., standardized tests, reading assessments, and observation scores) to develop a professional development plan for the following school year. Implementing more tools and installing additional levels of oversight will further the systemization of professional development processes that allow all members of our staff to grow.

OBJECTIVE BENCHMARKS

Strategies/Benchmarks	Benchmark Date
Develop and implement an improved model of professional development by formalizing a process for utilizing current data to drive PD offerings.	September 2025
Develop and implement an improved training model for new hires.	September 2025

Redefine Professional Learning Communities and how they are utilized district-wide.	September 2026
Annually monitor established achievement measures.	Ongoing through 2029

MEASURES OF ACHIEVEMENT

1. By 2029, the percentage of staff who believe that the program of professional development is based on district needs will increase to 80%.

Baseline Data Year: 2019

Baseline Data: Self-Study Survey

Standard 2.24: What percentage of staff believe that the superintendent provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process?

2019: 54.76%

2. By 2029, the percentage of staff who believe that staff is given input into the content of professional development experiences will increase to 80%.

Baseline Data Year: 2019

Baseline Data: Self-Study Survey

Standard 6.25: What percentage of staff believe the board of education and superintendent ensure that staff is provided opportunities to offer input into the content of professional development experiences?

2019: 56.25%

3. By 2029, the implementation of a strategic system of professional development will improve staff turnover rate to 10%.

Baseline Data Year: 2020/2021

Baseline Data: Staff Turnover Rate= 15.3%

Baseline Data Year: 2019/2020

Baseline Data: Staff Turnover Rate= 14.3%

Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	

Comments:

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	

Comments:

		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	

Comments:

		Yes	No
4	Does the objective comply with the following: 3) Is the realization of the objective stated as seven years from the year of the team's visit?	X	

	4) Have multiple measures been identified to determine achievement of the objective?	X	
	3) Are baseline data and collection year included for each assessment?	X	
	4) Is a challenging and appropriate end goal set for each assessment	X	
	5) Are periodic benchmarks that will be used to measure achievement of the objective?	X	

Comments:

		Yes	No
5	Are disaggregated data included where appropriate?	X	

Comments:

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X	

Comments:

Suggestions for Revising Objective: None at this time.

Organizational Capacity Objective # 3

As submitted by the school:

By 2029, the South Bergen Jointure Commission will implement a communication plan for improving internal and external communications.

EVIDENCE FOR NEED OF OBJECTIVE

According to 2019 survey results, there were identified issues with many facets of the district communication process among all major stakeholder groups. Parents, teachers, therapists and paraprofessionals all reported that they were “the last to hear” of any changes made at both the district and school levels, signaling a system-wide failure to communicate clearly and effectively.

The SBJC has since begun putting communication procedures in place and implementing tools and technology to enhance our transmission of information: all district employees now have email addresses to receive regular district communications; parents now follow the SBJC on Twitter and Instagram and have access to a user-friendly website; a policy has been adopted that illustrates the district chain of command for all faculty and staff; and the district administration has begun spreading the message of the SBJC vision to our member districts as well as to perspective and interested districts. This communication plan will establish a system that continuously analyzes data from surveys and other sources to assess our current status and improve upon our weaknesses in channeling information.

This plan will also help us to develop skills within one of the most important and untapped assets of our learning community: our SBJC families. Our third SBJC core value reads: We believe in the power of our students’ families and communities. We value the role that SBJC families and communities play in our students’ learning experiences. The strong home/school collaboration we have developed assists with the generalization and sustainability of our students’ education. This plan will establish the framework required to build a stronger and more engaged parent community.

OBJECTIVE BENCHMARKS

Strategies/Benchmarks	Benchmark Date
Use social media, the district website, and newsletters as platforms to	September 2024

promote awareness of initiatives, events, activities, self-promotion and marketing.	
Increase parent engagement through the sharing of opportunities, training, support services, and district resources.	September 2024
Annually monitor established achievement measures.	Ongoing through 2029

MEASURES OF ACHIEVEMENT

1. By 2029, the percentage of staff that regularly visit the district website will increase to 75%.
 Baseline Year: 2021/2022
 Baseline Data: 46% of staff regularly visit the SBJC website.
2. By 2029, the percentage of staff that follow the district's social media accounts will increase to 75%.
 Baseline Year: 2021/2022
 Baseline Data: 54% of staff follow the district's social media accounts
3. By 2029, the number of annual school level newsletters will increase to 5 (bi-monthly) and the number of district level newsletters will increase to 4 (quarterly).
 Baseline Year: 2020/2021
 School Newsletters: 0 school newsletter developed/distributed

 Baseline Year: 2020/2021
 District Newsletters: 0 district newsletter developed/distribute
4. By 2029, the number of parent trainings provided annually will increase by 200% (6 total).
 Baseline Year: 2021/2022
 Baseline Data: 3 parent trainings offered
5. By 2029, the number of parents involved in the district-level Parent Teacher Organization will increase 500%.
 Baseline Year: 2021/2022
 Baseline Data: 1 PTO member

Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
Comments:			
		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments:			
		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
Comments:			
		Yes	No
4	Does the objective comply with the following:		

	5) Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	6) Have multiple measures been identified to determine achievement of the objective?	X	
	3) Are baseline data and collection year included for each assessment?	X	
	4) Is a challenging and appropriate end goal set for each assessment?	X	
	5) Are periodic benchmarks that will be used to measure achievement of the objective?	X	

Comments:

		Yes	No
5	Are disaggregated data included where appropriate?	X	

Comments:

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X	

Comments:

Suggestions for Revising Objective: None at this time.

Organizational Capacity Objective # 4

As submitted by the school:

By 2029, SBJC will expand its functional living programs to increase student independence in the following areas:

- Independent Living Skills
- Social/Emotional Skills
- Functional Communication Skills
- Community-Based Living Skills

EVIDENCE FOR NEED OF OBJECTIVE

Evidence from parent and staff surveys clearly address the issue of function versus content in the educational programming of our students. One staff member wrote: "Rather than focusing on skills that will be essential for their post-school lives there is a focus on hitting all academic standards without giving students the skills they need to succeed." Another staff member wrote: "We need more opportunities for our students to be recognized and more opportunities for student leadership and independence." These concerns were noted across all grade levels. This objective was developed in order to maximize the opportunities students have to both develop and generalize skills that promote their independence post-scholastically.

OBJECTIVE BENCHMARKS

Strategies/Benchmarks	Benchmark Date
Expand district-wide Independent Living Skills program.	Ongoing through 2029
Expand district-wide Social/Emotional Skills program.	Ongoing through 2029
Expand district-wide Functional Communication Skills program.	Ongoing through 2029
Expand district-wide Community-Based Living Skills program.	Ongoing through 2029
Annually monitor established achievement measures.	Ongoing through 2029

OBJECTIVE BENCHMARKS

1. By 2029, the district will expand its facilities and resources to increase student access for learning independent-living skills opportunities in a natural setting.
 Baseline Year: 2021/2022
 Baseline Data: [Inventory of Current Independent Living Skills Programs](#)
2. By 2029, the district will adopt and implement formal Social and Emotional Learning (SEL) programs, district-wide.
 Baseline Year: 2021/2022
 Baseline Data: There are currently no formal SEL programs/curriculum implemented at the district-wide level.
3. By 2029, the percentage of applicable students who are annually evaluated with an assessment of functional, practical and essential life skills will increase to 100%.
 Baseline Year: 2020/2021
 Baseline Data: 60% of applicable students are currently assessed using the Assessment of Basic Language and Learning Skills (ABLLS-R) or The Assessment of Functional Living Skills (AFLS).
4. By 2029, the percentage of students who participate in weekly Community Based Instruction (CBI) opportunities will increase to 100%.
 Baseline Year: 2020/2021
 Baseline Data: 7% of students participate in weekly CBI opportunities.

Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
Comments:			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments:			

		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
Comments:			

		Yes	No
	Does the objective comply with the following:		
	7) Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	8) Have multiple measures been identified to determine achievement of the objective?	X	
	3) Are baseline data and collection year included for each assessment?	X	
	4) Is a challenging and appropriate end goal set for each assessment	X	
	5) Are periodic benchmarks that will be used to measure achievement of the objective?	X	
Comments:			

		Yes	No
5	Are disaggregated data included where appropriate?	X	
Comments:			

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments:			

Suggestions for Revising Objective: None at this time.