



Princeton  
Charter  
School

# Annual Report

July 2023

Submitted to:

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

## Introduction

The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner's annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools, 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 Guidelines

### Annual Report Submission

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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.

### Submission Process for the 2022-2023 Report

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The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2023." To submit the report, upload it to the subfolder "Annual Report 2023" located inside the folder "Annual Report" on the charter school's Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the "Annual Report 2023" subfolder on the charter school's Homeroom site.

### Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school's district(s) of residence no later than 4:15 p.m. on Tuesday, August 1, 2023. Copies require a cover page, which includes the school's name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school's annual report to the commissioner no later than October 3, 2023.

## Annual Report Questions

### Basic Information about the School

Fill in the requested information in column 2 of Table 1, below.

**Table 1: Basic Information**

|                                                                                                |                                                                                                       |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Name of charter school                                                                         | Princeton Charter School                                                                              |
| Grade level(s) to be served in 2023-2024                                                       | K-8                                                                                                   |
| 2022-2023 Total enrollment as of June 30, 2023                                                 | 423                                                                                                   |
| 2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023                      | 22                                                                                                    |
| 2022-2023 English language learners (ELL) enrollment as of June 30, 2023                       | 6                                                                                                     |
| Projected enrollment for 2023-2024                                                             | 424                                                                                                   |
| Current waiting list for 2023-2024 by grade level<br><i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i> | K - 47<br>1st - 66<br>2nd - 76<br>3rd - 82<br>4th - 65<br>5th - 78<br>6th - 92<br>7th - 63<br>8th - 3 |
| Waitlist within the district/region of residence                                               | 572                                                                                                   |
| Waitlist of non-resident district/region of residence                                          | 503                                                                                                   |
| Website address                                                                                | <a href="http://www.pcs.k12.nj.us/">http://www.pcs.k12.nj.us/</a>                                     |
| Name of board president                                                                        | Stefanos Damianakis                                                                                   |
| Board president email address                                                                  | sdamianakis.board@princetoncharter.org                                                                |
| Board president phone number                                                                   | Redacted for website                                                                                  |
| Name of school leader                                                                          | Lawrence D. Patton                                                                                    |
| School leader email address                                                                    | lpatton@princetoncharter.org                                                                          |
| School leader office phone number and extension                                                | 609-924-0575 (Ext. 2501)                                                                              |
| Name of Title IX McKinney-Vento District Homeless Liaison                                      | Lisa Eckstrom                                                                                         |

|                                             |                         |
|---------------------------------------------|-------------------------|
| Name of School Business Administrator (SBA) | Brian Falkowski         |
| SBA email address                           | bfalkowski@sboffice.com |
| SBA phone number                            | 732-631-4009            |



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

**Table 2: School Site Information**

|                                                                  |                              |
|------------------------------------------------------------------|------------------------------|
| Site name                                                        | Princeton Charter School     |
| Year site opened                                                 | 1997                         |
| Grade level(s) served at this site in 2022-2023                  | K-8                          |
| Grade level(s) to be served at this site in 2023-2024            | K-8                          |
| Site street address                                              | 100 Bunn Drive               |
| Site city                                                        | Princeton                    |
| Site zip                                                         | 08540                        |
| Site lead or primary contact's name                              | 609-924-0575                 |
| Site lead or primary contact's office phone number and extension | Lawrence D. Patton           |
| Site lead or primary contact cell phone number                   | 347-728-3188                 |
| Site lead's email address                                        | lpatton@princetoncharter.org |



## Education Program and Capacity

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

### 1.1 Mission and Key Design Elements

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**

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).

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.

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.

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.

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.

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.

Note that in some mathematics classes in grades 5-8, there may be as few as 6 students depending on the student placement by ability. For example, we may have an advanced class of 18 students, two middle level classes comprised of 12 students, and a smaller class of 6 students in order to ensure more time for one-on-one instruction. This is driven by the learning needs of individual students.

Computer Programming: This past year we expanded our computer programming course to all students in the school, grades K and 8. The curriculum follows the New Jersey Standards for Computer Science and uses materials from Code.org, and CodeCombat, the Carnegie Mellon University Python curriculum.

## 1.2 Curriculum

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

## 1.3 Instruction

- a) Instructional Expectations: One of the founding beliefs of Princeton Charter School is that self-esteem is enhanced through authentic achievement. To that end, we offer a rigorous curriculum in which students achieve through targeted instructional practices. Additionally, our school offers departmentalized instruction (i.e. instruction by subject area teachers) beginning in third grade.
- b) 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.
- c) 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.
- d) 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)

- e) 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.
- f) In grades 6-8 students are divided into three English classes of 16 students each creating a lower student to teacher ratio. The foundation for writing instruction at the elementary level is Calkins' Units of Study, which spirals upward in development. Attention to published articles and research was given before the program was selected.
- g) In mathematics, students are ability grouped starting in fifth grade. Class size ranges from 5 in the lower achieving groups to 18 in higher achieving classes, again, providing a lower teacher to student ratio and enabling more individualized student guidance. English language arts and mathematics are core subjects at Princeton Charter School and an hour of daily instruction occurs in each subject area. We provide a daily 30 minute reading period that allows additional instructional time for the class, small groups, or individuals needing additional instruction in ELA.
- h) Evidence of the school's core belief in rigor in instruction can be found in any class and subject area. Instruction is a mixture of lecture with notes, guided discussion, experimentation, role play, development of research projects, and flipped lessons in small or whole group arrangements. Teachers have been coached and trained in understanding the difference between literal, inferred, applied, and synthesized knowledge. Classwork and questioning aims to develop higher-order thinking skills.
- i) Teachers make use of every minute of class time for instruction or supervised learning activities, and offer support outside of class for any and all students who may need additional instructions. Teachers' schedules allow for time to meet with students outside of class and teachers are expected to maintain gradebooks that are viewable by parents and to communicate with parents of any students who are struggling, receiving a grade below a C on any assessment.
- j) Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

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

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

Our overall performance on the Start Strong assessments, and the spring NJSLA 2022 and Spring NJSLA 2023 scores indicate strong performance across all grades and a return to our performance levels that are typical of our precovid-19 scores.

- k) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2022-2023 school year.

Students who missed in-person instruction due to the need to quarantine were offered the opportunity to zoom into classes. Teachers also made 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.

- l) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2022-2023 school year. What supports will the school provide in the 2023-2024 school year?

No Students were retained for AY 2023-24.



## 1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2022-2023 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.
- b) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.

**Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022**

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| ELA K      | N/A       | N/A    | N/A       |
| ELA 1      | N/A       | N/A    | N/A       |
| ELA 2      | N/A       | N/A    | N/A       |
| ELA 3      | 6         | 63     | 28        |
| ELA 4      | 4         | 48     | 46        |
| ELA 5      | 2         | 34     | 65        |
| ELA 6      | 0         | 12     | 88        |
| ELA 7      | 2         | 20     | 78        |
| ELA 8      | 0         | 24     | 76        |
| ELA 9      | N/A       | N/A    | N/A       |
| ELA 10     | N/A       | N/A    | N/A       |
| ELA 11     | N/A       | N/A    | N/A       |
| ELA 12     | N/A       | N/A    | N/A       |
| MAT K      | N/A       | N/A    | N/A       |
| MAT 1      | N/A       | N/A    | N/A       |
| MAT 2      | N/A       | N/A    | N/A       |

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| MAT 3      | 6         | 50     | 44        |
| MAT 4      | 0         | 12     | 87        |
| MAT 5      | 2         | 12     | 85        |
| MAT 6      | 0         | 4      | 96        |
| MAT 7      | 4         | 25     | 71        |
| MAT 8      | 0         | 4      | 96        |
| Algebra I  | N/A       | N/A    | N/A       |
| Geometry   | N/A       | N/A    | N/A       |
| Algebra II | N/A       | N/A    | N/A       |

**Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2023**

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| ELA K      | N/A       | N/A    | N/A       |
| ELA 1      | N/A       | N/A    | N/A       |
| ELA 2      | N/A       | N/A    | N/A       |
| ELA 3      | N/A       | N/A    | N/A       |
| ELA 4      | N/A       | N/A    | N/A       |
| ELA 5      | N/A       | N/A    | N/A       |
| ELA 6      | N/A       | N/A    | N/A       |
| ELA 7      | N/A       | N/A    | N/A       |
| ELA 8      | N/A       | N/A    | N/A       |
| ELA 9      | N/A       | N/A    | N/A       |
| ELA 10     | N/A       | N/A    | N/A       |
| ELA 11     | N/A       | N/A    | N/A       |

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

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

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

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

| Assessment Type (end of year)                                | ✓ or X |
|--------------------------------------------------------------|--------|
| Solely charter created                                       | N/A    |
| Vendor and charter created                                   | N/A    |
| Combination of solely charter and vendor and charter created | N/A    |

**Table 5: Proficiency Rates on NJSLA Assessments**

| <b>NJSLA Assessment</b> | <b>2021-2022<br/>Percentage of students who met or exceeded expectations</b> | <b>2022-2023<br/>Percentage of students who met or exceeded expectations</b> |
|-------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| ELA 3                   | 94                                                                           | 87                                                                           |
| ELA 4                   | 92                                                                           | 100                                                                          |
| ELA 5                   | 96                                                                           | 96                                                                           |
| ELA 6                   | 86                                                                           | 92                                                                           |
| ELA 7                   | 93                                                                           | 89                                                                           |
| ELA 8                   | 94                                                                           | 98                                                                           |
| ELA 9                   | N/A                                                                          | N/A                                                                          |
| ELA 10                  | N/A                                                                          | N/A                                                                          |
| MAT 3                   | 91.5                                                                         | 89                                                                           |
| MAT 4                   | 89.4                                                                         | 98                                                                           |
| MAT 5                   | 84                                                                           | 81                                                                           |
| MAT 6                   | 75.5                                                                         | 90                                                                           |
| MAT 7                   | 87                                                                           | 84                                                                           |
| MAT 8                   | N/A                                                                          | N/A                                                                          |
| Algebra I               | 97.6                                                                         | 94                                                                           |
| Geometry                | 100                                                                          | 100                                                                          |
| Algebra II              | 100                                                                          | 100                                                                          |

Scores for the 2023 spring NJSLA in Mathematics and language arts are very strong with a pass rate of 92% schoolwide. In addition, it is worth pointing out the exceptional performance as measured by the number of students earning level 5 performance “Exceeded Expectations.” The overall percentage of students earning 5’s was a remarkable 52% schoolwide with some grade levels demonstrating “standout” performances of 82% “Exceeded Expectations” for grade 4 ELA, 67% “Exceeded Expectations” for Grade 5 ELA and 65% “Exceeded Expectations” for Grade 7 ELA.

- e) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language 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 2022-23, we were deliberate in addressing any content areas that we identified as not thoroughly covered due to the impact on instructional time during the pandemic.

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

- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2022-2023 year.

At each grade level, students are assessed appropriately for the age of the students. At lower elementary grade levels, we use reading assessments to determine reading level, Calkins Reading Assessments and Diebel Assessments. At upper grades, students take quizzes and tests designed by grade level teachers. Students write regularly in all English and history classes, and there is significant writing in science, world language, and math classes as well. Students take shared assessments among different sections. Students are tested in pre and post units to determine mastery. Unit tests are summative and at older grade levels students take end of year exams. In addition, as mentioned above, students complete milestones at every grade level.

Students also took the CTP 5 Exam through ERB. These provided feedback on student progress in the fall of 2022 in language arts and mathematics.

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

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

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

Princeton Charter School has administered the Educational Records Bureau(ERB) Comprehensive Testing Program (CTP) tests for 26 years. These were selected because they are a standardized Test used in academically competitive suburban and independent schools. Consistent implementation of these tests over these 26 years provides us with a steady baseline of performance.

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

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

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

ERB results, 2022 NJSLA results, and 2022 Start Strong results were shared with parents by letter. We also held a zoom meeting, open to all families, to review the score reports and the overall school performance with parents.

## 1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership.

**Table 6: School Leadership/ Administration Information**

| Administrator Name | Title                         | Start Date | Annual Salary      |
|--------------------|-------------------------------|------------|--------------------|
| Lawrence D. Patton | Head of School                | 7/1/08     | \$192,747          |
| Gail Wilbur        | Assistant Head of School, K-4 | 7/1/09     | \$145,406          |
| Lisa Eckstrom      | Assistant Head of School, 5-8 | 8/15/13    | \$128,450          |
| Brian Falkowski    | School Business Administrator | 1/1/17     | contracted service |

## School Culture & Climate

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

### 2.1 School Culture and Climate

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

**Table 7: School Culture and Climate Learning Environment**

|                                                                                                            |        |
|------------------------------------------------------------------------------------------------------------|--------|
| Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled) | 94%    |
| Elementary School Attendance Rate (grades K-5)                                                             | 94%    |
| Middle School Attendance Rate (grades 6-8)                                                                 | 95.3   |
| High School Attendance Rate (grades 9-12)                                                                  | N.A.   |
| Student - Teacher Ratio                                                                                    | 10.3:1 |

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

**Table 8: School Culture and Climate Professional Environment**

|                                                                                                              |                                                                |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Teacher Retention Rate from SY 2021-2022 to 2022-2023                                                        | 88.9                                                           |
| Total Staff Retention Rate from SY 2021-2022 to 2022-2023                                                    | 89.3                                                           |
| Frequency of teacher surveys and date of last survey conducted                                               | Several per year on various topics. Last was on June 16, 2023. |
| Percent of teachers who submitted survey responses                                                           | 38%                                                            |
| Percent of teachers who expressed satisfaction with school leadership or with the overall school environment | 87%                                                            |

- b) What were the three main positive aspects teachers identified in the latest survey?
- Return to a “normal” School climate with efforts to manage Covid-19 in a more smooth and effective manner.
  - Strong academic performance in many areas of school, standardized testing, WL national exams, and including exceptional performance in extracurricular academic clubs, Chess mathcCounts, Science Bowl, You Be the Chemist, etc.
  - Full arrays of clubs, sports school trips, performance and school life activities was a great step forward to our “Return to Normal campaign.”
- c) What were the three main challenges that teachers identified in the latest survey?
- Schedule: Special schedules for ½ days and standardized testing days of which there are a significant number were challenging for students and staff.
  - Student behaviors in common spaces, while generally improved, could get better in terms of student decorum, supervision, messiness, and leaving books and trash lying around.
  - Reducing the strain on teachers in this difficult time: consider the impact of writing individual report card comments takes a great deal of time and effort, supervision during events, after school duties, etc.
  - Better interaction and opportunities for community between the two divisions, K-4 and 5-8 would be nice.
- d) Fill in the requested information below regarding the school’s discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

**Table 9: Discipline Environment 2022-2023**

| Grade Level | Number of students enrolled as of Oct. 15, 2022 | Number of students receiving an out-of-school suspension (unique count) | Number of students expelled |
|-------------|-------------------------------------------------|-------------------------------------------------------------------------|-----------------------------|
| K           | 40                                              | 0                                                                       | 0                           |
| 1           | 42                                              | 0                                                                       | 0                           |
| 2           | 42                                              | 0                                                                       | 0                           |
| 3           | 48                                              | 0                                                                       | 0                           |
| 4           | 50                                              | 0                                                                       | 0                           |
| 5           | 50                                              | 1                                                                       | 0                           |
| 6           | 50                                              | 4                                                                       | 0                           |
| 7           | 50                                              | 5                                                                       | 0                           |
| 8           | 50                                              | 5                                                                       | 0                           |
| 9           | N/A                                             | N/A                                                                     | N/A                         |
| 10          | N/A                                             | N/A                                                                     | N/A                         |
| 11          | N/A                                             | N/A                                                                     | N/A                         |
| 12          | N/A                                             | N/A                                                                     | N/A                         |

## 2.2. Family and Community Engagement

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

**Table 10: Family Involvement and Satisfaction**

|                                                                                                               |           |
|---------------------------------------------------------------------------------------------------------------|-----------|
| Number of parents/guardians currently serving on the school's board, out of the total number of board members | 9/9       |
| Frequency of parent/guardian surveys                                                                          | Annual    |
| Date of last parent/guardian survey conducted                                                                 | June 2022 |
| Percent of parents/guardians completing the survey (consider one survey per household)                        | 35%       |



|                                                                                              |       |
|----------------------------------------------------------------------------------------------|-------|
| Percent of parents/guardians that expressed satisfaction with the overall school environment | 92.7% |
|----------------------------------------------------------------------------------------------|-------|

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

Parents indicated among several strengths:

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

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

Parents indicated among several challengesL

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

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

- Weekly assemblies: The weekly assembly links on Zoom were made available to all students and parents.
- Regular parent meetings (monthly via zoom:
- 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.
- Parent teacher conferences, two per year.
- Back to School Nights - these were conducted online via Zoom
- Graduation for 8th grade and moving up ceremony for 4th grade were in-person and streamed live.
- Grade level curricular events to highlight a project, e.g. grade 2 wa=xmuseum, and musical/dramatic performances for school concert , musical, grade 8 play, etc.

e) 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.

- Grade level parent meetings
- Rita's ice cream socials
- Annual Gala fundraiser event
- Support for Field Day
- Picture Day
- Book Fairs- fall and spring
- Lunar new year celebration
- Organization of the spring picnic.

f) Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

**Table 11: Community Involvement with Education Institutions**

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

**Table 12: Community Involvement with Community Institutions**

| <b>Partnering Organization</b> | <b>Description of the Partnership</b>                                                        | <b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b> |
|--------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Princeton Mobile Food Pantry   | Friends of Princeton Charter School collected toys and sports equipment for a local charity. | Many families donated new and gently used items ahead of spring break.                                           |
| Polar Plunge                   | Students raised over \$5,000 for the Special Olympics and participated in the polar plunge!  | 20 students, 4 staff                                                                                             |
| Operation Smile                | Over 25 students worked to raise funds and awareness for Operation Smile.                    | 25-30 students, 2 meetings per month for the year.                                                               |

| Partnering Organization  | Description of the Partnership                                                                                                                                       | Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc. |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Not In Our Town          | Students participate in the annual awards ceremony to highlight student contributions in support of a healthy diverse community.                                     | 102 students and teachers.                                                                                |
| Princeton Public Library | Students visit the library and librarians come to the school to help educate and inform students about the resources and access to the Library in person and online. | all school                                                                                                |

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

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

## Board Governance

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

### 3.1 Board Capacity

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

**Table 13: Board Governance**

|                                                                                                                                                                                                       |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Number of board members required by the charter school's bylaws                                                                                                                                       | 9           |
| Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )                                                                                   | April, 2023 |
| Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )                                                                       | July, 2022  |
| If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) | N/A         |

(include a copy of the board's evaluation tool for this contracted organization as **Appendix D**)

- b) List the amendments to bylaws that the board adopted during the 2022-2023 school year.
- c) List the critical policies adopted by the board during the 2022-2023 school year.
  - a. Policy 3542.2p School Meal Program Arrears
  - b. Policy 6171.2 Gifted and Talented
  - c. Policy 6140 Curriculum Adoption
  - d. Policy 2224.1 Discrimination/Sexual Harassment Report Form
  - e. Policy 5131.1 Harassment Discrimination and Bullying
- d) What were the main strengths of the board identified in the latest board self-evaluation?
  - a. Commitment to the school and mission
  - b. General expertise on areas relevant to effective governance, e.g. finance, law, facilities
  - c. Effective processes for decision-making and generally harmonious and unanimous agreement with school decisions.
- e) What were the three main challenges identified in the latest board self-evaluation?
  - a. Communication From the board to the parent body.
  - b. Communication - specifically sharing and updating information in an efficient and effective manner from a specific committee to the rest of the board members, not that committee.
  - c. Recruitment and training new board members committed to the school and mission

### 3.2 Board Compliance

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

**Table 14: Board of Trustee Information**

| Name                | Start Date | Term Expiration Date | Role on Board      | Email Address                          | Date of Criminal Background Check | Date of all NJSBA Trainings                                                  |
|---------------------|------------|----------------------|--------------------|----------------------------------------|-----------------------------------|------------------------------------------------------------------------------|
| Stefanos Damianakis | 07/01/18   | June 2024            | Trustee, President | sdamianakis.board@princetoncharter.org | 10/17/19                          | Gov. 1: 08/31/18<br>Gov. 2: 05/05/20<br>Gov. 3: 09/26/21<br>Gov. 4: 09/26/21 |
| Rupal Kothari       | 07/01/21   | June 2024            | Trustee            | rkothari.board@princetoncharter.org    | 8/3/21                            | Gov. 1: 06/02/22<br>Gov. 2: 06/18/23                                         |

| Name              | Start Date | Term Expiration Date | Role on Board | Email Address                        | Date of Criminal Background Check | Date of all NJSBA Trainings                                                    |
|-------------------|------------|----------------------|---------------|--------------------------------------|-----------------------------------|--------------------------------------------------------------------------------|
| Rakesh Kumar      | 07/01/21   | June 2024            | Trustee       | rkumar.board@princetoncharter.org    |                                   | Gov. 1: 06/25/22<br>Gov. 2: 06/24/23                                           |
| Olga Troyanskaya  | 07/01/20   | June 2025            | Trustee       | ogt.board@princetoncharter.org       | 6/15/21                           | Gov. 1: 12/11/20<br>Gov. 2: 11/19/21<br>Gov. 3: Registered<br>Gov. 4: 11/19/21 |
| Jennifer Freedman | 7/1/22     | June 2024            | Trustee       | jfreedman.board@princetoncharter.org | 8/16/22                           | Gov. 1: 8/16/22<br>Gov. 2: 6/14/23                                             |
| Irene Chiu        | 7/1/22     | June 2024            | Trustee       | ichi.u.board@princetoncharter.org    |                                   | Gov. 1: 6/30/23                                                                |
| Anita Misri       | 7/1/22     | June 2024            | Trustee       | amisri.board@princetoncharter.org    |                                   | Gov. 1: 6/19/23                                                                |

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

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

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

June 2023

- d) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix E** the board policy for the establishment of the grievance committee.

## Access and Equity

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

### 4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2022-2023.

**Table 15: School Year 2022-2023 Application Process Timeline**

|                                                                                                  |                                                   |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Date the application for school year 2022-2023 was made available to interested parties          | September 2022                                    |
| Date the application for school year 2022-2023 was due back to the school from parents/guardians | 03/08/2023                                        |
| Date and location of the lottery for seats in school year 2022-2023                              | 03/14/2023 - 100 Bunn Drive, Princeton, NJ, 08540 |

b) The URL to the school's application for prospective students for school year 2022-2023:

<https://princetoncharter.org/admissions/admissions-information/> The application was available online, and in addition available as a hardcopy. (see **Appendix F.**)

c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2022-2023:

- Website - <http://www.pcs.k12.nj.us/Admissions-Information.cfm>
- Virtual Open Houses -12/12/20, 1/30/21, and 01/20/21
- Facebook, Twitter, and Instagram

d) List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

English/Spanish

e) List all ways in which the school advertised that applications for prospective students for school year 2022-2023 were available prior to the enrollment lottery.

**Direct outreach to local nursery schools and Housing developments.**

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

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

**News Media:**

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

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

#### Open Houses:

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

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

- f) 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 G** for the school's board-approved policy on admissions.

**Table 16: Student Enrollment and Attrition**

| Grade Level | Number of student withdrawals (for any reason) during the school year | Number of students enrolled after the first day of school year 2022-2023 | Number of students retained in 2022-2023 for the 2023-2024 school year |
|-------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|
| K           | Nil                                                                   | Nil                                                                      | Nil                                                                    |
| 1           | 1                                                                     | 1                                                                        | Nil                                                                    |
| 2           | Nil                                                                   | Nil                                                                      | Nil                                                                    |
| 3           | Nil                                                                   | Nil                                                                      | Nil                                                                    |
| 4           | 2                                                                     | 2                                                                        | Nil                                                                    |
| 5           | Nil                                                                   | Nil                                                                      | Nil                                                                    |
| 6           | 1                                                                     | 1                                                                        | Nil                                                                    |
| 7           | 7                                                                     | 6                                                                        | Nil                                                                    |
| 8           | Nil                                                                   | Nil                                                                      | Nil                                                                    |
| 9           | N.A.                                                                  | N.A.                                                                     | N.A.                                                                   |
| 10          | N.A.                                                                  | N.A.                                                                     | N.A.                                                                   |

| Grade Level | Number of student withdrawals (for any reason) during the school year | Number of students enrolled after the first day of school year 2022-2023 | Number of students retained in 2022-2023 for the 2023-2024 school year |
|-------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|
| 11          | N.A.                                                                  | N.A.                                                                     | N.A.                                                                   |
| 12          | N.A.                                                                  | N.A.                                                                     | N.A.                                                                   |

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

## Compliance

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

### 5.2 Office of Charter and Renaissance School Compliance

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

**Table 17: School Site Facility Information**

|                                            |                          |
|--------------------------------------------|--------------------------|
| Site name                                  | Princeton Charter School |
| Facility lease information                 | N/A                      |
| Landlord name                              | N/A                      |
| Lease commencement date                    | N/A                      |
| Lease termination date                     | N/A                      |
| 2022-2023 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, 2023 | \$9.98M                  |
| Latest date of appraisal                   | January 9, 2020          |
| Appraised value of property                | \$13.6M                  |



**Table 18: School Site Facility Information Lease Summary**

|                                           |     |
|-------------------------------------------|-----|
| Total number of leased facilities         | N/A |
| Total annual cost of all leases           | N/A |
| Total lease amount budgeted for 2023-2024 | N/A |

**Table 19: School Site Facility Information Mortgage/Bond Summary**

|                                                  |        |
|--------------------------------------------------|--------|
| Total number of mortgaged facilities             | 1      |
| Total mortgage/bond amount                       | \$733K |
| Mortgage principal budgeted for 2023-2024        | \$357K |
| Mortgage payment interest budgeted for 2023-2024 | \$376K |

- 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.

### 5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented:

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% |
| <ul style="list-style-type: none"> <li>● Planning and preparation</li> <li>● Knowledge of student</li> <li>● Class environment- High academic standard and goals, respect and rapport between teacher and student, among students</li> <li>● Integration of technology</li> <li>● Communication</li> <li>● Support for struggling students and special ed/504 needs.</li> </ul>                                                                                                                                                                                   |     |
| Student Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15% |
| <ul style="list-style-type: none"> <li>● NJSLA</li> <li>● Portfolio of student work or Milestones</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |
| Professionalism/Collegiality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 25% |
| <ul style="list-style-type: none"> <li>● Aligned to PCS mission and philosophy</li> <li>● Support for colleagues</li> <li>● Timely and serious approach to fulfilling responsibilities as teacher</li> <li>● Cooperative and proactive problem solving attitude</li> <li>● Receptive to change/direction from mentor, colleagues, administration</li> <li>● Willingness to take on responsibilities to support needs of the school</li> <li>● Appropriate, timely, and effective communication with students, families, colleagues, and administration</li> </ul> |     |
| Contribution to School Community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15% |
| <ul style="list-style-type: none"> <li>● Leadership of co-curricular activities</li> <li>● Participation on overnight trips</li> <li>● Support for students outside of class</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |     |
| Commitment to Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10% |
| <ul style="list-style-type: none"> <li>b) Seeks out development experiences that benefit teaching</li> <li>c) Reads/stays current with emerging best practices and research</li> <li>d) Engages colleagues in discussion and planning to improve program and practice</li> <li>e) Goal setting and progress on professional goals</li> <li>f) Visits other schools</li> </ul>                                                                                                                                                                                     |     |
| g) Provide a description of the school leader evaluation system that the school has implemented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
| h) As <b>Appendix H</b> , provide the board resolution approving the teacher and school leader evaluation systems.                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |
| <p><b>Note:</b> You may use <a href="#">Educator Evaluation System Guidelines for New Jersey Charter Schools</a> for guidance answering a), b) and c) above.</p>                                                                                                                                                                                                                                                                                                                                                                                                  |     |

## Appendices

**Table 20: Appendix File Naming Convention**

| Appendix          | File Naming Convention                                                                           |
|-------------------|--------------------------------------------------------------------------------------------------|
| <u>Appendix A</u> | Appendix A Statements of Assurance                                                               |
| Appendix B        | Appendix B Board Self Evaluation Tool                                                            |
| Appendix C        | Appendix C School Leader Evaluation Tool                                                         |
| Appendix D        | Appendix D Contracted Education Service Provider Evaluation Tool, if applicable                  |
| Appendix E        | Board Policy for the Establishment of a Grievance Committee                                      |
| Appendix F        | Appendix F Admissions Application (Language)                                                     |
| Appendix G        | Appendix G Board Policy for Enrollment Backfilling                                               |
| Appendix H        | Appendix H Board resolution approving the teacher and school leader/principal evaluation systems |
| Appendix I        | Appendix I 2023 – 2024 School Calendar                                                           |
| Appendix J        | Appendix J Organizational Chart                                                                  |
| Appendix K        | Appendix K Promotion/Retention Policy                                                            |
| Appendix L        | Appendix L Graduation Policy                                                                     |

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2023.” Save each appendix by the file naming convention provided in the second column of the above table.



## Appendix A

### Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed.

| Statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Confirm Compliance (Add ✓ or X) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>Instructional Providers</b><br>The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ✓                               |
| <b>Background Checks; Fingerprinting</b><br>The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections <i>N.J.S.A. 18A:6-7.1, et seq.</i>                                                                                                                                                                                                                                                                                  | ✓                               |
| <b>Educational Program</b><br>The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓                               |
| <b>Student Disciplinary Code</b><br>The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓                               |
| <b>Provision of Services</b><br>The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i> ) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i> ) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> , and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. | ✓                               |

| Statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Confirm Compliance<br>(Add ✓ or X)                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Facility Location</b><br>The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i> , actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i> . Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository. |  |

### School Official/School Lead

Signature of School Official (School Lead): 

Date: July 13, 2023

Print/Type Full Name: Lawrence Patton

Title: Head of School

### Signatory Office (President, Board of Trustees)

Signature: 

Date: Jul 13 2023

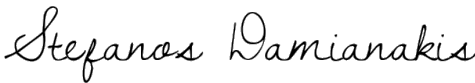
Print/Type Full Name: Stefanos Damianakis

Title: President of Board of Trustees

## Document Details

|                    |                                                      |
|--------------------|------------------------------------------------------|
| <b>Title</b>       | DRAFT 2023 SOA I Annual Report (1) - Google Docs.pdf |
| <b>File Name</b>   | DRAFT 2023 SOA I Annual Report (1) - Google Docs.pdf |
| <b>Document ID</b> | b3c67fcfb67f4f1ea8dd4f4095bc9a6b                     |
| <b>Fingerprint</b> | 57e5afe6036223126b04ac70d92cfff9                     |
| <b>Status</b>      | Completed                                            |

## Document History

|                           |                                                                                                                                                                                             |                            |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Document Created</b>   | Document Created by Lawrence Patton (lpatton@princetoncharter.org)<br>Fingerprint: 116c8267f4ca54a83512a47123f2d414                                                                         | Jul 13 2023<br>07:48PM UTC |
| <b>Document Signed</b>    | Document Signed by Lawrence Patton (lpatton@princetoncharter.org)<br>IP: 71.168.218.22<br>               | Jul 13 2023<br>07:48PM UTC |
| <b>Document Sent</b>      | Document Sent to stef daminakos<br>(sdamianakis.board@princetoncharter.org)                                                                                                                 | Jul 13 2023<br>07:48PM UTC |
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| <b>Document Completed</b> | This document has been completed.<br>Fingerprint: 57e5afe6036223126b04ac70d92cfff9                                                                                                          | Jul 13 2023<br>08:26PM UTC |

# 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.                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We ensure management has instituted appropriate financial controls and risk management processes.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We ensure that an independent audit takes place, and that all applicable legal policies are enforced.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We share a common understanding of the school's mission and refer to it when making strategic and financial decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We stay informed about the changing regulatory environment and our legal/fiduciary role.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### \*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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We have set Head of School compensation at a competitive level.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We are confident that the senior team is reviewed and compensated appropriately.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We have a realistic succession plan in place for our Head of School.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## \*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.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We have a realistic plan to recruit the right new members to the board, as needed.                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We regularly review individual members' performance, helping them develop their skills, adjust their involvement, and exit the board when appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work assignments (e.g. committees) reflect both individuals' skills and interests.                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## \*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.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is an atmosphere of mutual respect and trust between the board and the Head of School.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We feel comfortable openly debating critical issues, with and without the Head of School present. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Board members, in general, enjoy their service and participate actively in board work.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## \*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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Everyone agrees which decisions the board will and will not have input on.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In general, neither the board nor the Head of School oversteps its role in decision making.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We do not overwhelm and distract the staff with our requests.                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Meetings focus our time and discussion on the most important issues, decisions and updates.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## \*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.                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We have appropriate committee structures; each committee has clear goals, which are reviewed regularly.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a board, we receive the information we need, in an understandable format, to make good decisions.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We review our own overall performance as a board on an annual basis, and implement appropriate board development plans. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## PARTICIPATION

**How many scheduled Board meetings have you attended this year?**

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

**Of those you missed, what kept you away?**

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

Other (please specify)

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

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

**Are the materials helpful?**

- ☐ Yes
- ☐ No
- ☐ No response

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

**Do you participate regularly at Board meetings?**

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

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

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

Other (please specify)

## GENERAL OVERSIGHT

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

- ☐ Yes
- ☐ Partially

**... of its goals and major strategies?**

- ☐ Yes
- ☐ No
- ☐ Partially

**... of your role as a policy maker?**

- ☐ Yes
- ☐ No

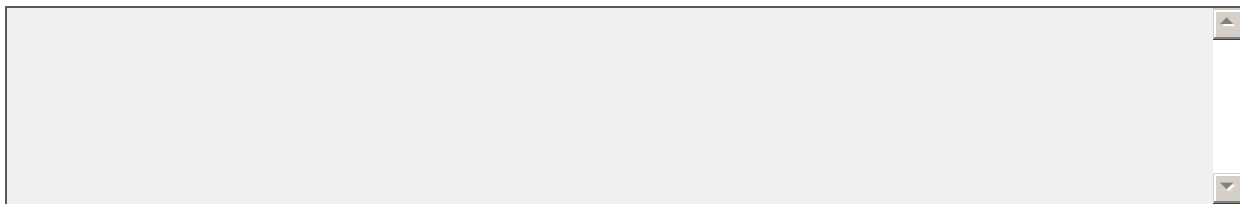
**... of the financial situation?**

- ☐ Yes
- ☐ No
- ☐ Sort of

**... of the need for confidentiality?**

- ☐ Yes

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



## ADVOCACY / PUBLIC AFFAIRS

### Do you follow charter school issues in the media?

- ☐ Yes
- ☐ No
- ☐ Other

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

- ☐ Yes
- ☐ No

If yes, give examples.

### Describe your experience serving on the Board this year.

What were  
the  
highlights?

What were  
the  
lowlights?

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

- ☐ Yes
- ☐ No

If your experience has not been satisfying, why not?

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

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

Board  
Meetings

Board  
Development

Committees

Other

## PART 1: TOWARDS PCS GOALS

### 1. Head of School Goal #1: School Climate - Support Social Emotional Health of Students and Staff

|                                                                                                     | Commendable           | Meets expectations    | Needs improvement     | Unsatisfactory        | Not observed          |
|-----------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Support the social/emotional needs of students and staff upon the return to "Normal school routines | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### 2. Head of School Goal # 2: Return to "Normal" Operation of School

|                                                                                                         | Commendable           | Meets expectations    | Needs improvement     | Unsatisfactory        | Not observed          |
|---------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Return to normal school activities such as trips, clubs, sports and Concerts, performances, and events. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                                                                                                                   |                       |                       |                       |                       |                       |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Shift focus back onto "instruction and learning."<br>- Staff goals, pedagogy, Professional development, curriculum post pandemic. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

3. Head of School Goal #3: Campus completion

|                                                                                                         | Commendable           | Meets expectations    | Needs improvement     | Unsatisfactory        | Not observed          |
|---------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Finalize outfitting of new spaces for classroom instruction and cafeteria use.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Finish outdoor areas and playground spaces- order and install new equipment, benches, trash receptacles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## 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.                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recommends policies for Board adoption and implements the adopted policies.                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fulfills all statutory obligations and implements the Education Law of the State of NJ and the Administrative Code of the NJDOE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prepares and recommends short and long-range plans for Board approval and implements those plans when approved.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recommends for Board adoption curricula, courses, textbooks and the five-year curriculum renewal schedule.                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Encourages staff to develop programs, services and projects focused on improving student achievement.                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recommends and implements the district's professional development plan.                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provides for an annual assessment of student needs and achievement. Initiates program changes to address identified needs.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develops guidelines and directions for monitoring the effectiveness of existing and new programs.                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develops recruitment procedures to assure well-qualified applicants for all positions and recommends appointments to the Board.                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provides direction and acts as a resource in negotiations, supervises administration of collective bargaining agreements.                                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assures that all staff is evaluated annually in accordance with established procedures.                                                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recommends professional employees for contract renewal and/or tenure appointment in a timely manner.                                                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Initiates and supervises development of the annual budget, including parameter setting with the Board based upon district goals.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assures that the district has long-range financial and facility improvement plans which are updated annually.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Oversees school facility management to provide safe and appropriate buildings, with emphasis on preventative maintenance and custodial care, | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assures funds are spent appropriately by providing adequate controls and accounting of the districts fiscal and financial resources.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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.<br>Designates an administrative staff member to serve in his / her absence, when appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prepares, in conjunction with the Board President, agenda recommendations for all matters requiring Board action.                                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provides information, advice and counsel to the Board on matters before it.                                                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates professionalism by acting with integrity, fairness and in an ethical manner.                                                                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Anticipates potential problems and recommends policies or solutions.                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Keeps Board informed regarding developments in other districts or at State and national levels that would be helpful to the district.                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintains contact and good relations with local media.                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assures that district interests will be represented in meetings and activities of municipal and other governmental agencies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creates opportunities for residents to express their views regarding school-related matters.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Represents the school system and its interests in the community.                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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](http://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 **2023– 2024** Academic Year

**Deadline: 12:00 PM, March 8, 2023**

Apply by Fax: (609) 924-7450

## Princeton Charter School

100 Bunn Drive, Princeton, NJ 08540

Telephone (609) 924-0575

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

**Student's Name:** \_\_\_\_\_  
*First Middle Last*

**Birth Date:** \_\_\_\_\_  
*Month Day Year*

**Current School:** \_\_\_\_\_

**Current Grade (2022-23):** \_\_\_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, Wednesday, March 8, 2023.** 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 14, 2023.**
- Notification will be mailed within 10 days.

**Eligibility for Lottery:** By law, children residing in the Municipality of Princeton who will be over the age of five (5) **by October 1st, 2023** and who are domiciled in Princeton are given first priority in the lottery for entrance to the school. The term “domiciled” means that the student lives with a parent or guardian whose permanent home is located within the boundaries of the Municipality of Princeton according to state regulations.

Are you domiciled within the Municipality of Princeton? \_\_\_\_\_ Yes \_\_\_\_\_ No

If other municipality, please specify: \_\_\_\_\_

*Note: Princeton residents have priority over non-resident students*

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

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

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

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

Signed: \_\_\_\_\_

*Parent or Legal Guardian*

\_\_\_\_\_  
*Date*

## Solicitud de Admisión

Año Académico **2023-2024**

**Fecha límite: 12:00 PM, 8 de marzo de 2023**

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 (2022-2023): \_\_\_\_ 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 miércoles 9 de marzo de 2023.**

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 15 de marzo de 2023.**

- 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 2023**, 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

# PRINCETON CHARTER SCHOOL POLICY MANUAL

## Princeton, New Jersey

FILE CODE: 5111

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

## Policy

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### 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 <sup>st</sup> Grade | 42 | Students |
| 2 <sup>nd</sup> Grade | 44 | Students |
| 3 <sup>rd</sup> Grade | 48 | Students |
| 4 <sup>th</sup> Grade | 50 | Students |
| 5 <sup>th</sup> Grade | 50 | Students |
| 6 <sup>th</sup> Grade | 50 | Students |
| 7 <sup>th</sup> Grade | 50 | Students |
| 8 <sup>th</sup> 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

|                                 |                                          |                                                                                            |
|---------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------|
| <b><u>Legal References:</u></b> | <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.

# Appendix H

## Board Resolution Approving Teacher and School Leader Evaluation Systems

### From the Minutes

# Princeton Charter School

*Board of Trustees*

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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 2023 Days: 0 |    |    |    |    |    |    |
|------------------|----|----|----|----|----|----|
| S                | M  | T  | W  | Th | F  | Sa |
|                  | 31 | 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 2023 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 |

| Oct 2023 Days: 22 |    |    |    |    |    |    |
|-------------------|----|----|----|----|----|----|
| S                 | M  | T  | W  | Th | F  | Sa |
|                   |    |    |    |    |    |    |
| 1                 | 2  | 3  | 4  | 5  | 6  | 7  |
| 8                 | 9  | 10 | 11 | 12 | 13 | 14 |
| 15                | 16 | 17 | 18 | 19 | 20 | 21 |
| 22                | 23 | 24 | 25 | 26 | 27 | 28 |
| 29                | 30 | 31 |    |    |    |    |

| Nov 2023 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 |    |    |

| Dec 2023 Days: 11 |    |    |    |    |    |    |
|-------------------|----|----|----|----|----|----|
| 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 |

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

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

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

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

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

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

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

Total Days: 181

**Key:**

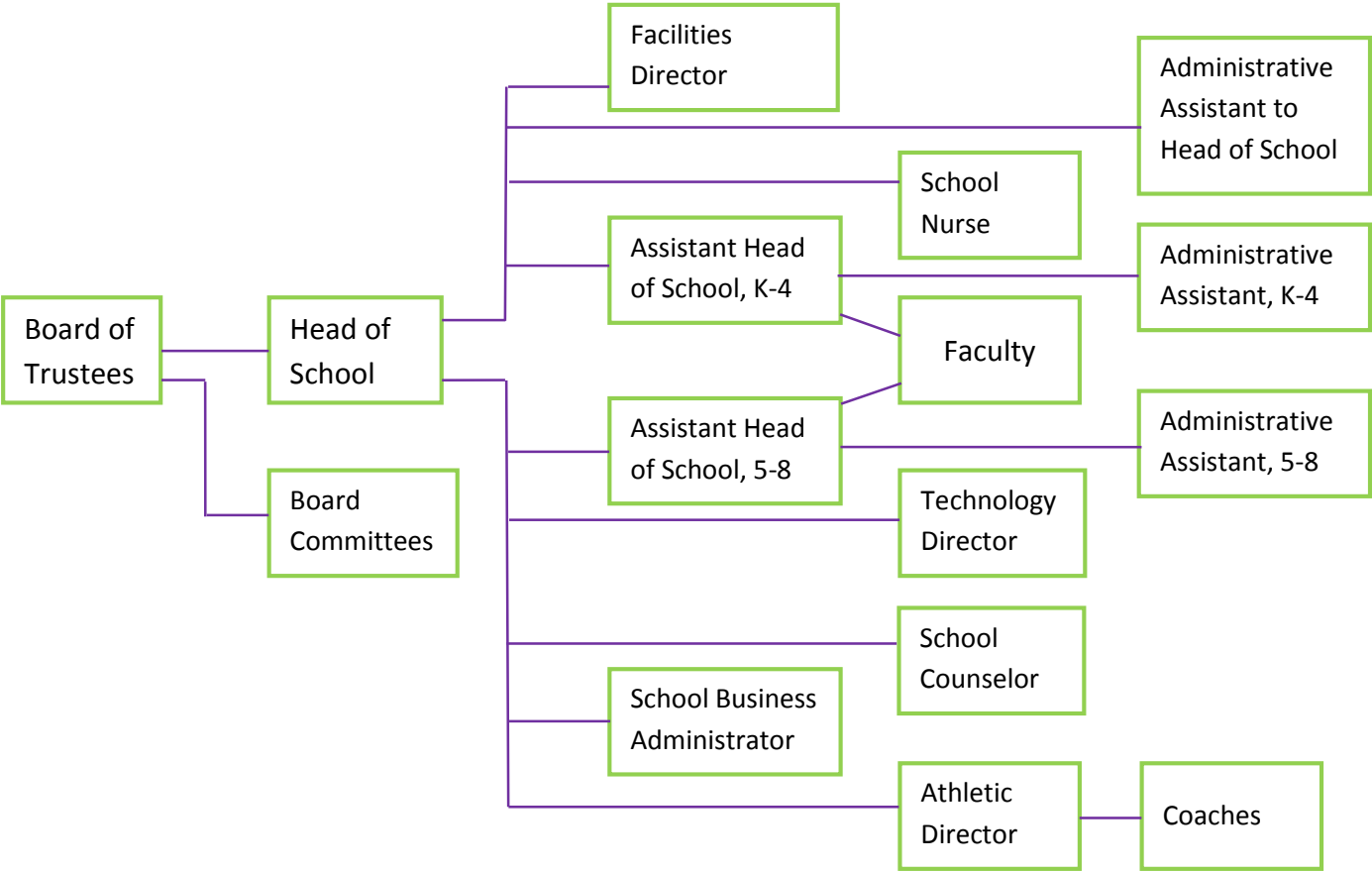
|  |                                                             |
|--|-------------------------------------------------------------|
|  | First and last days: 9/5; 6/14                              |
|  | No school                                                   |
|  | No classes for staff professional development               |
|  | 1/2 day with staff in-service to follow: 11/10, 4/19, 5/10  |
|  | 1/2 days                                                    |
|  | No school unless snow take-back days, 4/1, 6/17, 6/18       |
|  | Evening Parent-Teacher conferences 10/26, 2/1               |
|  | 1/2 with P-T conferences to follow 10/19, 10/20, 1/25, 1/26 |

**Holidays/Observances:**

Rosh Hashanah: 9/17  
 Yom Kippur: 9/25  
 Thanksgiving: 11/23-24  
 Winter Break: 12/18-1/1  
 MLK: 1/15  
 Presidents Wkd: 2/19  
 Spring Break: 3/25-4/1  
 Memorial Day: 5/27  
 Juneteenth: 6/21 - observed

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

Organizational Chart



**PRINCETON CHARTER SCHOOL POLICY MANUAL**  
**Princeton, New Jersey**

**FILE CODE: 6146.2**

**Policy**

|              |                      |
|--------------|----------------------|
| <u>  X  </u> | <b>Monitored</b>     |
| <u>  X  </u> | <b>Mandated</b>      |
| <u>  X  </u> | <b>Other Reasons</b> |

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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

|                                 |                            |                                                            |
|---------------------------------|----------------------------|------------------------------------------------------------|
| <b><u>Legal References:</u></b> | <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**

|                                 |       |                                |
|---------------------------------|-------|--------------------------------|
| <b><u>Cross References:</u></b> | *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.