

Princeton
Charter
School

Annual Report

July 2024

**Submitted to: New Jersey Department of Education,
Office of Charter and Renaissance Schools**



The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner’s annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools (OCRS), New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school’s performance based on the criteria set forth in the Performance Framework.

Annual Report Submission

Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Princeton Charter School
Grade level(s) to be served in 2024-2025	K-8
Projected enrollment for 2024-2025	424
2023-2024 Total enrollment as of June 30, 2024	424
2023-2024 Students with disabilities (SWD) enrollment as of June 30, 2024	17 -IEP, plus 14 speech only
2023-2024 Multilingual learners (ML) enrollment as of June 30, 2024	13

Current waiting list for 2024-2025 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K - 47 1st - 66 2nd - 76 3rd - 82 4th - 65 5th - 78 6th - 92 7th - 63 8th - 3
Waitlist within the district/region of residence	572
Waitlist of non-resident district/region of residence	503
Website address	http://www.pcs.k12.nj.us/
Name of board president	Stefanos Damianakis
Board president's email address	sdamianakis.board@princetoncharter.org
Board president's direct phone number (Do not include charter school number)	Redacted for Website
Name of school leader	Lawrence D. Patton
School leader's email address	lpatton@princetoncharter.org
School leader's direct office phone number and/or extension	609-924-0575 (Ext. 2501)
Title IX McKinney-Vento District Homeless Liaison's name and email address	Lisa Eckstrom
School Safety Specialist's name and email address	Lawrence Patton
School Threat Assessment Team Members' names and email addresses	Larry Patton - Head of School Michelle Dowling - Assistant Head of School, K-4 Lisa Eckstrom - Assistant Head of School, 5-8 Sue Kushner - Counselor Christa Wolski - Child Study Team Erin Redmond - Nurse Aaron Burt - Grade 3&4 Anna Burd - Grade K-8 Kate Schmitt - Grades 5&8

Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Susan Kushner
Name of School Business Administrator (SBA)	Brian Falkowski
SBA email address	bfalkowski@sboffice.com
SBA phone number	732-631-4009



Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	Princeton Charter School
Year site opened	1997
Grade level(s) served at this site in 2023-2024	K-8
Grade level(s) to be served at this site in 2024-2025	K-8
Site street address	100 Bunn Drive
Site city	Princeton
Site zip	08540
Site lead or primary contact's name	Lawrence D. Patton
Site lead or primary contact's office phone number and extension	609-924-0575
Site lead's email address	
	lpatton@princetoncharter.org



Education Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

Mission

Princeton Charter School's mission is to provide its diverse student body the best possible education by focusing on the fundamental academic disciplines in an atmosphere that affirms academic achievement, and in so doing, to offer the community true choice in public education. Princeton Charter School believes that a "thorough and efficient" education is best accomplished through a rigorous curriculum that requires mastery of core knowledge and skills.

The main goals of Princeton Charter School are to

1. educate students for future success;
2. promote academic excellence and equity for a diverse population of students within the public education system;
3. provide a choice of educational opportunities within a public school system for parents, students, and educators.

Specific Objectives

1. Students will develop clear and effective written and oral communication skills using Standard English.
2. Students will acquire a strong foundation in mathematical reasoning and skills.
3. Students will learn about the political, economic, cultural, geographic, and technological forces that have shaped the history of the world and of the United States.
4. Students will acquire knowledge and skills in the sciences and will be able to conduct inquiries using the scientific method.
5. Students will develop an informed appreciation of the arts and participate in their creation.
6. Students will be able to speak, read, and write in a language other than English.
7. Students will learn the essentials necessary for a healthy, safe, and physically fit life.
8. Students will recognize the importance of hard work, personal responsibility, and respect for others.
9. Students from all demographic groups will perform at comparably high achievement levels.

Key Design Elements

- a) **Milestones**: Milestones of achievement are annual assessments that celebrate and recognize student achievement. Students at each grade level take two milestones which are designed to measure proficiency at specific tasks assessed for that grade. For the Milestone, students work to meet a standard of excellence for a specific project. Examples include: a well-prepared science laboratory report demonstrating proper use of data analysis (grade 8); an illustrated story with correct grammar and spelling (Grade 3); and a well written five-paragraph essay on a theme from history (grade 8).
- b) **Early Introduction of World Language**: Foreign language instruction in French and Spanish is offered three days per week in Kindergarten and increases to daily instruction for grades 1-8.
- c) **Early Introduction of Science**: In the early grades (K-3), science at PCS is designed to make children explore and wonder about the world. In grades 4-8 the approach becomes more rigorous. Students start to ask quantitative questions and develop the ability to determine if they have enough information to answer them. Four major areas are covered: physical sciences, life sciences, earth sciences, and astronomy.

- d) Specialized Instruction Begins in Grade 3: Starting in grade 3, math, English, history, and science are taught by teachers who specialize in that discipline, i.e. the math teacher for third grade students only teaches mathematics and the English teacher specializes in teaching language arts.
- e) One-hour periods for math and language arts instruction in grades 3-8: We schedule one hour classes for math and language arts. Compared to a 45 minute class, a 60 minute period gives 15 more minutes a day which over the course of 180 days is equal to 60 additional 45 minute periods of instruction per year. All other academic subjects meet every day for 45 minutes.
- f) Co-teaching in Language Arts and Math: In 2015, we began to have two certified teachers in mathematics classes in grades 3 and 4 and to have two certified teachers in each section of language arts in grades 3, 4, and 5 in order to have a low student to teacher ratio in these key instructional areas. Later grades at PCS have traditionally had smaller sections in language arts and mathematics: In grades 6, 7, and 8, language arts sections are composed of 16 students. In grades 5, 6, 7, and 8, each grade of 48 students is distributed among four sections of math based on ability.
- g) Note that in some mathematics classes in grades 5-8, there may be as few as 6 students depending on the student placement by ability. For example, we may have an advanced class of 18 students, two middle level classes comprised of 12 students, and a smaller class of 6 students in order to ensure more time for one-on-one instruction. This is driven by the learning needs of individual students.
- h) Computer Programming: This past year we expanded our computer programming course to all students in the school, grades K and 8. The curriculum follows the New Jersey Standards for Computer Science and uses materials from Code.org, and CodeCombat, the Carnegie Mellon University Python curriculum.

1.2 Curriculum

- a) The Princeton Charter School's curriculum is aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, see [Appendix A](#), at the end of this document.

1.3 Instruction

- a) Instructional Expectations: One of the founding beliefs of Princeton Charter School is that self-esteem is enhanced through authentic achievement. To that end, we offer a rigorous curriculum in which students achieve through targeted instructional practices. Additionally, our school offers departmentalized instruction (i.e. instruction by subject area teachers) beginning in third grade.
- b) What constitutes high-quality instruction at this school?**
- c) Provide a brief description of the school's common instructional practices.

Instruction would best be described as essentialist as teachers will take a variety of approaches and use many different methods and modalities to ensure student understanding. As technology has become increasingly more available, teachers are making use of technology to support and enhance students learning; however, as a general rule, teachers only make use of technology if it offers discernible

improvement to student learning: Teaching staff at PCS are very covetous of instructional time and are wary of technology or approaches that are not efficient in terms of time dedicated to instruction.

In our K-5 English instruction, students may receive both whole and small group instruction. Guided Reading groups are determined by reading assessments instruments and classroom performance.

We use a co-teaching approach for grades 3-4 mathematics. Two teachers are assigned to each class of 24-25 students for grade 3 and 4 math. The co-teaching model allows for greater differentiation and attention to individual students' needs in a heterogeneously grouped classroom. Starting in Grade 5 Math sections are grouped homogeneously and broken into 4 sections per grade (1:12.5 ratio)

We also use a co teaching model for language arts in grades 3-5. Two teachers are assigned to each section of 24-25 students.

- d) Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

As we did in the previous year, we continued to focus on students who we had identified as needing additional support. To redress any learning loss for students. They were invited over the summer to attend our Summer Academy which offered instruction and remediation to any student for free in language arts and mathematics.

During the school year, students were identified as being in need of additional support based on teacher observation/recommendation and Start Strong testing results. The subject area teachers worked with students to address specific gaps and areas of need, asking them to meet outside of classes for additional support. In addition, students were then provided tutorials in reading or mathematics outside of classes in small 1 on 1 or small groups working with teachers designated for this support.

Our overall performance on spring NJSLA 2023 and Spring NJSLA 2024 scores indicate strong performance across all grades and a return to our performance levels that are typical of our precovid-19 scores.

- e) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2023-2024 school year.

Students who missed in-person instruction due to the need to quarantine were able to follow the class through materials available to students through our on-line learning management systems and by sending materials home. Teachers also met with students when they were able to return to school in-person for support and to help catch them up.

- f) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2023-2024 school year. What supports will the school provide in the 2024-2025 school year?

Two students will be retained in Kindergarten, and one student will be retained in grade 4. Individual plans for these students have been established.

- g)** Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

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Our overall performance on the ERB CTP5 assessments, and the spring NJSLA 2023 and 2024 scores indicate strong performance across all grades and a return to our performance levels that are typical of our precovid-19 scores.

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2023-2024 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA K	N/A	N/A	N/A
ELA 1	N/A	N/A	N/A
ELA 2	N/A	N/A	N/A
ELA 3	22	47	33
ELA 4	2	28	70
ELA 5	0	20	80
ELA 6	4	24	72
ELA 7	0	12	88

Assessment	Below (%)	On (%)	Above (%)
ELA 8	0	8	92
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	N/A	N/A	N/A
MAT 1	N/A	N/A	N/A
MAT 2	N/A	N/A	N/A
MAT 3	11	47	42
MAT 4	2	16	82
MAT 5	0	2	98
MAT 6	4	10	85
MAT 7	0	12	88
MAT 8	0	11	89
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2024

Assessment	Below (%)	On (%)	Above (%)
ELA K	N/A	N/A	N/A
ELA 1	N/A	N/A	N/A
ELA 2	N/A	N/A	N/A
ELA 3	N/A	N/A	N/A

Assessment	Below (%)	On (%)	Above (%)
ELA 4	N/A	N/A	N/A
ELA 5	N/A	N/A	N/A
ELA 6	N/A	N/A	N/A
ELA 7	N/A	N/A	N/A
ELA 8	N/A	N/A	N/A
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	N/A	N/A	N/A
MAT 1	N/A	N/A	N/A
MAT 2	N/A	N/A	N/A
MAT 3	N/A	N/A	N/A
MAT 4	N/A	N/A	N/A
MAT 5	N/A	N/A	N/A
MAT 6	N/A	N/A	N/A
MAT 7	N/A	N/A	N/A
MAT 8	N/A	N/A	N/A
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

b) Identify the type of assessments used for interim assessment data:

Assessment Type (interim assessment)	✓ or X
Solely charter created	
Vendor and charter created	X

Assessment Type (interim assessment)	✓ or X
Combination of solely charter and vendor and charter created	

c) Identify the type of assessments used for end of year assessment results:

Assessment Type (end of year)	✓ or X
Solely charter created	
Vendor and charter created	X
Combination of solely charter and vendor and charter created	

d) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2023-2024 NJSLA results have not been released to schools by July 15, 2024, then leave the 2023-2024 column blank.

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2022-2023 Percentage of students who met or exceeded expectations	2023-2024 Percentage of students who met or exceeded expectations
ELA 3	87	66
ELA 4	100	94
ELA 5	96	100
ELA 6	92	90
ELA 7	89	92
ELA 8	98	84
ELA 9	N/A	N/A
ELA 10	N/A	N/A
MAT 3	89	81
MAT 4	98	94
MAT 5	81	98

NJSLA Assessment	2022-2023 Percentage of students who met or exceeded expectations	2023-2024 Percentage of students who met or exceeded expectations
MAT 6	90	88
MAT 7	84	92
MAT 8	N/A	N/A
Algebra I	94	98
Geometry	100	100
Algebra II	100	100

Scores for the 2024 spring NJSLA in Mathematics and language arts are very strong with a pass rate of 92% schoolwide. In addition, it is worth pointing out the exceptional performance as measured by the number of students earning level 5 performance “Exceeded Expectations.” The overall percentage of students earning 5’s was a remarkable 55% schoolwide with some grade levels demonstrating “standout” performances of 76% “Exceeded Expectations” for grade 4 ELA, 70% “Exceeded Expectations” for Grade 5 ELA and 61% “Exceeded Expectations” for Grade 6 ELA.

- e) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, multilingual learners, students with disabilities, and racial/ethnic groups).

Princeton Charter School continues to take measures to ensure progress for the entire grade of students as well as for specific individuals and groups within the grade. Last year, AY 2023-24, we were deliberate in addressing specific students whom we identified as having some gaps in skill and content development.

Teachers identified students' needs based on scores and classroom observation. Once students were identified, teachers worked with students outside of class, and as needed, we provided tutoring in small groups also outside of class. Finally, we offered students the opportunity for instruction in language arts and mathematics in our Summer Academy which was free for all students.

- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2023-2024 year.

At each grade level, students are assessed appropriately for the age of the students. At lower elementary grade levels, we use reading assessments to determine reading level, Calkins Reading Assessments and Diebel Assessments. At upper grades, students take quizzes and tests designed by grade level teachers. Students write regularly in all English and history classes, and there is significant writing in science, world language, and math classes as well. Students take

shared assessments among different sections. Students are tested in pre and post units to determine mastery. Unit tests are summative and at older grade levels students take end of year exams. In addition, as mentioned above, students complete milestones at every grade level.

Students also took the CTP 5 Exam through ERB. These provided feedback on student progress in the fall of 2023 in language arts and mathematics.

- g) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

Teachers used results to identify students in need of additional support, specific areas of weakness for the entire grade level or areas in need of remediation for individual students.

- h) Describe the school's process for selecting the locally administered assessments. Explain how they align to NJSL and the school's chosen curricula.

Princeton Charter School has administered the Educational Records Bureau(ERB) Comprehensive Testing Program (CTP) tests for 27 years. These were selected because they are a standardized Test used in academically competitive suburban and independent schools. Consistent implementation of these tests over these 27 years provides us with a steady baseline of performance

- i) Compare student results on locally administered assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

The performance on the ERB CTP 5 exams administered fall 2023 demonstrates strong overall learning and achievement and are consistent with state NJSLA test results administered in 2022 and 2024. We are quite pleased with these results overall and the corroboration of student learning reveals in both test administrations.

- j) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

ERB results, 2023 NJSLA results, were shared with parents by letter. We also held a zoom meeting, open to all families, to review the score reports and the overall school performance with parents.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership. Add or delete rows as necessary.

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Lawrence D. Patton	Head of School	07/01/2008	\$198,530

Administrator Name	Title	Start Date	Annual Salary
Lisa Eckstrom	Assistant Head of School	07/01/2013	\$145,000
Michelle Dowling	Assistant Head of School	07/01/2023	\$140,000
Brian Falkowski	School Business Administrator	1/1/17	contracted service

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information in Table 7 below regarding learning environment at the school.

Table 7: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	$73,223/76126 = 96.29\%$
Elementary School Attendance Rate (grades K-5)	$47288/449148 = 96.23$
Middle School Attendance Rate (grades 6-8)	$25935/26978 = 96.13\%$
High School Attendance Rate (grades 9-12)	N.A.
Student - Teacher Ratio	$424/37 = 11.5$

- b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2023, to July 1, 2024	87%
Total Staff Retention Rate from July 1, 2023, to July 1, 2024	89%
Frequency of teacher surveys and date of last survey conducted	Annual
Percent of teachers who submitted survey responses	N/A

Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	N/A
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- b) Fill in the requested information below regarding the school's discipline environment in 2023-2024. If the suspensions and expulsions in 2023-2024 increased or decreased by ten percentage points or more than those in 2022-2023, please describe the reasons for the change below the table.

Table 9: Discipline Environment 2023-2024

Grade Level	Number of students enrolled as of Oct. 15, 2023	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	40	0	0
1	42	0	0
2	42	0	0
3	48	0	0
4	50	0	0
5	50	1	0
6	50	3	0
7	50	9	0
8	50	4	0
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 10 below regarding family involvement and satisfaction.

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school's board, out of the total number of board members	8
Frequency of parent/guardian surveys	Annual
Date of last parent/guardian survey conducted	June 2022
Percent of parents/guardians completing the survey (consider one survey per household)	35%
Percent of parents/guardians that expressed satisfaction with the overall school environment	92.7%

b) What were the three main positive aspects identified by parents/guardians in the latest survey?

Parents indicated among several strengths:

- Teachers and commitment to students
- Curriculum and quality of instruction,
- Small learning environment where students are well known

b) What were the three main challenges identified by parents/guardians in the latest survey?

Parents indicated among several challenges:

- School lunch,
- Lack of school library,
- Concern for maintaining staff excellence.

c) List and briefly describe the major activities or events the school offered to parents/guardians during the 2023-2024 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

- a. Weekly assemblies: The weekly assembly links on Zoom were made available to all students and parents.
- b. Regular parent meetings (monthly via zoom:
 - i. The Head of School and the Assistant Heads of School held regular Zoom meetings for parents either all school, by division, or by grade groups in order to provide opportunities to present information and answer questions to parents.
- c. Celebration of our blue ribbon award.
- d. Parent teacher conferences, two per year.
- e. Back to School Nights - these were conducted in person
- f. Graduation for 8th grade and moving up ceremony for 4th grade were in-person.
- g. Grade level curricular events to highlight a project, e.g. grade 2 wax museum, and musical/dramatic performances for school concert , musical, grade 8 play, etc.

d) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.

- a. Grade level parent meetings
- b. Rita's ice cream socials

- c. Annual Gala fundraiser event
 - d. Support for Field Day
 - e. Picture Day
 - f. Book Fairs- fall and spring
 - g. Lunar new year celebration
 - h. Organization of the fall and spring picnics.
- e) Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

Table 11: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
<u>Princeton University</u>	Through on-going partnership with the university, the school offers a number of activities and clubs in the sciences led by university students and faculty. These clubs engage over 40 students each year.	60+ students, 1-2 hours/week
<u>Princeton University</u>	Generally speaking, we have benefited through partnership with parents who are professors at the university.	
<u>Princeton University</u>	Teachers as Scholars program	1-2 teachers, 20 hours/year
<u>Princeton Public School Peer leaders:</u>	Students from PPS worked with the eighth grade, in order to prepare them for the transition to the HS.	50 students; 1-2 hours

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Princeton Mobile Food Pantry	Friends of Princeton Charter School collected toys and sports equipment for a local charity.	Many families donated new and gently used items ahead of spring break.
Polar Plunge	Students raised over \$5,000 for the Special Olympics and participated in the polar plunge!	20 students, 4 staff
Operation Smile	Over 25 students worked to raise funds and awareness for Operation Smile.	25-30 students, 2 meetings per month for the year.
Not In Our Town	Students participate in the annual awards ceremony to highlight student contributions in support of a healthy diverse community.	102 students and teachers.
Princeton Public Library	Students visit the library and librarians come to the school to help educate and inform students about the resources and access to the Library in person and online.	all school

- b) Briefly describe how the educational and community partnerships further the school's mission and goals.

We maintain strong partnerships with local organizations. Safety issues will continue to pose a significant limitation to our engagement with local organizations. Nonetheless, we continue to value these partnerships that provide opportunities for our students to learn and grow through meaningful educational experiences, and also through opportunities for leadership and service which instill critical values for young individuals.

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information in Table 13 below regarding board governance.

Table 13: Board Governance

Number of board members required by the charter school's bylaws	9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	April, 2023
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	July, 2022
If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) (include a copy of the board's evaluation tool for this contracted organization as Appendix D and as Appendix E , include a signed, dated, CMO or EMO contract for the 2024-2025 school year.)	N/A

b) List the amendments to bylaws that the board adopted during the 2023-2024 school year.

None

c) List the critical policies adopted by the board during the 2023-2024 school year.

- Policy # 5111 Admission,
- Virtual/Remote Learning Plan.
- Approved in December 2024
- The School Safety and Security Plan Annual
- Statement of Assurance
- Donor Recognition Policy.
- 2023-2024 Princeton Charter School Nursing

3.2 Board Compliance

a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

Table 14: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Stefanos Damianakis	07/01/18	June 2024	Trustee, President	sdamianakis.board@princetoncharter.org	10/17/19	Gov. 1: 08/31/18 Gov. 2: 05/05/20 Gov. 3: 09/26/21 Gov. 4: 09/26/21

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Rupal Kothari	07/01/21	June 2024	Trustee	rkothari.board@princetoncharter.org	8/3/21	Gov. 1: 06/02/22 Gov. 2: 06/18/23
Rakesh Kumar	07/01/21	June 2024	Trustee	rkumar.board@princetoncharter.org		Gov. 1: 06/25/22 Gov. 2: 06/24/23
Olga Troyanskaya	07/01/20	June 2026	Trustee	ogt.board@princetoncharter.org	6/15/21	Gov. 1: 12/11/20 Gov. 2: 11/19/21 Gov. 3: Registered Gov. 4: 11/19/21
Jennifer Freedman	7/1/22	June 2025	Trustee	jfreedman.board@princetoncharter.org	8/16/22	Gov. 1: 8/16/22 Gov. 2: 6/14/23
Irene Chiu	7/1/22	June 2025	Trustee	ichiu.board@princetoncharter.org		Gov. 1: 6/30/23
Anita Misri	7/1/22	June 2025	Trustee	amisri.board@princetoncharter.org		Gov. 1: 6/19/23
Sarah Rivett	7/1/23	June 2026	Trustee	srivett@princetoncharter.org		
Rishi Modi	7/1/23	June 2026	Trustee	rmodi@princetoncharter.org		

- b) Pursuant to *N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act*, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://princetoncharter.org/about-us/board/board-minutes/>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCHRS) repository.

June 2024

- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. If this policy is posted on the charter school’s website, provide the hyperlink also.

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school's application process for prospective students for school year 2023-2024.

Table 15: School Year 2023-2024 Application Process Timeline

Date the application for school year 2023-2024 was made available to interested parties	September 29, 2023
Date the application for school year 2023-2024 was due back to the school from parents/guardians	March 5, 2024
Date and location of the lottery for seats in school year 2023-2024	March 13, 2024 100 Bunn Drive, Princeton NJ 08540

- b) [URL to the school's application for prospective students for the school year 2024-2025.](https://docs.google.com/forms/d/e/1FAIpQLSeKhLzQrmC6NZ8xJUtcTrchZafAxXKiI0G6t_-cZkrZW3CB-g/viewform)

https://docs.google.com/forms/d/e/1FAIpQLSeKhLzQrmC6NZ8xJUtcTrchZafAxXKiI0G6t_-cZkrZW3CB-g/viewform

See **Appendix G**, provide copies of the 2023-2024 and 2024-2025 initial application in as many languages as available.

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2023-2024 and school year 2024-2025.

Website -<https://princetoncharter.org/admissions/admissions-information/>

Virtua and Live | Open Houses -11/18/23, and 02/11/24

Facebook, Twitter, and Instagram

- d) List all languages in which the application is made available.

English and Spanish

- e) List all ways in which the school advertised that applications for prospective students for school years school year 2023-2024 and school year 2024-2025 were available prior to the enrollment lottery.

Direct outreach to local nursery schools and Housing developments.

Admissions materials and Lottery Registration forms were delivered to local nursery schools and housing developments with new and/or affordable housing units:

- Avalon Bay
- Merwick- Stanworth,
- Copperwood,
- Nursery Schools:
 - Cherry Hill Nursery School
 - Crossroads Nursery School
 - Princeton Nursery School
 - University League Nursery School
 - University NOW
 - YMCA/YWCA
 - Nassau Nursery School

News Media:

Advertisements for lottery deadline, open houses and school events were posted in the following:

- Town Topics
- The Princeton Packet
- Online ads in NJ.com
- Report Hispano
- Next Door
- Princeton Patch

Open Houses:

The school hosted two weekend open houses via Zoom due to Covid-19. Teaching staff attend at least one of the events. In addition, parents, trustees, administration and student ambassadors attended. Open Houses were held on Saturday, November 19, 2022 and Sunday, January 29, 2023.

We advertised for open houses on social media, in the local papers and using lawn signs in Spanish and English.

- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2023-2024.
- g) Enrollment backfilling policy: If a student leaves the school mid academic year and/or during the summer between grade levels then, the spot is filled with a student who is on the waitlist and who has participated in the school lottery. See **Appendix H** for the school's board-approved policy on admissions..

Table 16: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2023-2024	Number of students enrolled in school year 2023-2024 who continued enrollment in school year 2024-2025
K	0	0	2
1	2	2	0
2	0	0	0
3	0	0	0
4	1	1	1
5	1	1	0
6	1	1	0
7	0	0	0
8	0	0	0
9	N.A.	N.A.	N.A.
10	N.A.	N.A.	N.A.
11	N.A.	N.A.	N.A.
12	N.A.	N.A.	N.A.

- b) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 17 below and fill it out for each school site if the school has more than one site.

Table 17: School Site Facility Information

Site name	Princeton Charter School
-----------	--------------------------

Site address	N/A
Facility lease information	N/A
Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2024-2025 annual lease cost	N/A
Facility mortgage/bond information	Mortgage
Purchase date	1997
Mortgage lender/Bond Issuer(s)	Peapack Gladstone Bank
Outstanding loan amount as of July 1, 2024	\$9,887,663
Latest date of appraisal	January 9, 2020
Appraised value of property	\$13.6M
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	N/A
Total annual cost of all leases	N/A
Total lease amount budgeted for 2024-2025	N/A

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	1
Total mortgage/bond amount	\$12,679,502
Mortgage principal budgeted for 2024-2025	\$403,037
Mortgage payment interest budgeted for 2024-2025	\$327,729

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#) available at the end of this document.
- b) As **Appendix I**, provide the valid Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with "Ae" code for each approved campus.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.

The PCS Charter inspires in our teaching faculty a shared belief that every child can achieve academic success, and that a strong foundation in the core academic disciplines is necessary to prepare students for future academic success. By providing a stimulating and supportive learning environment, teachers encourage students to set high expectations for themselves, and recognize the value and rewards of hard work. This common ethos affirms, both a culture of student achievement, as well as a culture of teaching excellence.

The principal purpose for teacher assessment is the improvement of instruction. However, in some cases, the plan may also address performance issues in need of improvement in the areas of professional responsibilities and collegiality.

We have identified as the key goals of our evaluation plan:

- Encourage teachers to reflect on their own teaching practice
- Ensure that teachers have expertise in content and pedagogy, and are knowledgeable of best practices for teacher effectiveness
- Create a culture of teaching excellence that values flexibility and responsiveness to student needs
- Foster collegiality among teachers to share resources, promote learning, insights and understanding of student needs, and solve problems of practice
- Evaluate teaching proficiency in relation to specific student outcomes

Summary of Plan

Teachers will be evaluated based on five main components:

Teaching	35%
● Planning and preparation ● Knowledge of student ● Class environment- High academic standard and goals, respect and rapport between teacher and student, among students ● Integration of technology ● Communication ● Support for struggling students and special ed/504 needs.	
Student Outcomes	15%

- NJSLA
- Portfolio of student work or Milestones

Professionalism/Collegiality	25%
● Aligned to PCS mission and philosophy ● Support for colleagues ● Timely and serious approach to fulfilling responsibilities as teacher ● Cooperative and proactive problem solving attitude ● Receptive to change/direction from mentor, colleagues, administration ● Willingness to take on responsibilities to support needs of the school ● Appropriate, timely, and effective communication with students, families, colleagues, and administration	
Contribution to School Community	15%
● Leadership of co-curricular activities ● Participation on overnight trips ● Support for students outside of class	
Commitment to Development	10%
● Seeks out development experiences that benefit teaching ● Reads/stays current with emerging best practices and research ● Engages colleagues in discussion and planning to improve program and practice ● Goal setting and progress on professional goals ● Visits other schools	

See **Appendix J** , the board resolution approving the teacher and school leader evaluation systems.



Table 20: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable

Appendix	File Naming Convention
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with “Ae” code
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2024 – 2025 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2024.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix B

Board Self Evaluation Tool

One method of establishing a benchmark for our performance, growth and improvement is to evaluate the relative importance we place on these areas that research has confirmed as being critical for effective boardsmanship. Please review the individual categories measured by this evaluation. How important/significant do you feel each is to the Princeton Charter School board's overall effectiveness and success?

CONFIDENTIALITY: All responses to this survey are confidential and anonymous.

*FIDUCIARY OVERSIGHT

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 N/A or don't know
We effectively monitor the school's financial health.	☐	☐	☐	☐	☐
We ensure management has instituted appropriate financial controls and risk management processes.	☐	☐	☐	☐	☐
We ensure that an independent audit takes place, and that all applicable legal policies are enforced.	☐	☐	☐	☐	☐
We share a common understanding of the school's mission and refer to it when making strategic and financial decisions	☐	☐	☐	☐	☐
We stay informed about the changing regulatory environment and our legal/fiduciary role.	☐	☐	☐	☐	☐

*LEADERSHIP OVERSIGHT

The Board is the policy-making body, focusing on the development, review and revision of policy.

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 N/A or don't know
We set standards for Head of School performance and review performance regularly.	☐	☐	☐	☐	☐
We have set Head of School compensation at a competitive level.	☐	☐	☐	☐	☐
We are confident that the senior team is reviewed and compensated appropriately.	☐	☐	☐	☐	☐
We have a realistic succession plan in place for our Head of School.	☐	☐	☐	☐	☐

*PEOPLE

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 N/A or don't know
Our current board members have the right skills, expertise, and diversity to effectively lead and support the organization.	☐	☐	☐	☐	☐
We have a realistic plan to recruit the right new members to the board, as needed.	☐	☐	☐	☐	☐
We regularly review individual members' performance, helping them develop their skills, adjust their involvement, and exit the board when appropriate.	☐	☐	☐	☐	☐
Work assignments (e.g. committees) reflect both individuals' skills and interests.	☐	☐	☐	☐	☐

*CULTURE

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 N/A or don't know
There is an atmosphere of mutual respect and trust in our interactions within the board.	☐	☐	☐	☐	☐
There is an atmosphere of mutual respect and trust between the board and the Head of School.	☐	☐	☐	☐	☐
We feel comfortable openly debating critical issues, with and without the Head of School present.	☐	☐	☐	☐	☐
Board members, in general, enjoy their service and participate actively in board work.	☐	☐	☐	☐	☐

*DECISION-MAKING PROCESS

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 N/A
Everyone agrees which decisions shall be taken by the board and which shall be taken by the Head of School.	☐	☐	☐	☐	☐
Everyone agrees which decisions the board will and will not have input on.	☐	☐	☐	☐	☐
In general, neither the board nor the Head of School oversteps its role in decision making.	☐	☐	☐	☐	☐
We do not overwhelm and distract the staff with our requests.	☐	☐	☐	☐	☐
Meetings focus our time and discussion on the most important issues, decisions and updates.	☐	☐	☐	☐	☐

*STRUCTURES AND INFORMATION

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 N/A
Our board is the right size to meet the organization's needs.	☐	☐	☐	☐	☐
We have appropriate committee structures; each committee has clear goals, which are reviewed regularly.	☐	☐	☐	☐	☐
As a board, we receive the information we need, in an understandable format, to make good decisions.	☐	☐	☐	☐	☐
We review our own overall performance as a board on an annual basis, and implement appropriate board development plans.	☐	☐	☐	☐	☐

PARTICIPATION

How many scheduled Board meetings have you attended this year?

- ☐ All
- ☐ 3 of 4
- ☐ 2 of 4
- ☐ 1 of 4
- ☐ 0
- ☐ Unsure

Of those you missed, what kept you away?

- ☐ Business / work schedule / work emergencies
- ☐ Time / day

Other (please specify)

Do you read the Board mailing materials prior to Board meetings?

- ☐ Yes
- ☐ Sometimes
- ☐ Usually
- ☐ No

Are the materials helpful?

- ☐ Yes
- ☐ No
- ☐ No response

If the Board materials were not helpful to you, what would make them more helpful?

Do you participate regularly at Board meetings?

- ☐ Yes
- ☐ No

Do you feel comfortable offering ideas, suggestions, etc.?

- ☐ Yes
- ☐ No

If the answer to question 12 or 13 is "no", what would help you to be a regular contributor to Board discussions?

Within the past year, in which of the following ways have you served the organization?

- ☐ As an officer
- ☐ As a member of a standing committee
- ☐ By attending fundraising events
- ☐ By attending community speaking events
- ☐ By serving on an Ad Hoc task force
- ☐ As an advisor to staff on a specific project

Other (please specify)

GENERAL OVERSIGHT

As a Board member, do you have an understanding of the organization's mission?

- ☐ Yes
- ☐ Partially

... of its goals and major strategies?

- ☐ Yes
- ☐ No
- ☐ Partially

... of your role as a policy maker?

- ☐ Yes
- ☐ No

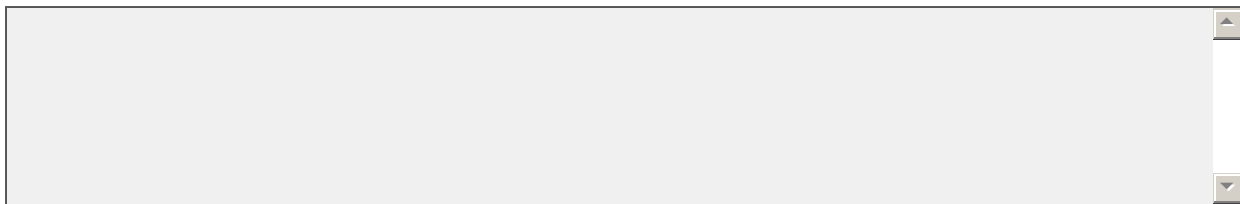
... of the financial situation?

- ☐ Yes
- ☐ No
- ☐ Sort of

... of the need for confidentiality?

- ☐ Yes

What do you view as your most important responsibilities as a Board member, in order of priority?



ADVOCACY / PUBLIC AFFAIRS

Do you follow charter school issues in the media?

- ☐ Yes
- ☐ No
- ☐ Other

Do you serve as an active ambassador for the organization in the community?

- ☐ Yes
- ☐ No

If yes, give examples.

Describe your experience serving on the Board this year.

What were
the
highlights?

What were
the
lowlights?

Overall, would you say that your experience serving on the Board has been a satisfying one?

- ☐ Yes
- ☐ No

If your experience has not been satisfying, why not?

With what issues/facets of the organization do you wish you were better acquainted?

What recommendations do you have for improving how the Board operates?

Board
Meetings

Board
Development

Committees

Other

PART 1: TOWARDS PCS GOALS

1. Head of School Goal #1:

	Commendable	Meets expectations	Needs improvement	Unsatisfactory	Not observed
Successfully achieve renewal of school charter for next 5 years.	☐	☐	☐	☐	☐

2. Head of School Goal # 2:

	Commendable	Meets expectations	Needs improvement	Unsatisfactory	Not observed
Maintain safe environment for students and staff (Manage and plan for the safe and effective physical layout of campus/ classrooms/ air/ movement around campus)	☐	☐	☐	☐	☐
Effective delivery of remote instruction (Provide training for staff on programs/apps and tech for effective remote instruction and prioritize effective instruction in sectioning and scheduling)	☐	☐	☐	☐	☐
Transition to Hybrid Model-return of students in-person	☐	☐	☐	☐	☐
Communicate effectively with parents and staff	☐	☐	☐	☐	☐
Develop understanding, expertise of safety and instructional issues, date and medical guidance and leverage all resources in order to plan effectively	☐	☐	☐	☐	☐

3. Head of School Goal #3: Enrollment - Outreach and Community Relations

Commendable Meets expectations Needs improvement Unsatisfactory Not observed

Continue admissions outreach in order to maintain a high number of applicants for the enrollment lottery despite the impact of the pandemic on "normal outreach strategies."



Develop and refine our message, materials, and communication platforms that present Charter effectively.



4. Head of School Goal #4: Construction

Commendable Meets expectations Needs improvement Unsatisfactory Not observed

Work to minimize the impact on instructional programs, student supervision, and activities as a result of the campus construction project



PART 2. STANDARDS - NJ Professional Standards for School Leaders

* 5. Standard # 1: General Responsibilities: The Head of School is the educational leader who promotes the success of all students by maintaining a focus on professional, legal and policy obligations to ensure smooth operation of the district.

	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Not Observed
Improves the quality of educational programs and services to students.	☐	☐	☐	☐	☐
Recommends policies for Board adoption and implements the adopted policies.	☐	☐	☐	☐	☐
Fulfills all statutory obligations and implements the Education Law of the State of NJ and the Administrative Code of the NJDOE	☐	☐	☐	☐	☐
Prepares and recommends short and long-range plans for Board approval and implements those plans when approved.	☐	☐	☐	☐	☐

Comments and Examples

* 6. Standard # 2: Instructional Leadership: The Head of School is the educational leader who promotes the success of all students by advocating, nurturing and sustaining a culture and instructional program conducive to student learning and staff development.

	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Not Observed
Directs and supervises the administrative staff to assure that the goals of the school are adequately reflected in its educational program and operations.	☐	☐	☐	☐	☐
Recommends for Board adoption curricula, courses, textbooks and the five-year curriculum renewal schedule.	☐	☐	☐	☐	☐
Encourages staff to develop programs, services and projects focused on improving student achievement.	☐	☐	☐	☐	☐
Recommends and implements the district's professional development plan.	☐	☐	☐	☐	☐
Provides for an annual assessment of student needs and achievement. Initiates program changes to address identified needs.	☐	☐	☐	☐	☐
Develops guidelines and directions for monitoring the effectiveness of existing and new programs.	☐	☐	☐	☐	☐

Comments and Examples

* 7. Standard # 3: Personnel Administration: The Head of School is the educational leader who promotes the success of all the students by providing oversight for a comprehensive human resources program (recruitment, retention, staffing, organization, staff recognition, support and compensation and benefits) tied to defines district goals and targets.

	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Not Observed
Provides direction and supervision in the development and implementation of sound personnel practices, including clearly defined roles, duties, responsibilities and current job descriptions.	☐	☐	☐	☐	☐
Develops recruitment procedures to assure well-qualified applicants for all positions and recommends appointments to the Board.	☐	☐	☐	☐	☐
Provides direction and acts as a resource in negotiations, supervises administration of collective bargaining agreements.	☐	☐	☐	☐	☐
Assures that all staff is evaluated annually in accordance with established procedures.	☐	☐	☐	☐	☐
Recommends professional employees for contract renewal and/or tenure appointment in a timely manner.	☐	☐	☐	☐	☐

Comments and Examples

* 8. Standard # 4: Financial Management: The Head of School is the educational leader who promotes the success of all students by managing the budgeted development, implementation and monitoring process that reflects sound fiscal practices and supports district goals.

	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Not Observed
Provides direction to and supervision of school business functions. Ensures implementation of sound business practices.	☐	☐	☐	☐	☐
Initiates and supervises development of the annual budget, including parameter setting with the Board based upon district goals.	☐	☐	☐	☐	☐
Assures that the district has long-range financial and facility improvement plans which are updated annually.	☐	☐	☐	☐	☐
Oversees school facility management to provide safe and appropriate buildings, with emphasis on preventative maintenance and custodial care,	☐	☐	☐	☐	☐
Assures funds are spent appropriately by providing adequate controls and accounting of the districts fiscal and financial resources.	☐	☐	☐	☐	☐

Comments and Examples

* 9. Standard # 5: Chief Executive Officer: The Head of School is the educational leader who promotes the success of all students by modeling appropriate administrative behavior, promoting a climate of mutual respect and trust, and establishing a professional working relationship with the Board of Education.

	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Not Observed
Attends all regular and special meetings of the Board, and participates in a professional leadership role. Designates an administrative staff member to serve in his / her absence, when appropriate.	☐	☐	☐	☐	☐
Prepares, in conjunction with the Board President, agenda recommendations for all matters requiring Board action.	☐	☐	☐	☐	☐
Provides information, advice and counsel to the Board on matters before it.	☐	☐	☐	☐	☐
Demonstrates professionalism by acting with integrity, fairness and in an ethical manner.	☐	☐	☐	☐	☐
Anticipates potential problems and recommends policies or solutions.	☐	☐	☐	☐	☐
Keeps Board informed regarding developments in other districts or at State and national levels that would be helpful to the district.	☐	☐	☐	☐	☐

Comments and Examples

* 10. Standard # 6: School / Community Relations: The Head of School is the educational leader who promotes the success of all students by collaborating with families, community members, social agencies and the media in order to respond to diverse community interests and needs in order to mobilize community resources.

	Commendable	Meets expectations	Needs improvement	Unsatisfactory	Not observed
Communicates with the community by explaining programs and services, reporting plans, events and activities of interest.	☐	☐	☐	☐	☐
Maintains contact and good relations with local media.	☐	☐	☐	☐	☐
Assures that district interests will be represented in meetings and activities of municipal and other governmental agencies.	☐	☐	☐	☐	☐
Creates opportunities for residents to express their views regarding school-related matters.	☐	☐	☐	☐	☐
Represents the school system and its interests in the community.	☐	☐	☐	☐	☐

Comments and Examples

* 11. Overall Consideration of Standards - points identified through this portion of the evaluation may provide assistance in the preparation of the summary evaluation document

Of the standards listed above, which is the Head of School's greatest strength? How does this strength directly contribute to attainment of the district goals and increase student achievement?

* 12. In support of continued improvement in student achievement, which standard do you think deserves the superintendent's increased focus and attention?

* 13. What assistance should the Board provide to enhance the superintendent's strengths and promote the achievement of the district goals?

Princeton Charter School

100 Bunn Drive, Princeton NJ, 08540 | www.pcs.k12.nj.us
Phone: 609 924 0575 | Fax: 609 924 0282

Faculty and Staff Handbook – 2023-2024

Extract, Pages 25 and 26

3.28 Complaint and Grievance Procedure Policy

Complaint and Grievance Procedure Policy

Employees who observe actions they believe to constitute harassment, sexual harassment, or any other workplace wrongdoing should immediately report the matter to the Head of School or an Assistant Head. Reporting of such incidents is encouraged when an employee feels that he or she is subject to such incidents or observes such incidents in reference to other employees, students, parents, and/or visitors. Employees should report such incidents in writing using the "Princeton Charter School Employee Complaint Form," available on the network drive, in the faculty room in each building, and in the division offices. However, employees may make a verbal complaint. No retaliatory measures shall be taken against any employee who complains of workplace wrongdoing. PCS will, to the maximum extent feasible, maintain the confidentiality of such complaints on a need-to-know basis. However, investigation of such complaints may require disclosure to the accused party and other witnesses in order to gather pertinent facts.

No employee will be penalized in any way for reporting a complaint. There will be no discrimination or retaliation against any individual who files a good faith harassment complaint, even if the investigation produces insufficient evidence to support the complaint, and even if the charges cannot be proven. There will be no discrimination or retaliation against any other individual who participates in the investigation of a complaint.

If the investigation substantiates the complaint, appropriate corrective and/or disciplinary action will be swiftly pursued. Disciplinary action up to and including discharge will also be taken against individuals who make false or frivolous accusations, such as those made maliciously or recklessly. Actions taken internally to investigate and resolve harassment complaints will be conducted confidentially to the extent practicable and appropriate in order to protect the privacy of persons involved. Any investigation may include interviews with the parties involved in the incident, and if necessary, with individuals who may have observed the incident or conduct or who have other relevant knowledge. The complaining employee will be notified of a decision or of the status of the investigation within a reasonable time from the date of the report of an incident.

In addition, a teacher or staff member may have cause for complaint against a student, parent, colleague, or administrator at the school. In such a case, the staff member should take his or her concern to the Head of School or an Assistant Head.

Registration for Admissions Lottery

For **2024– 2025** Academic Year

Deadline: 12:00 PM, March 5, 2023

Apply by Fax: (609) 924-7450

Princeton Charter School

100 Bunn Drive, Princeton, NJ 08540

Telephone (609) 924-0575

<http://www.pcs.k12.nj.us>

Student's Name: _____
First Middle Last

Birth Date: _____
Month Day Year

Current School: _____

Current Grade (2023-24): ___Pre K ___K ___1 ___2 ___3 ___4 ___5 ___6 ___7
(mark one)

Name of Parent/Guardian (1): _____

Address: _____
Street City Zip code

Telephone: _____
Home Work or Cell

E-mail: _____

Name of Parent/Guardian (2): _____

Address: _____
Street City Zip code

Telephone: _____
Home Work or Cell

E-mail: _____

Weighted Lottery: PCS will conduct a weighted lottery approved by the New Jersey Department of Education. Children who receive certain types of public assistance will have their names entered into the lottery twice. Documentation of eligibility for this preference based on **ONE** of the qualifying factors listed below **MUST** be submitted with your enrolment form. Any supporting documentation submitted with the form will be treated as confidential.

_____ The child lives in Princeton public housing.

_____ The child lives in Princeton Section 8 housing.

_____ The child or guardian qualifies for Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits.

_____ The child already qualifies for a free or reduced price lunch in his or her current public school.

Please list any siblings who are enrolled in PCS, on the waiting list, or registering for admission this year.
Note: You must submit a separate form for each child registering this year.

Name: _____ Current school/grade: _____

Name: _____ Current school/grade: _____

Note: All forms must be received by 12:00 PM, Tuesday, March 5, 2024. All information on this form, and any supporting documentation submitted with the form, will be treated as confidential.

- The admissions lottery will be held **Tuesday, March 12, 2023.**
- Notification will be mailed within 10 days.

Eligibility for Lottery: By law, children residing in the Municipality of Princeton who will be over the age of five (5) **by October 1st, 2024** and who are domiciled in Princeton are given first priority in the lottery for entrance to the school. The term “domiciled” means that the student lives with a parent or guardian whose permanent home is located within the boundaries of the Municipality of Princeton according to state regulations.

Are you domiciled within the Municipality of Princeton? _____ Yes _____ No

If other municipality, please specify: _____

Note: Princeton residents have priority over non-resident students

For families in the process of moving into Princeton at the time of the lottery, attach to this application evidence that the parent or guardian with whom the child(ren) lives will be resident in Princeton before the first day of school (for example, an executed lease or contract to purchase a home in Princeton into which a family intends to move after the lottery). The admissions office will contact you to advise if your documents establish that your children are eligible for the resident lottery.

It is the policy of the Princeton Charter School that should it discover that a child was not eligible for the resident priority lottery, the Princeton Charter School may disenroll the student.

If, at any time before or after the lottery or enrollment, you or your child changes his/her domicile or residence, you must report this information immediately to the Princeton Charter School administration.

By my signature, I certify that that I have read the information above, understand it, affirm that my child(ren) and I are legal residents of the municipality indicated above, and that the foregoing statements made by me are true. I am aware that if any of the foregoing statements made by me are willfully false, I may be subject to punishment, recovery of public funds, and my child(ren) may be subject to disenrollment.

Signed: _____

Parent or Legal Guardian

Date

Solicitud de Admisión

Año Académico **2023-2024**

Fecha límite: 12:00 PM, 5 de marzo de 2024

Envíelo por fax a: (609) 924-7450

Princeton Charter School

100 Bunn Drive, Princeton, NJ 08540

Teléfono (609) 924-0575

<http://www.pcs.k12.nj.us>

Nombre del estudiante: _____
Primer nombre *Segundo nombre* *Apellido*

Fecha de nacimiento: _____
Mes *Día* *Año*

Escuela actual: _____

Grado actual (2023-2024): ____ Pre K ____ K ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7
(seleccione uno)

Nombre del padre o guardián (1): _____

Dirección: _____
Calle *Ciudad* *Código postal*

Teléfono: _____
Casa *Trabajo o celular*

Correo Electrónico: _____

Nombre del padre o guardián (2): _____

Dirección: _____
Calle *Ciudad* *Código postal*

Teléfono: _____
Casa *Trabajo o celular*

Correo Electrónico: _____

Lotería ponderada: PCS llevará a cabo una lotería ponderada aprobada por el Departamento de Educación de New Jersey. Los niños que reciben cierto tipo de asistencia pública tendrán sus nombres inscritos en la lotería dos veces. La documentación de elegibilidad para esta preferencia basada en uno de los factores de calificación que se enumeran a continuación DEBE enviarse con su formulario de inscripción. Cualquier documentación de apoyo presentada con el formulario será tratada como confidencial.

____ Niños que residen en viviendas proporcionadas por la ciudad de Princeton

____ Niños que residen en viviendas de Sección 8.

____ Niños o familias que reciben beneficios SNAP/TANF

____ Niños que reciben almuerzo gratis/reducido en las escuela.

Enumere a cualquier hermano que actualmente estudie en PCS, que esté en la lista de espera, o que esté solicitando admisión este año. *Nota: Usted debe someter un formulario de solicitud separado para cada niño que aplique este año.*

Nombre: _____ Escuela /grado actual: _____

Nombre: _____ Escuela /grado actual: _____

Nota: Todos los formularios deben ser recibidos antes de las 12:00 pm del martes 5 de marzo de 2024.

Toda la información en este formulario y cualquier documentación de apoyo presentada con el formulario, es confidencial.

La lotería de admisión se llevará a cabo el martes 12 de marzo de 2024.

- La notificación de admisión será enviada por correo en un plazo de 10 días.
- Los formularios de solicitud de admisión recibidos después de la fecha límite serán incluidos en la segunda lotería de solicitudes tardías que se llevará a cabo en mayo.

Eligibilidad para la lotería: De conformidad con la ley, los menores de edad residentes en la Municipalidad de Princeton que tengan cinco (5) años cumplidos antes del **1 de octubre de 2024**, y que están domiciliados en Princeton, tendrán prioridad en la lotería para la admisión a la escuela. El término 'domiciliado' significa que el alumno vive con uno de sus padres o guardianes cuyo hogar permanente está localizado dentro de los límites de la Municipalidad de Princeton de conformidad con las siguientes regulaciones estatales.

¿Es usted residente de Princeton? _____ Sí _____ No

Si reside en otro municipio, especifique cuál: _____

Nota: Los residentes de la ciudad de Princeton tienen prioridad sobre otros aspirantes.

Las familias que están en proceso de mudarse a Princeton al momento de la lotería, deben adjuntar a esta aplicación la prueba que los padres o el guardián con el cual el menor (o menores) vive serán residentes en Princeton antes del primer día de clases (por ejemplo, un contrato de arrendamiento ejecutado o un contrato de compraventa de una casa en Princeton a donde la familia tiene la intención de mudarse después de la lotería). La oficina de admisiones le informará si los documentos prueban que el niño es elegible para la lotería por considerarse residente.

Las normas de Princeton Charter School establecen que si se descubre que un niño no era elegible para la prioridad en la lotería por ser residente, la escuela podrá des matricular al alumno.

Si en algún momento antes o después de la lotería o de la matriculación, usted o el menor de edad cambia su domicilio or residencia, debe informar inmediatamente a la administración de Princeton Charter School.

Con mi firma, yo certifico que he leído la información anterior, que estoy bien enterado de su contenido y confirmo que mi hijo (hijos) y yo somos residentes de la municipalidad arriba indicadas, y que la información proporcionada arriba es totalmente verídica. Estoy consciente que si alguna de las afirmaciones hechas por mi son falsas, puedo estar sujeto a penas, resarcimiento de fondos públicos, y mi hijo (hijos) podrá estar sujeto a ser des matriculado.

Firma: _____

Padre o guardián

Fecha

Policy

ADMISSION

Eligibility

Students who are over the age of five and registered in the Princeton Regional School District and surrounding districts are eligible to enroll in the Princeton Charter School free of charge. See also, Policy 5118 (Nonresidents) and 5119 (Transfers).

Lottery Selection Process

Each potential student must participate in the lottery process for the first year they want to attend the Princeton Charter School and for the grade for which he/she is eligible to enroll. Students who are selected from the blind lottery to fill available seats will be guaranteed placement at the Princeton Charter School for the term of their attendance in the grades served by the school. The lottery shall be held each year, with supplemental lotteries as necessary to fill the available space or to create a waiting list.

Princeton Regional residents shall be given first priority for admission. If space is available following the admission of all eligible Princeton Regional resident applicants, applicants who are registered in an approved district of the Princeton Charter School shall be selected by lottery. If space is available following the admission of all eligible residents, nonresident applicants, selected by lottery may be admitted.

Weighted Lottery: PCS will conduct a weighted lottery approved by the New Jersey Department of Education. Children who receive certain types of public assistance will have their names entered into the lottery twice. Documentation of eligibility for this preference based on ONE of the qualifying factors MUST be submitted with your enrolment form. Any supporting documentation submitted with the form will be treated as confidential.

- The child lives in Princeton public housing.
- The child lives in Princeton Section 8 housing.
- The child or guardian qualifies for Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits.
- The child already qualifies for a free or reduced price lunch in his or her current public school.

Family Application and Siblings

Parents/guardians intending to make an application for more than one child shall complete applications for each child and enter into the grade level lotteries applicable for each applicant. If one child is selected in the lottery, any sibling in the family shall be admitted to the grades with available space. If space is not available for the sibling of the applicant family, they shall be given priority if space becomes available

The Princeton Charter School shall give enrollment priority to a sibling of a current student enrolled in the school. Parents/guardians shall be required to submit all application materials by the school's deadline. The sibling shall be accepted to the grade applied for when space is available in that grade. The sibling shall be given priority on the waiting list if all the spaces are full.

Waiting List

Two waiting lists will be kept:

- A A resident waiting list, should all places in the school be occupied; and

- B A non-resident waiting list of all those non-residents who participated in the lottery.

Names on each list shall be listed in the order in which they were drawn for each lottery. The waiting lists will be maintained for each school year and by each grade for which the lottery was conducted. Should an enrolled student leave the charter school the resident waiting list will be activated; students will be contacted in the order in which their names appear on the list. If there are no residents for the grade on the waiting list, the non-resident waiting list will be activated.

Eligibility

All students applying to the Princeton Charter School shall be registered in their home public school district. Students being homeschooled, attending private school, transferring into the district or otherwise not registered, shall register in their public school prior to enrollment. All New Jersey public school districts shall admit and register to its schools free of charge the following persons over five and under 20 years of age:

- A Any student domiciled within the district;
- B Any student kept in the home of a person other than the student's parent/guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his/her own child;
- C Any student kept in the home of a person domiciled in the district, other than the parent/guardian, where the parent/guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency;
- D Any student whose parent/guardian temporarily resides within the district, notwithstanding the existence of a domicile elsewhere;
- E Any student whose parent/guardian moves to another district as the result of being homeless, subject to the provisions of administrative code;
- F Any student placed in the home of a district resident by court order pursuant to statute;
- G Any student previously residing in the district if the parent/guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency pursuant to statute; and
- H Any student residing on federal property within the state pursuant to statute.

Residents of the Princeton Regional School District meeting the above criteria and applying for admission to Princeton Charter School shall be given priority.

Proof of Eligibility

The board shall accept any of the forms of documentation that are listed in the administrative code when they are presented by persons attempting to demonstrate a student's eligibility for enrollment in the school. The board shall consider the totality of information and documentation offered by an applicant and may accept other forms of documentation or information presented by a person seeking to enroll a student.

The board shall not require or request any information or document protected from disclosure by law or pertaining to criteria that are not legitimate bases for determining eligibility to attend school.

Maximum Enrollment

The maximum enrollment for the school will be 424 students.

Kindergarten	40	Students
1 st Grade	42	Students
2 nd Grade	44	Students
3 rd Grade	48	Students
4 th Grade	50	Students
5 th Grade	50	Students
6 th Grade	50	Students
7 th Grade	50	Students
8 th Grade	50	Students

Kindergarten

Any child meeting the requirements set above shall be admitted to the kindergarten provided:

- A. The child will have attained the age of five years on or before October 1 of that school year;
- B. Proof shall be furnished of immunization against the communicable diseases at the time of enrollment or such immunization shall be completed within 30 days from date of entry into the school;
- C. The child shall have been examined by either the school or a private physician, and the results shall be furnished to the school on the form provided.

Grade One

Any child meeting the requirements above shall be admitted to grade one provided:

- A. The child will have attained the age of six years on or before October 1 of that school year;
- B. He/she has been in the first grade in another public school;
- C. Proof has been furnished of immunization against communicable diseases.

Transfers Into Grades Two through Eight

Students transferring into an approved district of the Princeton Charter School must register with the applicable district prior to enrollment at Princeton Charter School. Princeton Charter School requires copies of records from the previously attended school to aid in placement. Also required are proof of immunizations and proof of identity.

Within the time prescribed by law, the Director shall request in writing from the school of previous attendance, the student's records.

Initial placement shall be made on the basis of the records, but adjustment may be made at the discretion of the administration when the state mandated assessment indicates that such adjustments would be beneficial to the child. Parents/guardians shall be informed of this policy on registration.

Joint Custody

When divorced parents/guardians have joint custody of (a) minor child(ren), admission shall be based on the present address of the parent/guardian with whom the child(ren) resided as of the date required by administrative code.

Affidavit Students

When there is any doubt as to whether a child is entitled to free public education in the school, all procedures of law and code shall be followed.

Nonresidents

The admission of any nonresident child is subject to the availability of space and the participation in the non-resident lottery. No child otherwise eligible shall be denied admission on the basis of the child's race, creed, color, national origin, gender, or disability. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship and discipline. See policy 5118 Nonresidents.

Students Returning from County Detention

The school shall accept all days of attendance and courses studied by a student at a county juvenile detention center and apply them toward school requirements.

Homeless Students

Homeless students registered in an approved district of the Princeton Charter School may apply for admission to the Princeton Charter School. The school will determine the educational placement of homeless students in each child's best interest and respond to appeals concerning them made by parents/guardians or other parties in accordance with New Jersey statutes and administrative code, as well as, pertinent federal law.

The board shall make this policy available to parents and the public.

NJSBA Review/Update: November 2010
Adopted: July 19 , 2023

Key Words

Admission, Resident, Student Records, Affidavit Student, Homeless Student

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7B 12	District of residence; determination
	<u>N.J.S.A.</u> 18A:7B-12.1	Homeless child; responsibility for education; determination of placement; payment of costs
	<u>N.J.S.A.</u> 18A:7C	High School Graduation Standards
	<u>N.J.S.A.</u> 18A:36 19a	Newly enrolled students; records and identification
	<u>N.J.S.A.</u> 18A:36 25.1	Proof of child's identity required for enrollment; transfer of record between districts
	<u>N.J.S.A.</u> 18A:36A-1 <u>et seq.</u>	Charter School Program Act of 1995
	<u>N.J.S.A.</u> 18A:38 1	Attendance at school free of charge
	<u>N.J.S.A.</u> 18A:38 2	Free attendance at school by nonresidents placed in district under court order
	<u>N.J.S.A.</u> 18A:38 3	Attendance at school by nonresidents
	<u>N.J.S.A.</u> 18A:38 4	Free attendance to persons over age
	<u>N.J.S.A.</u> 18A:38 5	Admission of students under age
	<u>N.J.S.A.</u> 18A:38 5.1	No child to be excluded from school because of race, etc.
	<u>N.J.S.A.</u> 18A:38 6	Time of admission of students; first school year
	<u>N.J.S.A.</u> 18A:38 7.7	Legislative findings and declarations
	<u>N.J.S.A.</u> 18A:38 8	Duty to receive students from other districts
	<u>N.J.S.A.</u> 18A:38 25	Attendance required of children between six and 16; exceptions
	<u>N.J.S.A.</u> 18A:40 20	Immunization at public expense
	<u>N.J.S.A.</u> 18A:44 1	Establishment of nursery schools or departments; eligibility for admission

<u>N.J.S.A.</u> 18A:44 2	Establishment of kindergarten; eligibility for admission
<u>N.J.S.A.</u> 26:1A 9.1	Exemption of students from mandatory immunization
<u>N.J.S.A.</u> 26:4 6	Prohibiting attendance of teachers or students
<u>N.J.S.A.</u> 6A:11-1 <u>et seq.</u>	Charter Schools
<u>N.J.A.C.</u> 6A:12-3.1	Choice district application procedures
<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
<u>N.J.A.C.</u> 6A:16-2.2	Required health services
<u>N.J.A.C.</u> 6A:16-2.4	Required student health records
<u>N.J.A.C.</u> 6A:17-1.1 <u>et seq.</u>	Students at Risk of Not Receiving a Public Education
<u>N.J.A.C.</u> 6A:22-1.1 <u>et seq.</u>	Entitlement to Attend School Based on Domicile or Student Residency
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:22-3.1, 3.2, 3.3, 3.4	
<u>N.J.A.C.</u> 6A:23-5.2, -5.3	Method of determining the district of residence
<u>N.J.A.C.</u> 6A:32-8.2	School enrollment
<u>N.J.A.C.</u> 8:57	Communicable diseases
<u>See particularly:</u>	
<u>N.J.A.C.</u> 8:57 2	
<u>N.J.A.C.</u> 8:61 1.1	Attendance at school by students or adults infected by Human Immuno Deficiency Virus (HIV)

P.L. 2005, c. 265 concerning students returning to public schools from county detention centers

Tepper v. Board of Education of the Township Hackensack, Bergen County, 1971 S.L.D. 549

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Plyler v. Doe, 457 U.S. 202 (1982)

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

J.A. v. Board of Education of South Orange/Maplewood, 318 N.J. Super. 512 (App.Div.1999)

Possible

Cross References:

*5118	Nonresidents
5119	Transfers
*5120	Assessment of individual needs
*5141	Health
*5141.2	Illness
*5141.3	Health examinations and immunizations
6142.5	Travel and exchange programs
*6164.4	Child study team
*6171.4	Special education
6174	Summer school
6178	Early childhood education/preschool

*Indicates policy is included in the Critical Policy Reference Manual.



400 WITHERSPOON ST
PRINCETON, NJ 08540
609-921-7078

Block: 5501 Lot: 2 Qual: X
Work Site Location: 100 BUNN DRIVE
PRINCETON NJ 08540
Owner in Fee: PRINCETON CHARTER SCHOOL
Address: 100 BUNN STREET
PRINCETON NJ 08540
Telephone: 609 924-4858
Agent/Contractor: PRINCETON CHARTER SCHOOL
Address: 100 BUNN STREET
PRINCETON NJ 08540
Telephone: 609 924-4858
Lic. No./ Bldrs. Reg.No.: Federal Emp. No.:
Social Security No.:

CERTIFICATE IDENTIFICATION

Date Issued: 09/14/2010
Control #: 31852
Permit #: 20081257

Home Warranty No.:
Type of Warranty Plan: ☐ State ☐ Private
Use Group: E
Maximum Live Load: 2B
Construction Classification:
Maximum Occupancy Load:
Certificate Exp Date:
Description of Work/Use:
NEW BUILDING (EXPANSION) DCA ERU#6073-07
AND ALTERATIONS TO EXISTING BUILDING

Update Desc. of Wk/Use:

VOID - SEE CONTROL # 31852 NEW BUILDING DCA ERU# 6073-07, DCA ERU
#6073 - 07 HVAC, LIGHTING, ELECTRICAL FIXTURES, ALARM DEVICES, DCA
ERU # 6073-07 LIGHTING FIXTURES & POLES, BOLLARDS, DCA # ERU 6073-07
COMMUNICATION POINTS, SWITCHES, MODIFY SPRINKLERS IN EXISTING
BUILDING, SERVICE TO EXISTING BUILDING, INSTALL SPRINKLERS IN NEW
BUILDING - DCA # ERU 073-07

☒ CERTIFICATE OF OCCUPANCY

This serves notice that said building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

☐ CERTIFICATE OF APPROVAL

This serves notice that the work completed has been constructed or installed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for minor work, this certificate was based upon what was visible at the time of inspection.

☐ TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

If this is a temporary Certificate of Occupancy or Compliance, the following conditions must be met no later than or will be subject to fine or order to vacate:

☐ CERTIFICATE OF CLEARANCE-LEAD ABATEMENT 5:17

This serves notice that based on written certification, lead abatement was performed as per NJAC 5:17, to the following extent:

☐ Total removal of lead-based paint hazards in scope of work
☐ Partial or limited time period(____ years); see file

☐ CERTIFICATE OF CONTINUED OCCUPANCY

This serves notice that based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy.

☐ CERTIFICATE OF COMPLIANCE

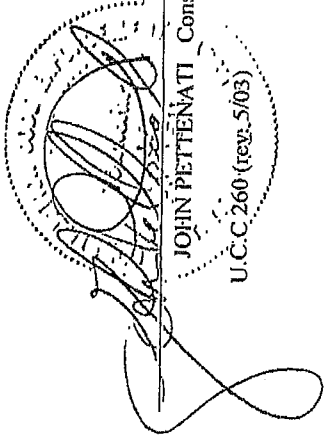
This serves notice that said potentially hazardous equipment has been installed and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use until

Fees: \$

Paid/ Check No.:

Collected by:

1 - APPLICANT 2 - OFFICE 3 - TAX ASSESSOR


JOHN PETTENATI Construction Official
U.C.C.260 (rev. 5/03)

PRINCETON

COUNTY OF MERCER
DEPARTMENT OF HEALTH

Date Issued: **01/17/2024**

License No. **F2024-133**

Fee: **\$0.00**

Board of Health License

This is to certify that

PROPRIETOR OF THE ESTABLISHMENT KNOWN AS **Princeton Charter School**

LOCATED AT **100 Bunn Drive, Princeton NJ 08540**

OF "THE SANITARY CODE OF THE PRINCETON HEALTH COMMISSION", AND IS HEREBY LICENSED TO
CONDUCT BUSINESS SUBJECT TO THE PROVISIONS OF SAID CODE AND AMENDMENTS THERETO.

, HAS COMPLIED WITH THE PROVISIONS

APPROVED BY BOARD OF HEALTH

Signature:

[Signature]
NOT TRANSFERABLE

THIS LICENSE EXPIRES January 31, 2025

LICENSE MUST BE DISPLAYED IN A CONSPICUOUS PLACE IN ESTABLISHMENT

Appendix H

Board Resolution Approving Teacher and School Leader Evaluation Systems

From the Minutes

Princeton Charter School

Board of Trustees

Meeting of the Board of Trustees

June 26, 2013

575 Ewing Street, Princeton, N.J.

Board Members Present: Fernando Guerrero Khalid Anwar, Nandini Chowdhury, Amanda Rose, Paul Josephson, Alan Zetterberg, Randy Hubert, Shannon Daley-Harris.

Board Members excused: Fritz Cammerzell

Others present: Lawrence D. Patton, Anne Seltzer, Brianne von Fabrice, Carol Williams, Lindsey Donaldson.

The open public meeting was called to order at 7:00 PM. The Paul Josephson announced that this meeting was being held in accordance with the Open Public Meetings Act and that forty-eight hours advance notice of the date, time, location, and agenda had been provided to the Princeton Public Library; The Trenton Times; The Town Topics; The Township of Princeton, Princeton Borough, and Mercer County Clerks; Princeton Public Schools Business Office; the Mercer County Superintendent of Education; Capital One, N.A.

EVALUATION PLAN

Lawrence D. Patton presented the new Evaluation Plan for Board approval (**Board Document 06-26-13-04**). After discussion Shannon Daley-Harris moved to approve the Evaluation Plan and Randy Hubert seconded and the Board unanimously approved the following:

RESOLUTION

The PCS Board of Trustees hereby approves the Evaluation Plan set forth as above (**Board Document 06-26-13-04**).

Board Resolution [06-26-13-05]

Amanda Rose moved to adjourn the meeting at 10:20 PM, Paul Josephson seconded and the Board unanimously agreed.

Respectfully submitted,

Lawrence Patton
Head of School

Princeton Charter School Academic Calendar

AY2024-2025

Aug 2024 Days: 0						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024 Days: 20						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct 2024 Days: 22						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 2024 Days: 18						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec 2024 Days: 15						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2025 Days: 18						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb 2025 Days: 18						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Mar 2025 Days: 20						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr 2025 Days: 16						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2024 Days: 21						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jun 2024 Days: 13						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Jul 2024 Days: 0						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Total Days: 181

Key:

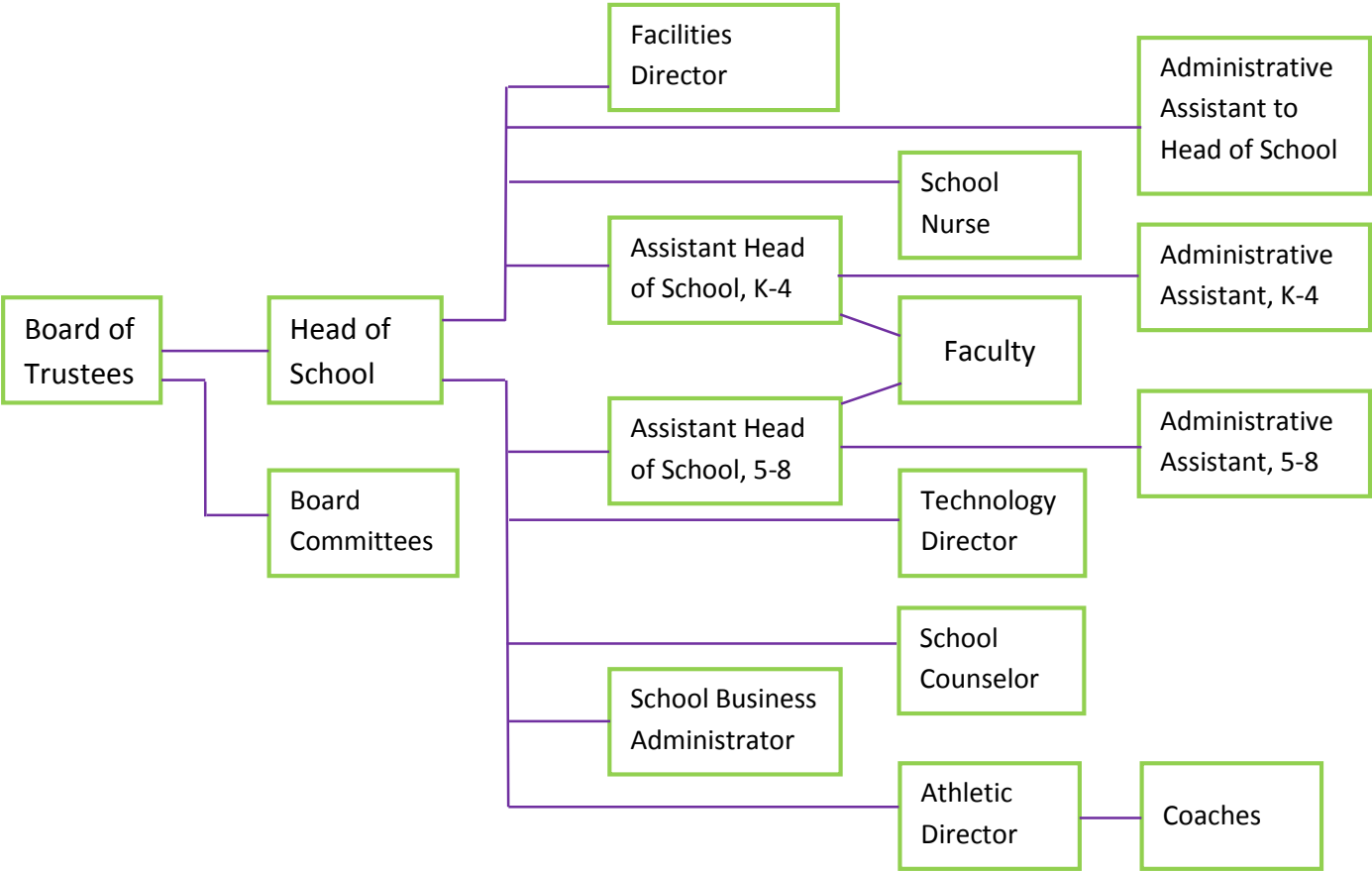
	First and last days: 9/3; 6/18
	No school
	No classes for staff professional development
	1/2 day with staff in-service to follow: 11/15, 3/14, 5/16, 6/16, 6/17
	1/2 days
	No school unless snow take-back days, 2/18, 4/21, 6/19, 6/23
	Evening Parent-Teacher conferences 10/30, 2/6
	1/2 with P-T conferences to follow 10/24, 10/25, 1/30, 1/31

Holidays/Observances:

Rosh Hashanah: 10/3
 Yom Kippur: Saturday 10/12
 Diwali Observed: 11/1
 Thanksgiving: 11/28, 11/29
 Winter Break: 12/23-1/6/25
 MLK: 1/20/25
 Lunar New Year: 1/29/25
 Presidents Wkd: 2/17, 2/18
 Eid observed: 3/31/25
 Spring Break: 4/14-4/21
 Memorial Day: 5/26
 Juneteenth: 6/20 - observed

No Homework Weekends: Thanksgiving; Diwali; Winter Break; Lunar New Year; Spring Break; Passover 1st and 2nd nights; Eid al Fitr 1st and 2nd nights; Memorial Day Weekend.

Organizational Chart



PRINCETON CHARTER SCHOOL POLICY MANUAL
Princeton, New Jersey

FILE CODE: 6146.2

Policy

<u>X</u>	Monitored
<u>X</u>	Mandated
<u>X</u>	Other Reasons

PROMOTION/RETENTION

The Princeton Charter School Board of Trustees recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The Head of School shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K-8. The regulations shall include:

- A. Standards of proficiency related to school goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the students progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

NJSBA Review/Update: December 2010
Adopted:

Key Words

Promotion, Retention, Bilingual

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:4-24	Determining efficiency of schools; report to state board
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:35-4.9	Student promotion and remediation; policies and procedures
	<u>N.J.A.C.</u> 6A:8-4.1	Statewide assessment system
	<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians

PROMOTION/RETENTION (continued)

- *6142 Subject fields
- *6142.2 English as a second language; bilingual/bicultural
- *6143 Curriculum guides
- *6145 Extracurricular activities
- *6146 Graduation requirements
 - 6146.1 Acceleration
- *6147 Standards of proficiency
 - *6147.1 Evaluation of individual student performance
- *6171.1 Remedial instruction
 - *6171.3 At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.