

Princeton
Charter
School

Annual Report

July 2025

**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* 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

Table 1: Basic Information

Name of charter school	Princeton Charter School
Grade level(s) to be served in 2025-2026	K-8
Projected enrollment for 2025-2026	424
2024-2025 Total enrollment as of June 30, 2025	423
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	20 - IEP, 17 Speech IEP
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	14
Current waiting list for 2025-2026 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	
Waitlist within the district/region of residence	IN DISTRICT K - 61 1 - 43 2 - 38 3 - 28 4 - 53 5 -54 6 - 55

	7 - 35 8 - 4
Waitlist of non-resident district/region of residence (Organize by district/region)	OUT of DISTRICT K - 209 1 - 64 2 - 69 3 - 89 4 - 77 5 - 73 6 - 61 7 - 32 8 - 21
Website address	http://www.pcs.k12.nj.us/
Name of Board President	Anita Misri
Board president's email address (Embed link to board president's email address on charter school website)	amisri@princetoncharter.org
Board president's direct phone number (Do not include charter school number)	Redacted for website
Name of school leader (Include the preferred point of contact for official communications)	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, lpatton@princetoncharter.org
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
Name of District Testing Coordinator (DTC)	Lawrence Patton
DTC email address	lpatton@princetoncharter.org
DTC phone number	609-924-0575 (Ext. 2501)



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 2024-2025	K-8
Grade level(s) to be served at this site in 2025-2026	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

Organizational Performance Areas

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

a) **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 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) All charter schools are required to adopt and implement curricula aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.
- b) Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

K-4 Division Program: <https://princetoncharter.org/academics/k-4-program/>

5-8 Division Program: <https://princetoncharter.org/academics/5-8-program/>

1.3 Instruction

- a) What constitutes high-quality instruction at this school?

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) 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.

- c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 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.

- d) Provide the number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

No students will be retained next year.

- e) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.

Not Applicable

- f) What support services will the school offer to retained students during the 2025-2026 school year?

Not Applicable

1.4 Assessment

- a) In tables 4 and table 5, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable.

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	87	66	90
ELA 4	100	94	90
ELA 5	96	100	96
ELA 6	92	90	100
ELA 7	89	92	92
ELA 8	98	84	100
ELA 9	N/A	N/A	N/A
MAT 3	89	81	94
MAT 4	98	92	88
MAT 5	81	98	80
MAT 6	90	88	96
MAT 7	84	92	74
MAT 8	N/A	N/A	N/A
Algebra I	94	98	91
Geometry	100	100	100
Algebra II	100	100	100

Table 5: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	86	88	Not yet available
SCI 8	84	88	Not yet available
SCI 11	N/A	N/A	N/A

- b) Explain the steps the school has taken, or plans to take, to ensure progress in each subject 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 2024-25, we were deliberate in addressing specific students whom we identified as having some gaps in skill and content development through targeted supports.

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.

- c) In table 6, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 6: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	14	14
DLM-ELA	N/A	N/A
DLM-Math	N/A	N/A
DLM-Science	N/A	N/A

- d) In table 7 and table 8, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 7: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	October 2024	ERB CTP5	3-8	Vendor created
Mid	N/A	N/A	N/A	N/A
End	N/A	N/A	N/A	N/A

Table 8: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	October 2024	ERB CTP5	3-8	Vendor created
Mid	N/A	N/A	N/A	N/A
End	N/A	N/A	N/A	N/A

- e) Describe the school's process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLs) and the school's chosen curricula.

Princeton Charter School has administered the Educational Records Bureau(ERB) Comprehensive Testing Program (CTP) tests for 28 years. These were selected because they are a standardized Test used in academically competitive suburban and independent schools which offers an equivalent academic comparison demographic. Consistent implementation of these tests over these 28 years provides us with a steady baseline of performance; however, this assessment is given only in the fall.

- f) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

The performance on the ERB CTP 5 exams administered fall 2024 demonstrates strong overall learning and achievement and are consistent with state NJSLA test results administered in 2024 and 2025. We are quite pleased with these results overall and the corroboration of student learning revealed in both test administrations.

- g) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2024-2025 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

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 2024 in language arts and mathematics.

- h) 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.

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

The 2024 ERB results, and the 2024 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 9 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 9: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/Contract Fee (2024-2025)
Lawrence D. Patton	Head of School	Employed by School	07/01/2008	205,029
Lisa Eckstrom	Assistant Head of School	Employed by School	07/01/2013	\$150,000
Michelle Dowling	Assistant Head of School	Employed by School	07/01/2023	\$150,000
Brian Falkowski	School Business Administrator	Contracted Provider	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 10 below regarding the learning environment at the school.

Table 10: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	ADA 399 students / 95%
Elementary School Attendance Rate (grades K-5)	ADA 258 students / 94.7
Middle School Attendance Rate (grades 6-8)	ADA 141 students / 95
High School Attendance Rate (grades 9-12)	N.A.
Student to Certified Teacher Ratio	10.24:1

- b) Fill in the requested information in Table 11 below, regarding the professional environment at the school.

Table 11 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2024, to July 1, 2025	95.2%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	97.6%
Frequency of teacher surveys and date of last survey conducted	1-2 per yer;
Percent of teachers who completed the most recent survey	90.4%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	95.6% ¹

- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

Teachers were given release time from a staff meeting to complete the survey and encouraged to provide helpful feedback. Surveys were anonymous to encourage honest and direct feedback and may also have contributed to the high response rate.

- d) What were the three main positive aspects teachers identified in the latest survey?

- a. Great students
- b. Support from colleagues and administration
- c. Positive environment

- e) What were the three main challenges that teachers identified in the latest survey?

- a. Schedule
 - b. Physical Spaces/Facilities
 - c. Workload- too many demands on teachers
- f) Fill in the requested information below regarding the school's discipline environment in 2024-2025.

Table 12: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	40	0	0	0
1	42	1	0	0
2	44	0	0	0
3	48	0	0	0
4	50	0	0	0
5	50	0	0	0
6	50	1	0	0
7	50	3	0	0
8	49	2	0	0
9	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A

- g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.

None

- h) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.

We made a directed effort to address climate issues in the school with our theme for the year of "Care of Community." We feel that this had a positive impact on behaviors and resulted in a reduction in suspensions.

- i) 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.
- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.

<https://princetoncharter.org/wp-content/uploads/2023/05/HIB-2021-2022-for-Website.jpg>

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 13 below regarding family involvement and satisfaction.

Table 13: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	9
Frequency of parent/guardian surveys	Annual
Date of last parent/guardian survey conducted	06/24/25
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	27%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	97.6%

- b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?

The annual survey was communicated to parents via the school newsletter and several direct emails emphasizing its importance with reminders and text messages.

- c) What were the three main positive aspects identified by parents/guardians in the latest survey?
 - a. Overwhelmingly the teachers and staff are seen as a great strength of the school.
 - b. Clubs and activities
 - c. Arts programs
- d) What were the three main challenges identified by parents/guardians in the latest survey?
 - a. Desire for improved communication on a variety of levels
 - b. Lunch program
 - c. More active and hands-on learning activities.
- e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

- a. 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.
 - b. Ad hoc in person parent meeting to discuss “Students, Screens, and Stress.”
 - c. Retirement celebration of a long time 27 year teacher..
 - d. Parent teacher conferences, two per year. With Zoom options available to parents
 - e. Back to School Nights
 - 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.
- f) 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. Monthly PTO (Friends of PCS) meetings
 - b. Grade level parent meetings
 - c. Rita’s ice cream socials
 - d. Annual Gala fundraiser event
 - e. Support for Field Day
 - f. Picture Day
 - g. Book Fairs- fall and spring
 - h. Lunar new year celebration
 - i. Organization of the fall and spring picnics.
- g) Community involvement

Table 14: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of 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.	2015	60+ students, 1-2 hours/week
<u>Princeton University</u>	Generally speaking, we have benefited through partnership with parents	1997	

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
	who are professors at the university.		
<u>Princeton University</u>	Teachers as Scholars program	2011	1-2 teachers, 20 hours/year
<u>Princeton Public School</u> <u>Peer leaders:</u>	Students from PPS worked with the eighth grade, in order to prepare them for the transition to the HS.	2012	50 students; 1-2 hours

Table 15: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Club Activities: Brainy and Bright - Robotics Play Pattern - Art and Math Sticky Fingers - Baking Tiger Sports Club - Multi sports Young Rembrandts - Drawing	Clubs offered to students based on Outside Provider	2024	60+/-
Princeton Mobile Food Pantry	Friends of Princeton Charter School collected toys and sports equipment for a local charity.	2010	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!	2018	20 students, 4 staff

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Operation Smile	Over 25 students worked to raise funds and awareness for Operation Smile.	2017	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.	2017	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.	2009	all school

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

We maintain strong partnerships with local organizations. 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 16 below regarding board governance.

Table 16: 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)	Not done this year

Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	June 2025
If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) 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, provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2025-2026 school year.)	N/A

- b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws.

N/A

- c) List the amendments to bylaws that the board adopted during the 2024-2025 school year.

None

- d) List the critical policies adopted by the board during the 2024-2025 school year.

- a. 3542.2 - School Meal Arrears
- b. 3571.4 - Audit
- c. 5113 - Attendance, Absences, and Excuses
- d. 6114 - Emergencies and Disasters
- e. 6140 - Curriculum Adoption
- f. 6146 - Graduation Requirements
- g. 5141.8 - Sports Concussion
- h. 1112.4 - Spectator Code of Conduct
- i. 3570 - District Records
- j. 5131 - Conduct and Discipline
- k. 5141 - Face Coverings

- e) What were the board's three main strengths identified in the latest board self-evaluation?

- f) What were the board's three main challenges identified in the latest board self-evaluation?

3.2 Board Compliance

- a) Fill in the requested information in Table 17 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

Table 17: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Irene Chiu	7/1/22	June 2025	1	Trustee	ichiu.board@princetoncharter.org	8/11/2023	Gov. I: 6/30/23 Gov. II 9/11/2024 Gov. III 6/30/2025 Gov. IV Registered
Jennifer Freedman	7/1/22	June 2025	1	Trustee	jfreedman.board@princetoncharter.org	8/16/22	Gov. I: 8/16/2022 Gov. II 6/14/2023 Gov. III 9/10/2024 Gov. IV Registered
Rupal Kothari	07/01/21	June 2027	2	Trustee, VP	rkothari.board@princetoncharter.org	8/3/21	Gov. I: 06/02/22 Gov. II: 06/18/23 Gov. III 4/15/2024 Gov. IV 6/30/2025
Rakesh Kumar	07/01/21	June 2027	2	Trustee	rkumar.board@princetoncharter.org	8/6/2021	Gov. I: 06/25/22 Gov. II: 06/24/23 Gov. III: 9/15/2024 Gov. IV 5/26/2025
Anita Misri	7/1/22	June 2025	1	Trustee, President	amisri.board@princetoncharter.org		Gov. I: 6/19/23 Gov. II 6/23/2025 Gov. III 6/23/2025 Gov. IV Registered
Rishi Modi	7/1/23	June 2026	1	Trustee	rmodi@princetoncharter.org		Gov. I 8/14/2024 Gov. II: Registered
Shinae Park	7/1/24	June 2027	1	Trustee	shinaepark@gmail.com	7/23/24	Gov. I 7/26/2024 Gov. II: Registered
Sarah Rivett	7/1/23	June 2026	1	Trustee	srivett@princetoncharter.org	7/26/24	Gov. I: Registered Gov. II: Registered Gov. III:

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
							Registered Gov. IV: Registered
Olga Troyanskaya	07/01/20	June 2026	2	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

- 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 OCRS repository.

June 2025

- 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. Please embed the link to the policy on the charter school’s website.

<https://princetoncharter.org/student-life/handbook/>

- e) Provide the number of grievances presented to the board in the 2024-2025 school year.

Zero

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 18 below regarding the timeline of the school’s application process for prospective students for school year 2024-2025.

Table 18: School Year 2024-2025 Application Process Timeline

Date the application for school year 2024-2025 was made available to interested parties	October, 2024
Date the application for school year 2024-2025 was due back to the school from parents/guardians	Noon on 03/04/25

Date and location of the lottery for seats in school year 2024-2025	4:00PM on 03/10/25 100 Bunn Drive, Princeton, NJ, 08540
---	--

- b) Provide the URL to the school's application for prospective students for school year 2025-2026. As **Appendix G**, provide copies of the 2024-2025 and 2025-2026 initial application in as many languages as available.

<https://princetoncharter.org/admissions/apply/>

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2024-2025 and school year 2025-2026.

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

Virtual 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 year 2024-2025 and school year 2025-2026 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

Open Houses:

The school hosted two weekend open houses in person. On those same dates of the in-person open houses, we also host an online information session via Zoom. Teaching staff attend at least one of the open house events. In addition, parents, trustees, administrators, and student ambassadors attended. Open Houses were held on Saturday, November 23, 2024 and Sunday, February 9, 2025.

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 19 below regarding student enrollment and attrition rates by grade level in 2024-2025.
- 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.

Table 19: 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 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
K	0	0	0
1	0	0	0
2	0	0	0
3	1	1	0
4	0	0	0
5	0	0	0
6	0	0	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) If applicable, please identify and/or explain the primary causes of student attrition during the 2024-2025 school year.

The family relocated to a different state.

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 20 below and fill it out for each school site if the school has more than one site.

Table 20: School Site Facility Information

Site name	Princeton Charter School
Site address	100 Bunn Drive
Facility lease information	N/A
Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2025-2026 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, 2025	\$9,484,026
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 21: School Site Facility Information Lease Summary

Total number of leased facilities	0
Total annual cost of all leases	N/A
Total lease amount budgeted for 2025-2026	N/A

Table 22: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	1
Total mortgage/bond amount	\$12,679,502
Mortgage principal budgeted for 2025-2026	\$417,670
Mortgage payment interest budgeted for 2025-2026	\$313,206.12

- 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, unexpired Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with "Ae" code for each approved campus, and current leases.

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%
b) Seeks out development experiences that benefit teaching c) Reads/stays current with emerging best practices and research d) Engages colleagues in discussion and planning to improve program and practice e) Goal setting and progress on professional goals f) Visits other schools	
g) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.	

- h) See **Appendix J** , the board resolution approving the teacher and school leader evaluation.

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

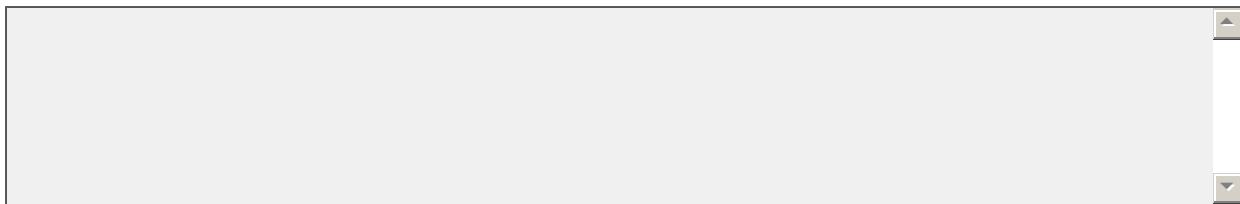
... of the financial situation?

- ☐ 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

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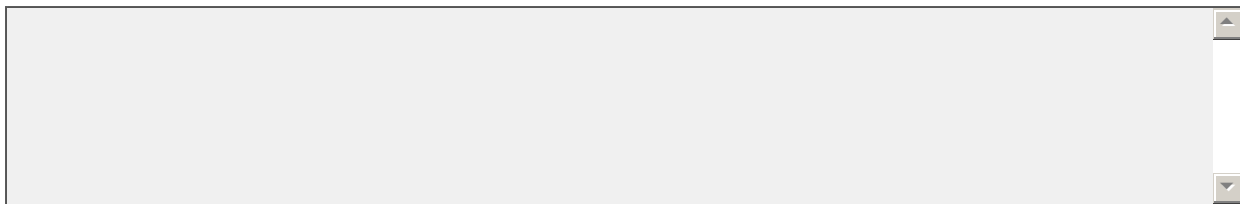
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What recommendations do you have for improving how the Board operates?

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 – 2020-2021

Extract, Pages 25 and 26

3.28 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 **2025–2026** Academic Year

Deadline: 12:00 PM, March 4, 2025

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 (2024-25): ___ 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 4, 2025.* 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 11, 2025.**
- 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, 2025** 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 **2025-2026**

Fecha límite: 12:00 PM, 4 de marzo de 2025

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 (2024-2025): ___ 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 4 de marzo de 2025.

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 11 de marzo de 2025.

- 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 2025**, 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.

PRINCETON

COUNTY OF MERCER
DEPARTMENT OF HEALTH

Board of Health License

License No. F2025-133

Fee: \$0.00

Date Issued: 01/10/2025

This is to certify that

PRINCETON CHARTER SCHOOL

PROPRIETOR OF THE ESTABLISHMENT KNOWN AS

LOCATED AT **100 Bunn Drive, Princeton, NJ 08542**

OF "THE SANITARY CODE OF THE PRINCETON BOARD OF HEALTH" 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:

[Handwritten Signature]
NOT TRANSFERABLE

THIS LICENSE EXPIRES **January 31, 2026**

LICENSE MUST BE DISPLAYED IN A CONSPICUOUS PLACE IN ESTABLISHMENT



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.:

☒ [X] CERTIFICATE OF OCCUPANCY

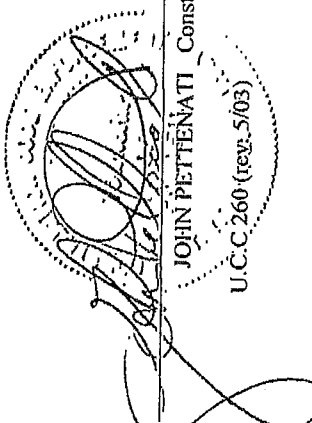
This serves notice that said building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

☐ [] 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:


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

1 - APPLICANT 2 - OFFICE 3 - TAX ASSESSOR

CERTIFICATE IDENTIFICATION

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

Home Warranty No:

Type of Warranty Plan:

Use Group:

Maximum Live Load:

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 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:

Appendix K

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

Aug 2025 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 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				

Oct 2025 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	

Nov 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						

Dec 2025 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 2026 Days: 19						
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 2026 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 2026 Days: 19						
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 2026 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		

May 2026 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						

Jun 2026 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 2026 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		

Holidays/Observances:**Key:**

Total Days: 181

First and last days: 9/2/25; 6/17/26

No school

No classes for staff professional development

1/2 day with staff in-service to follow: 11/14, 5/1, 6/15, 6/16

1/2 days

No school unless snow take-back days, 4/6, 6/18, 6/22

Evening Parent-Teacher conferences 10/30/25, 2/12/26

1/2 with P-T conferences to follow 10/23/25, 10/24/25, 2/5/26, 2/6/26

Rosh Hashanah: 9/23

Yom Kippur: 10/2

Diwali Observed: 10/20

Thanksgiving: 11/26, 11/27

Winter Break: 12/22/25-1/2/26

MLK: 1/19/26

Presidents Wkd: 2/16/26

Lunar New Year: 2/17/26

Eid observed: 3/20/26

Spring Break: 3/30-4/6/26

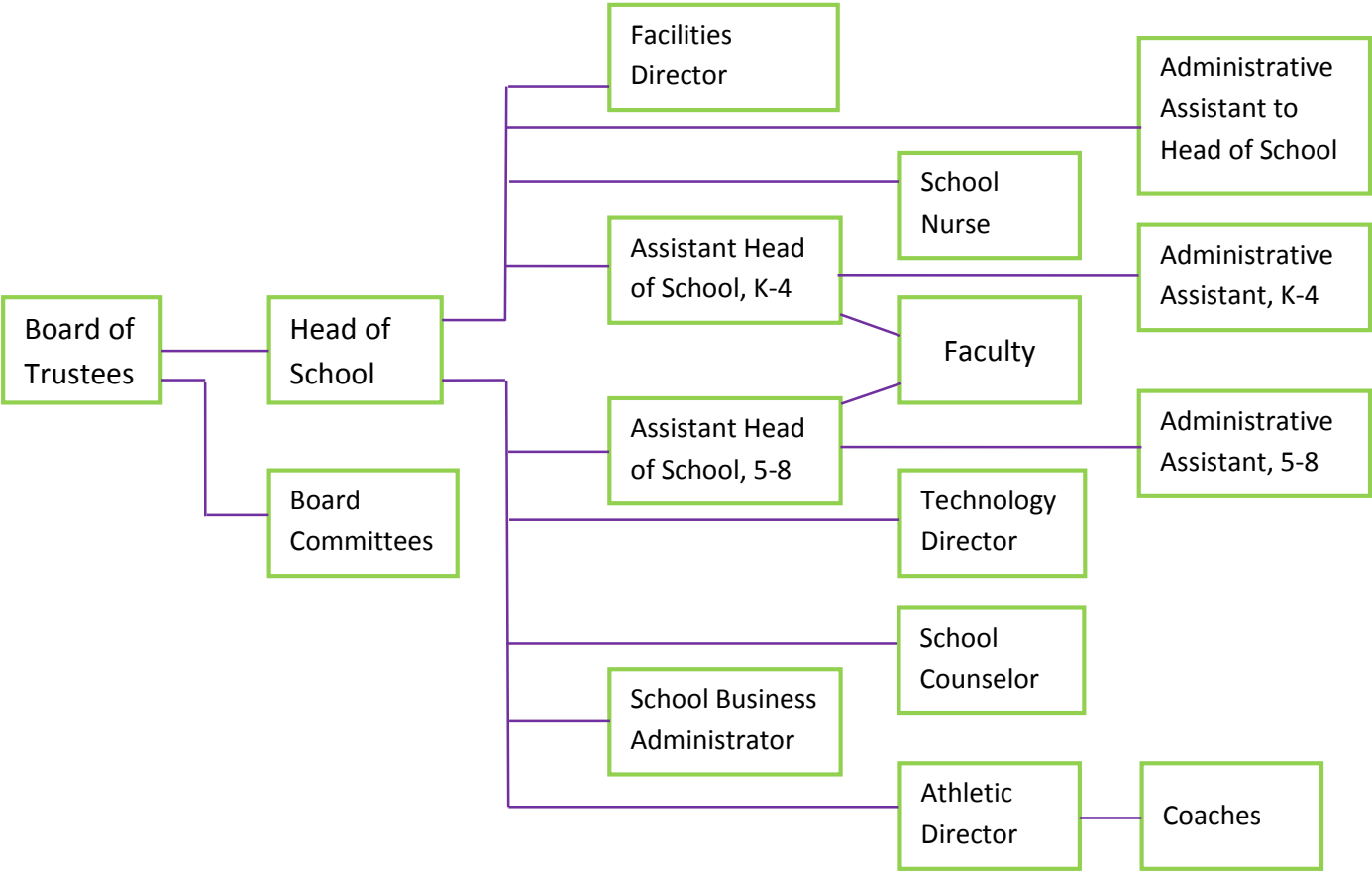
Memorial Day: 5/25

Juneteenth: 6/19 - observed

Revised 6/25/25

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.