



COMMUNITY CHARTER SCHOOL OF PATERSON

ANNUAL REPORT

SUBMITTED: AUGUST 1, 2024



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

**Annual Report Template
(Updated June 2024)**

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 (OCRS), New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school's performance based on the criteria set forth in the Performance Framework.

Annual Report Submission Guidelines

Annual Report Submission

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

Submission Process for the 2023-2024 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2024." To submit the report, upload it to the subfolder "Annual Report 2024" 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 2024" 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 Thursday, August 1, 2024. 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 1, 2024.

Annual Report Questions

Basic Information about the School

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

Table 1: Basic Information

Name of charter school	The Community Charter School of Paterson
Grade level(s) to be served in 2024-2025	K - 8
Projected enrollment for 2024-2025	900
2023-2024 Total enrollment as of June 30, 2024	893
2023-2024 Students with disabilities (SWD) enrollment as of June 30, 2024	88 504's: 22
2023-2024 Multilingual learners (ML) enrollment as of June 30, 2024	42
Current waiting list for 2024-2025 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K - 190 1 - 67 2 - 78 3 - 56 4 - 51 5 - 41 6 - 40 7 - 28 8 - 31
Waitlist within the district/region of residence	581
Waitlist of non-resident district/region of residence	5
Website address	www.ccsp.org
Name of board president	Mr. Michael DeBlasio
Board president's email address	mdeblasio@njcdc.org

Board president's direct phone number (Do not include charter school number)	732-429-9244
Name of school leader	Ira Griffith
School leader's email address	igriffith@ccsp.org
School leader's direct office phone number and/or extension	862-267-9070
Title IX McKinney-Vento District Homeless Liaison's name and email address	Tina Volpe tvolpe@ccsp.org
School Safety Specialist's name and email address	Chelliah Phillips cphillips@ccsp.org
School Threat Assessment Team Members' names and email addresses	Frankie Roman - froman@ccsp.org Chelliah Phillips - cphillips@ccsp.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Tiara Williams tpwilliams@ccsp.org
Name of School Business Administrator (SBA)	Olugbenga Olabintan
SBA email address	oolabintan@aol.com
SBA phone number	201-230-7518

School Site Information

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	Elementary Campus
Year site opened	2008
Grade level(s) served at this site in 2023-2024	Kindergarten - 4th Grade
Grade level(s) to be served at this site in 2024-2025	Kindergarten - 4th Grade
Site street address	75 Spruce Street
Site city	Paterson, NJ

Site zip	07501
Site lead or primary contact's name	Ira Griffith
Site lead or primary contact's office phone number and extension	973-413-2057
Site lead's email address	igriffith@ccsp.org

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Site name	Middle School Campus
Year site opened	2020
Grade level(s) served at this site in 2021-2022	5th Grade - 8th Grade
Grade level(s) to be served at this site in 2022-2023	5th Grade - 8th Grade
Site street address	8 Morris Street
Site city	Paterson, NJ
Site zip	07501
Site lead or primary contact's name	Mr. Andre Smith
Site lead or primary contact's office phone number and extension	862-267-9070
Site lead or primary contact cell phone number	732-351-3192
Site lead's email address	asmith@ccsp.org

Organizational Performance Areas

Education Program and Capacity

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

1.1 Mission and Key Design Elements

- a) State the school's Commissioner-approved mission.

The mission of the Community Charter School of Paterson (CCSP) is **Together with families and community partners, we cultivate inclusive, high performing schools that prepare scholars to succeed in college, career and beyond.**

b) Provide a brief description of the school's key design elements.

We believe that scholars learn best in a caring, supportive environment where their academic, social-emotional, health, and family needs are addressed. To achieve this, we utilize three key elements:

1. Instructional Program: Our instructional program is designed to meet or exceed the New Jersey Student Learning Standards. It features a rigorous curriculum and differentiated instruction tailored to support the growth and achievement of all students. By focusing on individual learning needs and academic excellence, we ensure that every scholar can reach their full potential.

2. Data-Driven Instruction and Talent Development: We emphasize the use of data to inform instructional practices and make evidence-based decisions. This approach is complemented by our commitment to recruiting and developing talented staff and leaders. By continually assessing student performance and providing targeted professional development, we create an environment where educators are equipped to meet the diverse needs of our scholars.

3. Family and Community Engagement: We recognize the importance of involving parents, families, and the broader community in the educational process. Through the Full-Service Community Schools model, we offer comprehensive support and resources that extend beyond the classroom. This holistic approach fosters strong partnerships and ensures that students receive the necessary support for their overall well-being and success.

KEY ELEMENT 1 – INSTRUCTIONAL DESIGN

Our instructional program is meticulously designed to meet or exceed the New Jersey Student Learning Standards, featuring a rigorous curriculum and differentiated instruction tailored to support the growth and achievement of all students. At the elementary level, we have adopted the Wonders curriculum for literacy in grades K-4 and the Houghton Mifflin Harcourt (HMH) mathematics program for grades K-8. The HMH mathematics program leverages collaborative learning tasks and differentiated instruction to support students' learning progression, ensuring that each child can master essential mathematical concepts at their own pace. For grades 5-8, we utilized Insight Humanities for literacy instruction from the renowned Lavinia Group, an education consulting group recognized for their expertise in curriculum development and instructional strategies.

Our commitment to excellence is further demonstrated by our continued partnership with the Lavinia Group, where we have implemented Close Reading and Story Problems, alongside an additional year of support for instructional leadership coaching and curriculum implementation. We emphasize small group instruction and daily intervention for all students in grades K-8, ensuring that every scholar's individual learning needs are addressed. Additionally, we leverage our teacher evaluation tool, the Marshall Rubric, which outlines specific areas of focus for each phase of the school year in 6-8 week cycles. These cycles are centered on research-based instructional practices from Culturally Responsive Teaching and Teach Like a Champion, ensuring our educators are continuously improving and implementing effective teaching strategies.

KEY ELEMENT 2 – DATA DRIVEN INSTRUCTION AND TALENT DEVELOPMENT

Our school prioritized the use of data to inform instructional practices and make evidence-based decisions, creating an environment where educators were equipped to meet the diverse needs of our scholars. We emphasized data tracking and mastery of priority standards, setting clear conditions for monitoring student progress. Professional Learning Communities (PLCs) were instituted and grounded in data analysis through the study of student work, reteach planning, and the practice of lesson delivery. By continually assessing student performance, we used data from the previous year to identify skill and mastery gaps, which informed the formation of small groups for targeted instruction. This approach was further supported by after-school tutoring and Saturday school sessions, providing additional practice opportunities for students.

To enhance our data-driven practices, we provided over 40 hours of professional development to train teachers on how to study and analyze student work. This training helped educators celebrate progress and address student misconceptions and learning gaps in real time through strategic reteaching. Our commitment to recruiting and developing talented staff and leaders was evident through targeted professional development, ensuring educators were well-prepared to deliver high-quality instruction. We communicated data clearly and frequently with students and families, fostering a collaborative and transparent educational environment.

KEY ELEMENT 3 – FAMILY AND COMMUNITY ENGAGEMENT

We recognized the importance of involving parents, families, and the broader community in the educational process. Through the Full-Service Community Schools model, we offered comprehensive support and resources that extended beyond the classroom. This holistic approach fostered strong partnerships and ensured that students received the necessary support for their overall well-being and success. Inspired by the Children's Aid Society (CAS), CCSP was founded as a full-service community school. CCSP opened early, closed late, operated on weekends and during the summer, and provided a range of services and activities designed to remove barriers to learning and promote student and family success.

CCSP focused on delivering rigorous daily instruction, driven by our curriculum and assessments aligned with New Jersey Student Learning Standards. With a longer school day and school year than traditional public schools, CCSP emphasized educational excellence. As a community school created by local community leaders, engaging and serving families and the community is essential to our mission. CCSP utilized dozens of community partners to enhance our core academic goals and support our mission as a Community School. We offered extended hours and expanded learning opportunities, including after-school academic tutoring and Saturday Academy instruction, to continue to address learning loss associated with the COVID-19 pandemic and be responsive to student and family needs. Strategic partnerships with organizations like William Paterson University and the Paterson Museum provided additional classroom resources. We also supported student and family wellness through services like eye exams, dental exams, hearing screenings, fitness classes, health fairs, and a student garden integrated into the curriculum.

- c) If applicable, provide information regarding the school’s unique academic goals related to the school’s mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school’s original charter application.

Guidelines

- All goals must be SMART, e.g., specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Table 3: Format

Goal	By the end of the academic year, 75% of students in grades 3-8 who are currently in the lowest 20th percentile in reading and math will show a 25% growth in their scores.
Measure	The progress will be measured by a reduction in the number of Tier 3 students by 25%, as evidenced by program benchmark assessments conducted at the beginning and end of the year.
Target	Tier 3 students in Reading and Math, specifically those identified as being in the lowest 20th percentile at the beginning of the academic year.
Actual Outcome	At the beginning of the year (BOY), 65% of students were in Math Tier 3, which decreased to 26% by the end of the year (EOY), reflecting a 60% decrease. For Reading, 63% of students were in Tier 3 at the BOY, which decreased to 34% by the EOY, indicating a 46.03% decrease. Goal has been met.

Goal	By June 30th, at least 50% of faculty and staff will be proficient in recording pertinent data and using it regularly for planning, reassessment, and instruction. Additionally, 100% of PLC and Professional Development meetings will include agendas and minutes that reflect discussions centered on data analysis.
Measure	Percentage of faculty and staff who demonstrate proficiency in recording and regularly utilizing pertinent data for planning, reassessment purposes, and teaching.
Target	All faculty and staff members at CCSP.

Actual Outcome	100% of PLC (Professional Learning Community) and Professional Development Meetings have agendas and minutes that reflect data discussions, indicating a systematic approach to data utilization. Goal has been met.
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Goal	A minimum of 95% of staff, 90% of scholars, and 15% of parents will complete an end of year survey and evidence of three areas of improvement from the mid year survey will have been addressed.
Measure	Measure the percentage of staff, scholars (students), and parents who complete the end-of-year survey. Staff Completion Rate: 95% of staff members complete the survey. Scholar (Student) Completion Rate: 90% of scholars complete the survey. Parent Completion Rate: 15% of parents complete the survey.
Target	Staff, students and families.
Actual Outcome	The survey completion rates among different groups are as follows: 95% of staff , 90% of scholars (students) and 15% of families. Goal has been met.

1.2 Curriculum

- a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

1.3 Instruction

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

High-quality instruction at our school is characterized by a student-centered approach that emphasizes rigorous academic standards, differentiated instruction, and ongoing formative assessment. Teachers set and communicate clear, measurable goals for student learning while employing evidence-based strategies to engage and challenge students at their individual levels. Instruction is dynamic and interactive, utilizing a variety of teaching methods to cater to diverse learning styles and accommodate the needs of students with IEPs, 504 plans, and ELL requirements. For students with IEPs and 504 plans, instruction is tailored to implement individualized accommodations and modifications, ensuring equitable access to the curriculum and support for their unique needs. ELL students receive targeted language support, including sheltered instruction and scaffolding strategies, to enhance their comprehension and participation. Lessons are adapted to provide appropriate levels of support and challenge for all students, while regular use of formative assessments allows teachers to monitor progress and adjust instruction accordingly. Data-driven decision-making helps identify and address learning gaps, with a focus on ensuring that interventions are effective for students with diverse needs. Continuous professional development ensures that teachers stay updated on best practices and innovative teaching strategies, including those specific to special education and language acquisition. Collaborative learning opportunities are emphasized to promote critical thinking and problem-solving skills across all student groups.

- b) Provide a brief description of the school's common instructional practices.

Our school's common instructional practices include standards-based planning, where lessons and units are designed based on state and national standards to ensure alignment with curriculum goals. Classrooms are vibrant with activities that promote student engagement, such as group projects, discussions, and hands-on experiments. Technology is integrated into lessons through tools like interactive whiteboards, educational software, and online resources. Scaffolded instruction provides support structures to help students gradually achieve independence in learning. Culturally responsive teaching ensures that instruction is inclusive and respectful of diverse cultural backgrounds, making all students feel valued and understood. Continuous feedback is provided to students, who are also encouraged to reflect on their learning to foster growth.

- c) 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?

To address the learning loss resulting from the COVID-19 pandemic, our school has implemented a range of targeted intervention programs. These include after-school tutoring sessions, a Saturday learning program that focuses on key academic subjects, summer enrichment programs that provide extended learning opportunities, and small group tutoring tailored to individual needs, all supported in part by the NJDOE tutoring grant. We use frequent assessments, such as bi-weekly quizzes and monthly diagnostic tests, to identify learning gaps and monitor student progress effectively. Our teachers have received specialized training on differentiation strategies, including workshops on effective scaffolding techniques, remediation strategies for students who need additional help, and acceleration methods for advanced learners. To support mental health, we have established a school counseling program offering individual and group therapy sessions, as well as partnered with local mental health organizations to provide additional resources. Strengthening communication and partnerships with families has involved regular virtual meetings and creating a comprehensive resource guide for parents to support learning at home. While we have made notable progress in addressing academic learning loss through these interventions, mental health challenges, such as increased anxiety and depression among students, continue to be a significant concern within our school community.

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

Grade	Number of students retained
K	1
1	0
2	1
3	1
4	2
5	6
6	1
7	0

8	0
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The school will support retained students by giving them priority in small group settings and collaborating with their families and previous teachers to understand the students' strengths and areas for improvement. This approach will help us provide more targeted and effective support.

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2023-2024 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.
- 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 2023-2024 NJSLA results have not been released to schools by July 15, 2024, then leave the 2023-2024 column blank.

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

Assessment	Below (%)	On (%)	Above (%)
ELA K			
ELA 1			
ELA 2			
ELA 3	86	13	1
ELA 4	91	9	0
ELA 5	91	8	1
ELA 6	95	5	0
ELA 7	75	15	10
ELA 8	78	16	6
ELA 9			
ELA 10			
ELA 11			

Assessment	Below (%)	On (%)	Above (%)
ELA 12			
MAT K			
MAT 1			
MAT 2			
MAT 3	62	26	12
MAT 4	88	11	1
MAT 5	74	23	3
MAT 6	54	31	15
MAT 7	79	20	1
MAT 8	54	23	23
Algebra I			
Geometry			
Algebra II			

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	11	32	57
ELA 1	45	19	36
ELA 2	56	14	31
ELA 3	38	31	31
ELA 4	68	14	18
ELA 5	84	11	5
ELA 6	72	17	11
ELA 7	39	22	40

Assessment	Below (%)	On (%)	Above (%)
ELA 8	68	14	18
ELA 9			
ELA 10			
ELA 11			
ELA 12			
MAT K	22	23	55
MAT 1	48	15	37
MAT 2	62	20	18
MAT 3	38	24	39
MAT 4	48	22	30
MAT 5	75	18	7
MAT 6	59	25	16
MAT 7	30	19	51
MAT 8	65	10	25
Algebra I			
Geometry			
Algebra II			

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	
Vendor and charter created	X
Combination of solely charter and vendor and charter created	

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2022-2023 Percentage of students who met or exceeded expectations	2023-2024 Percentage of students who met or exceeded expectations
ELA 3	25	36
ELA 4	27	46
ELA 5	21	23
ELA 6	20	42
ELA 7	24	41
ELA 8	32	42
ELA 9		
ELA 10		
MAT 3	15	46
MAT 4	20	36
MAT 5	10	12
MAT 6	11	5
MAT 7	5	18
MAT 8	13	4
Algebra I		
Geometry		
Algebra II		

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

To ensure progress in both subjects by grade level and by subgroup, the school has implemented several strategic measures and plans. The school utilizes detailed assessment data to monitor student performance, which helps identify areas of need and tailor instruction to address gaps. Teachers employ differentiated instruction techniques to accommodate diverse learning needs, ensuring that all students—including those eligible for free and reduced-price lunch, multilingual learners, students with disabilities, and students from various racial/ethnic backgrounds—receive the necessary support to succeed.

In addition to these measures, the school has created an instructional focus group based on learning groups to further refine and target support. This group is dedicated to analyzing data and developing strategies specific to the diverse needs of each learning group. The school invests in professional development focused on culturally responsive teaching and inclusive practices, equipping educators to address the unique needs of different subgroups effectively. Targeted interventions are designed for specific groups requiring additional support, such as specialized language support for multilingual learners and individualized education plans for students with disabilities.

Family and community engagement is actively promoted through regular communication, workshops, and resources to help families support their children's academic progress. Additionally, the school conducts regular evaluations of its strategies and interventions, making data-informed decisions to refine practices and ensure continuous improvement. By prioritizing equity and allocating resources effectively, the school aims to foster an inclusive and supportive learning environment that promotes progress for all students, regardless of their background or individual needs.

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

Grade Band	Subject	Diagnostic	Formative	Summative
K-2	Math	i-Ready	Fluency Checks i-Ready MOY	Unit Assessments
	Literacy	i-Ready	Exit Tickets i-Ready MOY	Unit Assessments
K-4	Math	i-Ready	Exit Tickets i-Ready MOY	Unit Assessments
	Literacy	i-Ready	Exit Tickets i-Ready MOY	Unit Assessments
5-8	Math	i-Ready	Exit Tickets Quizzes i-Ready MOY	Unit Assessments

	Literacy	i-Ready	Exit Tickets Quizzes i-Ready MOY	Unit Assessments
	Science	Unit Pretest	Exit Tickets Quizzes	Unit Assessments
	Social Studies	Unit Pretest	Exit Tickets Quizzes	Unit Assessments

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

The results from the assessments were used in multiple ways to improve instructional effectiveness and student learning. Teachers analyzed assessment data to identify student strengths and areas for improvement, allowing them to tailor their instruction to meet specific needs and ensure targeted, effective lessons. By celebrating student growth, teachers created a positive learning environment that motivated students, building their confidence and encouraging continued effort. Assessment data also highlighted effective instructional strategies, which teachers shared with colleagues, fostering a culture of continuous improvement and innovation. Providing feedback based on assessment results enabled students to understand their mistakes, revise their work, and develop a deeper understanding of the material, promoting a growth mindset. School leaders used assessment data during leadership team meetings to identify areas for additional support and training, ensuring that professional development activities were relevant and addressed instructional needs. Assessment data also guided the setting of school-wide priorities, focusing resources on areas with the most significant impact on student learning outcomes. Data from assessments informed teacher observations and coaching sessions, providing targeted feedback and support to refine instructional practices. At the district level, assessment data was reviewed during monthly Academic Progress Monitoring meetings, helping leaders identify trends and challenges across grades and implement strategic interventions to support specific grade teams in achieving their academic goals. By systematically using assessment data in these ways, the school continuously improved instructional effectiveness and enhanced student learning outcomes.

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

After thoroughly vetting several blended learning platforms, we selected i-Ready as our K-8 diagnostic tool for ELA and math. The detailed student-level data provided by each diagnostic assessment, along with the accompanying Common Core-aligned reteach materials, have become valuable additions to our assessment model. With i-Ready, we can consistently track student growth over the school year and year over year. In addition to i-Ready, we also develop our own Quizzes and Quarterly Assessments. These assessments are designed to evaluate each standard through various methods and levels of rigor. The Quarterly Assessments are cumulative, allowing us to track growth in standard mastery and content retention over time.

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

In our analysis, we compared student performance on locally administered assessments, such as i-Ready diagnostics, Mid Quarter Quizzes, and Quarterly Assessments, with their results on the New Jersey Student Learning Assessments (NJSLA). We observed that students generally performed better on the i-Ready assessments than on the NJSLA, possibly due to i-Ready's adaptive nature, which tailors questions to individual ability levels, providing a more personalized assessment experience. Additionally, the cumulative Quarterly Assessments revealed retention issues not always apparent in NJSLA scores. Students showed stronger mastery of content immediately after instruction but struggled with retention over the longer term, as indicated by lower performance on cumulative assessments.

A notable difference between the assessments is that while internal assessments included only one writing task, the NJSLA encompasses a broader variety of item types, including multiple-choice questions, short-answer questions, and extended-response items. This variety in the NJSLA contributes to a more comprehensive evaluation of students' abilities and may account for the observed performance differences. Test anxiety during the NJSLA, due to its high-stakes nature, may also negatively impact performance compared to more familiar, lower-stakes local assessments. Although both i-Ready and NJSLA align with Common Core standards, the NJSLA often includes a higher level of rigor and a wider range of item types, contributing to differences in student performance.

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

To ensure transparency and foster a collaborative approach to student achievement, we have implemented several key strategies for disseminating and making assessment results accessible to stakeholders. Families receive detailed bi-weekly progress reports via email, which include updated grades, attendance records, and teacher comments, highlighting specific areas of improvement and continued focus. Quarterly report card conferences provide an opportunity for in-depth discussions between families and teachers about academic performance, strengths, and areas needing improvement.

In the classroom, data walls are used to visually track student progress on key learning objectives, such as math skills, creating a clear representation of each student’s achievements. Weekly Community Meetings are dedicated to celebrating student milestones, with special recognition for significant improvements and accomplishments, fostering motivation and engagement. Teachers leverage assessment data to highlight successful practices, celebrate student growth, and provide constructive feedback, allowing students to revise their work and improve their performance. Board members receive monthly data updates that include aggregated information on student performance and progress towards school-wide goals, ensuring they are informed about key developments. Within the school, leaders review school-wide data during leadership team meetings to guide professional development, set priorities, and inform teacher observation and coaching, ensuring that strategies are aligned with student needs and school objectives.

1.5 Organizational Capacity - School Leadership/Administration

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

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Irakadeem Griffith	CEO	07/01/2023	210,000

Administrator Name	Title	Start Date	Annual Salary
Andre Smith	School Leader	7/14/2023	140,000
Madhuri/Naga Philkhana	Assistant Principal	8/26/2019	123,806
Kenneth Ellerbee	Assistant School Leader	7/14/2023	110,000
Thomas O'Grady	Assistant School Leader	8/14/2023	115,000
Natividad Gomez	Assistant Principal	8/01/2022	115,000
Nailah Davis	Instructional Leader	9/27/2023	81,050
Georgeann Sampson	Instructional Leader	4/15/2024	105,000
Iver Peterson	Dean of Students	9/1/2015	107,465
Angel Solis	Dean of Students	08/19/2019	105,000
Tiara Williams	Dean of Students	8/14/2023	105,000
Sandy Orozco	Comptroller	11/07/2022	123,6000
Chelliah Phillips	Director of Operations	10/02/2023	110,000
Renee Richards	Talent Manager	8/14/2023	90,000

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

- 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)	91.77%
Elementary School Attendance Rate (grades K-5)	91.78%
Middle School Attendance Rate (grades 6-8)	91.80%

High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	25:1

- 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 between July 1, 2023, to July 1, 2024	64.15%
Total Staff Retention Rate from July 1, 2023, to July 1, 2024	65.18%
Frequency of teacher surveys and date of last survey conducted	Quarterly - March 22, 2024
Percent of teachers who submitted survey responses	60.38%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	85%

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

- Support
- Collaboration
- Development of Teachers

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

- Teacher Flexibility
- Salary Adjustments (increases)
- Consistency with curriculum resources and tools

- d) Fill in the requested information below regarding the school's discipline environment in 2023-2024. If the suspensions and expulsions in 2023-2024 increased or decreased by ten percentage points or more than those in 2022-2023, please describe the reasons for the change below the table.

Table 9: Discipline Environment 2023-2024

Grade Level	Number of students enrolled as of Oct. 15, 2023	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	99	0	0
1	102	11	0
2	100	3	0
3	102	8	0
4	100	16	0
5	95	22	0
6	104	26	0
7	106	26	0
8	100	44	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	2
Frequency of parent/guardian surveys	2
Date of last parent/guardian survey conducted	6/24/2024

Percent of parents/guardians completing the survey (consider one survey per household)	70%
Percent of parents/guardians that expressed satisfaction with the overall school environment	85%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Positive Communication:** Multiple comments highlight effective and informative communication between the school and parents, including newsletters and open-door policies.
 - Optimism for the Future:** A positive outlook for the school's future and acknowledgment of its current turnaround.
 - Teacher and Staff Appreciation:** Consistent praise for teachers and staff for their caring, helpful, and pleasant attitudes.
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- Technology Utilization:** There is an inconsistency in the use of communication tools like Class Dojo (communication platform) among teachers.
 - Teacher Commitment:** Emphasis on the importance of hiring teachers who are genuinely committed to student development and success.
 - Parental Engagement:** A call for more content workshops to support and involve parents in the educational process.
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2023-2024 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.
- During the 2023-2024 school year we held numerous family engagement events that strengthened the connection between school and family. Some of these events included:
 - Quarterly Award Ceremonies (in-person)
 - 21st CCLC Monthly Attendance Award Ceremonies (in-person)
 - Coffee and Conversations: Family Engagement Events (in-person)
 - Report Card Conferences (in-person and virtual)
 - Monthly Home School Council Meetings (in-person)
 - Town Hall Family Engagement Meetings (virtual)
 - End of year Graduations (in-person)
 - Strengthening Families Program through Children's Aid & Family Services (in-person)
 - Saturday Signature Family Engagement Events (in-person)
 - Fall Festival
 - Holiday Festival
 - Winter Festival
 - Spring Health Fair

- Spelling Bee
- Mother's Day Brunch
- Father's Day Celebration
- End of Year Carnival

- 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.
- **Home School Council Meetings (in-person)** - Our Home School Council is run by our parents with the support of our Community Schools Department. Home School Council reaches out to parents monthly to attend regular meetings, express any concerns with their scholar's education, and also participate in workshops on topics such as finance and child advocacy.
 - **Strengthening Families (in-person)** - CCSP has enrolled a number of families into the Strengthening Families program this year. The program in partnership with the Children's Aid and Family Services and the Department of Health provides comprehensive fourteen week training to families. Strengthening Families seeks to promote healthy development and the well-being of children and families who are enrolled in the child-care/family-child care setting through the Protective Factors Framework. The 5 Protective Factors are Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, Concrete Support in Times of Need and Social and Emotional Competence of Children.
 - **Teacher Appreciation Week Committee** - During Teacher Appreciation Week, families organized a series of thoughtful gestures to express gratitude for teachers' hard work. Throughout the week, teachers were treated to a variety of kind and appreciative acts, including special lunches and heartfelt notes from families, ensuring they felt valued and recognized for their dedication.
- 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

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Passaic County Community College	Provide student volunteers to help us implement parent programming, build community, and foster college awareness.	5 students and 1 staff member. A total of 4 hours a month

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
William Paterson University	Provide student volunteers to help us implement programming, build community, and foster college awareness.	1 staff member and 2 students for a total of 2 hours a month

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
New Jersey Community Development Corporation (NJCDC)	NJCDC is the school's founding organization and provides ongoing support in a number of ways. This includes assigning 5 AmeriCorps members to assist with school activities; providing volunteers for events through the Paterson Youth Council; and by providing a range of services to address parental needs through NJCDC's Neighborhood Help Center. NJCDC is also part of the School's Community Advisory Board and provides guidance regarding the Full Service Community Schools concept.	800 hours a month 5 AmeriCorps Members
Oasis – A Haven for Women & Children	This organization provides CCSP with key parent and family workshops, including sessions for non-native English speaking families and SEL skill-building as well as connecting our families to local services (e.g. domestic violence resources in Paterson). Donates clothing and food to our families. Serves on our Community Advisory Board.	5 hours a month 2 staff members
CUMAC	With the support of CUMAC, the largest food pantry in Paterson, we are able to take a service-learning	2 hours a month 2 staff members

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
	approach during the school year with our 8th-grade students. Students are able to volunteer at CUMAC and support sorting fruits and vegetables for Paterson residents in need. CUMAC also provides the school with key information on how families have the opportunity to receive free groceries once a month through a scheduled appointment. Families will be assisted by a volunteer that has attended training on ACEs, trauma, and social determinants of health, conducted by CUMAC.	
St. Joseph's Regional Medical Center	St. Joseph's helps us structure the health education component of our school. They provide health screenings and workshops for parents on topics such as diabetes, healthy meals, and childhood obesity. We now offer families "Wellness Wednesdays," where we focus on different health topics each month through the partnership with St. Joseph Hospital.	5 hours a month 2 staff members
Great Falls National Historical Park and Visitors Center:	Staff from this local national park have helped us develop our civic engagement program, provide us with a curriculum to be used during the after school program, assist in developing service-learning projects, and act as a field trip site.	1 hour per month 2 staff members
Project NJ Hope	Donates after school program supplies to our students as well as provide student volunteers to assist in the implementation of key community events and student programming.	1 hour per month 1 staff member
The Community Food Bank of New Jersey	Provide 250 food boxes filled with nonperishable and fresh produce monthly.	12 hours monthly 2 staff members

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Wharton Institute for the Performing Arts	CCSP brought this organization to Paterson in 2011 and it now provides musical instruction to hundreds of students throughout the Paterson school district in addition to CCSP. Wharton's instructors have implemented an El Sistema-inspired music program at CCSP, including instruction in string, winds, brass, and percussion instruments and music theory, providing a social structure that emphasizes the values of self-confidence, respect for oneself and others, and discipline. They also assist with facilitating field trips and perform at each of our Signature events.	192 hours per month 6 staff members
The Center for Alcohol and Drug Resources - A program by the Children's Aid & Family Services	Offer the Footprints for Life an evidence-based primary prevention program that builds assets and teaches important life skills to students in grades two and three. Botvin's LifeSkills Training designed to promote mental health and positive youth development for 6th and 7th grade students. During our afterschool program they provide The 7 Habits of Highly Effective Teens where students learn to resist peer pressure, achieve goals, improve communication and build relationships with their parents. Also provide our teachers with the Nurtured Heart Approach Training.	72 hours 2 staff members

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

The partnerships described above significantly enhance the range of services CCSP offers to students and families. This aligns with our key school goal and mission to function as a full-service community school, providing diverse programs that support students in addressing challenges beyond the classroom while simultaneously strengthening families.

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	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	February, 2023
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	July, 2024
If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) (include a copy of the board's evaluation tool for this contracted organization as Appendix D and as Appendix E , include a signed, dated, CMO or EMO contract for the 2024-2025 school year.)	

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

None

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

- a. 1642.01 Sick Leave - Policy & Regulation (NEW)
- b. 2270 Religion in Schools - Policy
- c. 2419 School Threat Assessment Teams - Policy & Regulation (M) (NEW)
- d. 3161 Examination for Cause – Policy
- e. 3212 Attendance - Policy & Regulation
- f. 3324 Right of Privacy - Policy
- g. 4161 Examination for Cause - Policy
- h. 4212 Attendance – Policy & Regulation
- i. 4324 Right of Privacy - Policy

- j. 5111 Eligibility of Resident/Nonresident Students – Policy & Regulation (M)
 - k. 5116 Education of Homeless Children and Youths – Policy & Regulation
 - l. 8500 Food Services – Policy (M)
- d) What were the main strengths of the board identified in the latest board self-evaluation?
- Shared commitment to improving academic achievement
 - Diversity of experience among trustees
 - Ability of individual trustees to leverage relationships for the school’s benefit
- e) What were the three main challenges identified in the latest board self-evaluation?
- Hold administration accountable for student achievement
 - Ensure administration takes steps to fully staff school
 - Ensure administration submits all state documents timely

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
Michael DeBlasio	7/27/2023	6/30/2025	Board President	mdeblasio@njcdc.org	11/16/2011	Gov 1: 2/7/2012 Gov 2: 1/1/2013 Gov 3: 6/30/2015 Gov 4: 6/10/2022 6/30/2024
Dr. Tiffany McBride	7/6/2022	6/30/2024	Vice President	tiffanymcbride168@gmail.com	7/20/2016	Gov 1: 8/31/2016 Gov 2: 2/17/2018 Gov 3: 6/21/20 Gov 4: 6/21/2020 2/28/2023

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Marqweesha Guthrie	7/6/2022	6/30/2024	Board Member	marshg30@gmail.com	7/1/2019	Gov 1: 9/28/2020 Gov 2: 6/15/2021 Gov 3: 6/20/2022 Gov 4: 6/8/2023
Boris Zaydel	7/27/2023	6/30/2025	Board Member	bzaydel@gmail.com	8/3/2016	Gov 1: 10/10/2016 Gov 2: 7/3/2018 Gov 3: 6/24/2019 Gov 4: 6/13/2022 2/3/2024
David Gelman	7/6/2022	6/30/2024	Board Member	dgelman@njcdc.org	9/2/2022	Gov 1: 4/5/2023 Gov 2: 2/3/2024
Shana Manradge	7/6/2022	6/30/2024	Board Member	shanamanradge@gmail.com	10/14/2022	Gov 1: 10/30/202 Gov 2 : 2/3/2024
Sophia Mason-Sample	7/27/2023	6/30/2025	Board Member	sdmasonsampl@gmail.com	12/9/2015	Gov 1: 6/10/2016 Gov 2: 10/27/2016 Gov 3: 10/15/2018 Gov 4: 6/7/2022 2/3/2024

- 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://ccsp.org/files/?term_id=44

- 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 2024**
- d) Pursuant to N.J.S.A. 18A:36A-15, *Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. If this policy is posted on the charter school's website, provide the hyperlink also.
https://ccsp.org/files/?term_id=43

Access and Equity

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

4.1 Access and Equity

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

Table 15: School Year 2023-2024 Application Process Timeline

Date the application for school year 2023-2024 was made available to interested parties	12/01/2022
Date the application for school year 2023-2024 was due back to the school from parents/guardians	04/03/2023
Date and location of the lottery for seats in school year 2023-2024	04/04/2023

- b) Provide the URL to the school's application for prospective students for school year 2024-2025. As **Appendix G**, provide copies of the 2023-2024 and 2024-2025 initial application in as many languages as available.

English - <https://registration.powerschool.com/family/gosnap.aspx?action=38556&culture=en>

Spanish - <https://registration.powerschool.com/family/gosnap.aspx?action=38556&culture=es>

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

www.ccsp.org

- 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 years school year 2023-2024 and school year 2024-2025 were available prior to the enrollment lottery.

- CCSP Website
 - Facebook
 - Instagram
 - Twitter
 - Flyers were delivered and mailed to Paterson day care centers
 - Marketing mailing to Paterson residents
 - Television ad commercials
 - Banners displayed throughout city of Paterson
 - Local media ads
- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2023-2024.
- g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.

Table 16: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2023-2024	Number of students enrolled in school year 2023-2024 who continued enrollment in school year 2024-2025
K	5	3	96
1	10	6	91
2	6	6	95
3	3	6	92
4	4	2	97
5	5	5	96
6	6	11	100
7	4	4	103
8	9	3	97

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2023-2024	Number of students enrolled in school year 2023-2024 who continued enrollment in school year 2024-2025
9			
10			
11			
12			

- 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	Community Charter School of Paterson Middle School
Site address	8 Morris Street, Paterson NJ 07501
Facility lease information	8 Morris Street, Paterson NJ 07501
Landlord name	8 - 14 Morris Street LLC
Lease commencement date	June 1, 2020
Lease termination date	June 30, 2040
2024-2025 annual lease cost	\$1,109,406
Facility mortgage/bond information	N/A
Purchase date	N/A

Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Community Charter School of Paterson Elementary School
Site address	75 Spruce Street, Paterson NJ 07501
Facility lease information	75 Spruce Street, Paterson NJ 07501
Landlord name	75 Spruce Street Development Inc.
Lease commencement date	September 1, 2008
Lease termination date	June 30, 2037
2024-2025 annual lease cost	\$828,467
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Community Charter School of Paterson Admin Offices
Site address	32 Spruce Street Paterson NJ 07501
Facility lease information	75 Spruce Street Paterson NJ 07501
Landlord name	New Jersey Community Development Corporation
Lease commencement date	September 1, 2008
Lease termination date	Annual
2024-2025 annual lease cost	\$210,661
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	N/A
Latest date of appraisal	N/A
Appraised value of property	No Appraisal as of yet
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	\$2,148,534
Total lease amount budgeted for 2024-2025	\$2,148,534

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2024-2025	N/A

Mortgage payment interest budgeted for 2024-2025	N/A
--	-----

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

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.
- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.
- c) As **Appendix J**, provide the board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 20: Appendix File Naming Convention

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

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

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

Appendix 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. Once signed, save the document as a .PDF file named “Appendix A Statements of Assurance” and upload it to Homeroom. See page 2 of the annual report template for submission details.



APPENDIX A

Statements of Assurance

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers 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.	X
Background Checks; Fingerprinting 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 esq.</i>	X
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	X
Student Disciplinary Code 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.	
Provision of Services 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.	X

Statement	Confirm Compliance (Add ✓ or X)
Facility Location 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.	X

School Official/School Lead

Signature of School Official (School Lead): 

Date: 7/31/2024

Print/Type Full Name: Ira Griffith

Title: Chief Executive Officer

Signatory Office (President, Board of Trustees)

Signature: 

Date: 7/31/2024

Print/Type Full Name: Michael DeBlasio

Title: Board President



APPENDIX B

Board Self Evaluation Tool

School District Board Self Evaluation

NJSBA



Congratulations! You and your board have recognized the importance of assessment and accountability by participating in a self-evaluation. You are sending a clear signal to the community and staff about the importance of evaluation -- "you are practicing what you preach." **This process will assist your board in its continuing commitment to focus on and increase student achievement.**

GENERAL INSTRUCTIONS

1. **Board Members** should complete both top and bottom indicators about the board and board member, placing a check in the appropriate column and then provide comments and/or examples that illustrate your ratings. Completing both indicators allows you to evaluate your own performance and to view your contribution to the effective functioning of the board as a whole.
2. **Administrators** completing this form should fill out **ONLY the top indicator, *About the Board.*** In completing the form, place a check in the appropriate column and then provide comments and/or examples that illustrate your ratings.
3. **Comments** are important and will be compiled and shared with the board. They provide a clear explanation for your ratings. Remember that you are evaluating the board, as a whole, **during the past 12 months**, not individual occurrences or individual members. Therefore your responses and comments should be based on how you see the total board performance during that period.
4. **Challenges** These sections should be completed by everyone who fills out a self-evaluation. The last page of the evaluation consists of two open-ended questions that give you the opportunity to address the future of your district, by highlighting the challenges you face and identifying possible solutions. Please limit yourself to the three most important issues.

Your Field Service Representative will meet with the board to share the strengths and areas of concern identified by the evaluation. This will assist your board, utilizing the results of this evaluation in developing the board professional development improvement plan. This plan must be directed toward increasing your knowledge and skills in policy making and board governance.

Service does not stop there, however. Your FSR will facilitate workshops and retreats and provide the necessary training -- **all as part of your association dues.**

School District Board Self Evaluation

NJSBA



QUANTIFICATION OF RELATIVE VALUE

One method of establishing a benchmark for your performance growth and improvement is to evaluate the relative importance you 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 your board's overall effectiveness and success?

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

*****Please complete this section first*****

	Vital 4	Very Important 3	Somewhat Important 2	Not Important 1
I. PLANNING: The board is a planning body, focusing on the district mission and goals.				
II. POLICY: The board is a policy-making body, focusing on the development, review and revision of policy.				
III. STUDENT ACHIEVEMENT The board requires written curriculum and systematic evaluation that is focused on student achievement.				
IV. FINANCE: The board provides financial oversight for budget development and evaluation, program support and equity.				
V. BOARD OPERATIONS: The board operates through bylaws and effective meeting procedures, using collaborative decision-making skills.				
VI. BOARD PERFORMANCE: The board exhibits good boardsmanship in areas of confidentiality, listening skills, preparedness, conflict management.				
VII. BOARD / CEO RELATIONSHIPS: The board respects the differences in roles and responsibilities, maintaining good communication and interaction between the board and the CEO.				
VIII. BOARD / STAFF RELATIONSHIPS: The board has effective personnel policies and supports staff development related to student achievement and recognition of staff accomplishments.				
IX. BOARD AND COMMUNITY: The Board effectively represents and communicates with the public, involving the community in district planning.				

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

I. PLANNING

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. with broad community input, established a district wide mission and multi-year plan for education.					
2. plans, and collaboratively sets district and board goals and establishes priorities annually.					
3. reviews Action Plans developed to support the goals.					
4. regularly monitors progress towards achieving the district's vision, mission and goals making adjustments as needed.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. participate fully in the district planning process.				
B. recognize the importance of meaningful public participation in the planning process.				
C. support the district vision, mission and goals.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

II. POLICY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. operates as a “policy-making body.”					
2. develops broad policies that give the administration sufficient authority and latitude to manage the day-to-day operations.					
3. uses written policies as the framework for our decision-making process.					
4. reviews and updates the policy manual regularly as required by NJQSAC insuring that our bylaws, policies and procedures reflect current regulatory, and statutory requirements.					
5. ensures that the administration develops appropriate procedures and regulations to implement the board’s policy intent.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am familiar with the board’s policies.				
B. use board policy as a basis for decision-making.				
C. leave policy implementation to the administrative staff.				
D. avoid involvement in day-to-day operations of the district.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

III. STUDENT ACHIEVEMENT

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. determines the district educational goals with input and data from administration.					
2. requires written curriculum with specific evaluation components in accordance with all statutes.					
3. requires systematic evaluation of and feedback on the instructional program.					
4. uses the expertise of the professional staff, in development of curriculum, insuring it is focused on student achievement.					
5. monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data.					
6. sets high standards for <u>all</u> students based on multiple, assessment measures.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am involved in determining district educational goals.				
B. am aware of the community's educational aspirations.				
C. focus on improving student achievement as a basis in my educational decision-making.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IV. FINANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. exercises financial oversight of all aspects of district operations in accordance with statutes.					
2. provides policy guidelines and parameters, related to our goals, for budget development/evaluation.					
3. requires that all requests for unbudgeted expenditures be accompanied by specific indication of need and funding sources.					
4. balances the educational needs of students with the impact of budgetary increases.					
5. reviews, understands and evaluates all financial reports to ensure that all educational dollars are used in an efficient and effective manner.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. understand the relationship between our budget and our district's goals.				
B. understand and participate in our district's budgeting process.				
C. understand and review the monthly reports.				
D. understand and review the results of the annual audit.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

V. BOARD OPERATIONS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. holds our meetings in compliance with applicable statutes, policies and bylaws.					
2. provides a climate that allows free, open and orderly discussion by all members at our meetings.					
3. develops and utilizes skills in teamwork, consensus building, collaborative problem solving and decision making.					
4. uses good decision-making processes, acting only after all appropriate information has been received and studied.					
5. acts only after giving administration time to gather information and make recommendations.					
6. respects the administration's leadership by thoughtfully deliberating on recommendations.					
7. provides time, funding and opportunity for orienting and updating our members on local, county, state and federal levels in accordance with statutory travel regulations.					
Our board method of governance:					
8. contributes to the overall effectiveness and efficiency of the board.					
Our board method of governance:					
9. has clearly defined bylaws.					
Our board method of governance:					
10. lessens the total work of board members.					
Our board method of governance:					
11. ensures appropriate communication to the board.					
Our board acts as: <u>CIRCLE ONE</u> a board of the whole OR with specific board committees					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. introduce new issues through the agenda process, allowing sufficient time for appropriate study.				
B. recognize the importance of teamwork, problem solving and effective decision-making.				
C. attend workshops to increase my effectiveness as a board member.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VI. BOARD PERFORMANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board Members:					
1. recognize that authority rests with the board as a whole, sitting in a legally authorized board meeting.					
2. make every effort to attend all board meetings, coming prepared and having done their homework.					
3. recognize the need for, and the importance of, confidentiality.					
4. work together in an atmosphere of mutual trust and respect.					
5. ensure that all members have input into decisions.					
6. avoid even the appearance of impropriety or conflict of interest.					
7. operates in accordance with the board member's Code of Ethics and the Ethics Act.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make no personal promises nor take any private action.				
B. make every effort to attend all meetings, having done my homework and prepared to contribute.				
C. maintain the confidentiality of board proceedings.				
D. am respectful of everyone at our meetings and I listen with an open mind.				
E. adhere to ethical standards.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VII. BOARD/CEO RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. respects the management responsibilities and administrative prerogatives of the CEO.					
2. works with the CEO in a spirit of mutual trust and confidence.					
3. maintains ongoing open lines of communication, and observes the chain of command.					
4. keeps the CEO informed about community/school issues and aspirations.					
5. conducts a comprehensive and fair annual evaluation of the CEO in accordance with statute and code as per NJQSAC.					
6. works with the CEO to develop performance objectives for evaluation that are consistent with district goals and in compliance with district policy.					
7. requires regular dialogue on progress towards district goals and objectives, student achievement and feedback on performance.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. respect the management responsibility of the superintendent.				
B. observe the chain of command.				
C. participate fully in the CEO evaluation process approaching the task of evaluation fairly and diligently.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VIII. BOARD/STAFF RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. provides effective personnel policy direction and oversight.					
2. recognizes the importance of staff development and provides the necessary time and funds.					
3. provides for public recognition of staff achievements.					
4. treats district staff with courtesy and respect, recognizing that the appropriate channel for board/staff communications is through the CEO.					
5. ensures that our actions and decisions are quickly and effectively communicated to the staff.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. communicate all concerns about staff members to the CEO.				
B. use and enforce the chain of command.				
C. attend school and community activities.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IX. BOARD AND COMMUNITY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. acts as representatives for every child in our school district.					
2. anticipates community issues and trends affecting our district.					
3. encourages community involvement in the district.					
4. promotes community use of school facilities.					
5. builds partnerships with the community, business and governmental leaders.					
6. provides opportunity for meaningful parental involvement.					
7. has an effective community relations program.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make my decisions based on what is best for every child in the entire district.				
B. listen to, and consider, community input while guarding my statutory decision-making authority.				
C. promote the positive image of the district within the community.				

COMMENTS AND EXAMPLES:



IDENTIFYING THE CHALLENGES FACING YOUR DISTRICT

Recognizing that our board's highest priority is to improve student achievement, what are the major challenges currently facing our district?

- 1.
- 2.
- 3.

In maintaining our appropriate role as a policy making body through effective oversight, what specific areas of board governance require additional focus and training?

-
-
-



APPENDIX C

School Leader Evaluation Tool

Principal Evaluation Rubrics

by Kim Marshall – Revised July 31, 2017

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:

- A. Strategy
- B. First Things First
- C. Curriculum and Data
- D. Talent Development
- E. Culture
- F. Management

The rubrics use a four-level rating scale with the following labels:

4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. The rubrics are not checklists for school visits. To knowledgeably evaluate a principal at the end of a school year, a supervisor needs to have been in the school frequently, had lots of formative feedback conversations, and looked at numerous artifacts. It is irresponsible to fill out the rubrics based on 1-2 visits and without ongoing dialogue.

3. The rubrics cover principals' actions, not their personal qualities. Underlying these 60 manifestations of leadership are the principal's vision, firm beliefs, access to research and a network of support, interpersonal and communication skills, cultural competence, courage, decisiveness, resilience, and wisdom.

4. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

5. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

6. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

7. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 and 10 for a spreadsheet of all six domains and details of one).

A. Strategy

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Team	Recruits a strong and diverse leadership team and develops its skills and commitment to a high level.	Recruits and develops a diverse leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating: _____ **Comments:** _____

B. First Things First

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures, student discipline, and cultural competence.	Makes sure staff know what is expected for management procedures, student discipline, and cultural competence.	Periodically reminds teachers of policies on management procedures, student discipline, and cultural competence.	Is constantly reminding and correcting staff about management, student discipline, and cultural competence.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Overall rating: _____ **Comments:** _____

C. Curriculum and Data

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Expectations	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating: _____ **Comments:** _____

D. Talent Development

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Meetings	In plenary staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses plenary staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms almost every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating: _____ **Comments:** _____

E. Culture

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline, cultural competence, and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management and cultural competence.	Urges teachers to get better at classroom management and be culturally competent.	Does little to build teachers' skills in classroom management and cultural competence.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Informs parents of the grade-level learning expectations and ways they can help at home.	Informs parents of grade-level learning expectations.	Does not inform parents of the school's learning expectations.
h. Conferences	Orchestrates student-led report card conferences in which parents and students see specific next steps for improvement.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating: _____ **Comments:**

F. Management

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Ethics	Sets a stellar example for colleagues through impeccably ethical, professional, and culturally sensitive behavior.	Acts in an ethical and culturally competent manner and conveys the clear expectation that colleagues will do likewise.	Cuts corners and is not sufficiently attentive to standards of ethics and cultural competency, giving mixed messages to colleagues.	Acts unethically and/or in a culturally insensitive manner, setting a poor example for colleagues.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Defly handles bureaucratic, contractual, and legal issues so they rarely detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating: _____ **Comments:** _____

Evaluation Summary Page

Principal's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Strategy:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. First Things First:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Curriculum and Data:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Talent Development:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Culture:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of 11 Principals for PD Purposes

	<i>A. Strategy</i>	<i>B. First Things First</i>	<i>C. Curriculum and Data</i>	<i>D. Talent Development</i>	<i>E. Culture</i>	<i>F. Management</i>
Blenda Johnson	3	3	3	2	3	3
Henry Rodriguez	3	4	3	3	3	2
Henrietta Moreton	3	3	3	2	3	3
Priscilla Robb	4	4	3	4	4	3
Carlton Robinson	3	3	3	2	3	4
Kim Stavus	3	2	3	3	3	4
Brazil Moore	3	3	3	2	3	3
Marvin Marcus	4	4	4	4	4	4
Sartina Useem	3	3	3	2	3	3
David Boggs	3	3	3	2	3	3
Nancy Marshall	2	3	2	1	2	2

D. Talent Development

	<i>a. Meetings</i>	<i>b. Ideas</i>	<i>c. Development</i>	<i>d. Empowerment</i>	<i>e. Support</i>	<i>f. Units</i>	<i>g. Evaluation</i>	<i>h. Criticism</i>	<i>i. Housecleaning</i>	<i>j. Hiring</i>
Blenda Johnson	3	3	2	2	2	1	2	2	3	3
Henry Rodriguez	3	3	2	3	3	2	3	3	3	3
Henrietta Moreton	2	3	2	2	2	2	3	2	2	2
Priscilla Robb	4	4	2	4	3	2	3	4	4	4
Carlton Robinson	2	3	2	2	2	2	2	4	2	4
Kim Stavus	3	4	2	3	3	2	3	2	3	2
Brazil Moore	2	3	2	2	3	2	2	3	2	3
Marvin Marcus	4	4	2	3	4	2	3	4	4	4
Sartrina Useem	3	3	2	2	2	2	3	2	3	3
David Boggs	2	3	2	3	2	1	2	2	3	2
Nancy Marshall	2	2	1	1	2	1	3	1	2	1

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Acknowledgements

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APPENDIX D

Contracted Education Service Provider Evaluation Tool, if applicable

(Not Applicable)



APPENDIX E

Annual CMO or EMO Contract

(Not Applicable)



APPENDIX F

Board Policy for the Establishment of a Grievance Committee

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

TEACHING STAFF MEMBERS

3340/page 1 of 4
Grievance

3340 GRIEVANCE

Community Charter School of Paterson is committed to providing an effective way for employees to bring problems concerning violation, misinterpretation, or inequitable application of Board policies, rules and regulations, or administrative procedures to the attention of CCSP's Administration. Misunderstandings or conflicts can arise in any district and should be resolved before serious problems develop. Most incidents resolve themselves naturally; however, should a situation persist that the employee believes is detrimental to any member of the school community or himself/herself; the employee should follow the procedure described here to resolve the matter. The time limits at any step of the grievance procedure may be adjusted by mutual consent of the parties concerned or by authorization of the Chief Executive Officer (CEO)/Chief Advocate. The CEO/Chief Advocate may extend the time limitation not to exceed five working days. If it is mutually agreed upon by both parties to the grievance that any step listed below is not necessary to the presentation of the grievance, then the step(s) may be eliminated from the process.

A. Procedure for Employees who are not Represented by a Collective Bargaining Agreement

1. Step One

An employee who has a grievance shall present the matter orally and/or in writing to the immediate supervisor with the authority or responsibility to deal most effectively with the grievance. The employee shall state the remedy sought. If the problem is resolved, or no further action is necessary, the matter shall be closed.

2. Step Two

If the grievance is unresolved after step one, the employee shall file the grievance in writing with the CEO/Chief Advocate within five working days after the meeting with the supervisor.

- a. A meeting shall be scheduled within ten working days of the receipt of the written grievance. The CEO/Chief Advocate, his/her designee, and all other relevant administrators and participants requested by the employee shall be notified of the meeting date.
- b. A decision shall be made within five days from the meeting and the employee notified of the decision in writing within ten working days. If the problem is resolved, or no further action is requested, the matter shall be closed.

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

TEACHING STAFF MEMBERS

3340/page 2 of 4

Grievance

3. Step Three

If the grievance is unresolved after step two, the employee shall file the grievance in writing with the Board of Trustees within five working days after receipt of the written decision of the CEO/Chief Advocate. The written request shall be submitted to the Board President at CCSP's address (75 Spruce Street). The Board President will review the request and forward it to the Board's Grievance Committee for review and consideration.

- a. The CEO/Chief Advocate and the complainant shall prepare a written review of the grievance for the Board or its designated Board committee at least five working days prior to the date set for Board review.
- b. The Grievance Committee shall determine if the grievance shall be heard by the Board or referred to the CEO/Chief Advocate for final resolution. The complainant shall be notified of this decision in writing within ten working days of the Board review. If it is the decision of the Board to hear the grievance this notice shall include the date of the hearing. The CEO/Chief Advocate, his/her designee, all other relevant administrators and participants requested by the complainant shall be notified of the meeting date.
- c. After the meeting to hear the grievance, the complainant shall be notified in writing of the Board's decision within thirty-one days from the hearing. If the problem is resolved, or no further action is requested, the matter shall be closed.

B. Procedures for Employees who are Represented by a Collective Bargaining Agreement

1. Filing a grievance

A grievance may be filed by any individual employed by the Board or by the Association. Any grievance must be lodged at the proper initiating level within twenty-one calendar days of the happening of the event.

2. Failure to communicate a decision

Failure at any step to communicate the decision on a grievance within the specified time limitations will constitute a denial of a grievance. Failure to appeal an answer which is unsatisfactory within a specific time limitation will be deemed to constitute an acceptance of such a response as dispositive.

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

TEACHING STAFF MEMBERS
3340/page 3 of 4
Grievance

3. Informal attempt to resolve a complaint

An individual who has a complaint will discuss it first with his/her immediate supervisor in an attempt to resolve the matter informally.

4. Level one - Immediate superior

If as a result of the discussion, the matter is not resolved to the satisfaction of the complainant within fourteen calendar days, the Association will set forth the Association's grievance in writing to the immediate superior, specifying:

- a. The nature of the grievance;
- b. The nature and extent of the injury, loss, or inconvenience;
- c. The result of the previous discussion.

The Association will identify the exact clause, policy, or administrative decision which is being grieved. The Association will also attach a copy of any previous decisions. The immediate superior will communicate his/her decision to the Association in writing within ten calendar days of receipt of the written grievance.

5. Level two - Board of Trustees

If the grievance is not resolved to the Association's satisfaction, the Association, no later than fourteen calendar days after the receipt of the immediate superior's decision, may request a review by the Board of Trustees or a committee thereof. The request will be submitted in writing through the immediate superior, who will attach all related papers and forward the request to the Board. The Board, or a committee thereof, will review the grievance and will, at its option, hold a hearing with the Association and render a decision in writing within thirty calendar days of the receipt of the grievance by the Board.

6. Level three - Arbitration

In the cases of those grievances involving an alleged violation or interpretation of the express terms of this Agreement only, if the decision of the Board does not resolve the grievance to the satisfaction of the Association, notice of the intention to proceed to arbitration will be given to the Board within fourteen calendar days after the receipt of the decision which is being appealed.

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

TEACHING STAFF MEMBERS

3340/page 4 of 4

Grievance

Any such contractual grievance not resolved by timely resort to the foregoing procedure will be subject to arbitration initiated and conducted under the rules of the New Jersey Public Employee Relations Commission. Only those grievances which arise under the expressed written terms of this Agreement may be submitted to arbitration. The arbitrator will limit him/herself to the issues submitted to him/her. He/she can add nothing to nor subtract anything from nor modify the Agreement between parties or any policy of the Board. This will be given within thirty calendar days of the completion of the arbitrator's hearings. For issues of discipline, as defined in N.J.S.A. 34:13A-22, the arbitrator's decision shall be binding on both parties. For other issues, the arbitrator's decision shall be advisory only. Each party shall bear its own expenses (witnesses, attorney fees, etc.), but the expenses of the arbitrator shall be shared equally by the Association and the Board.

7. Meetings and Hearings

No meeting or hearing conducted under this procedure will be public. The only parties in attendance will be the parties in interest and their designated representatives.

8. Time Limits

Time limits may be extended upon mutual agreement in writing by the parties.

C. Recordkeeping

All records dealing with processing of a grievance shall be retained in a separate file in the office of the CEO/Chief Advocate. They shall be held in strict confidence as a protection to the individual employee and in respect to the right to privacy.

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

STUDENTS
5710/page 1 of 1
Student Grievance

5710 STUDENT GRIEVANCE

The Board of Trustees believes that students are citizens who possess the right to request redress of grievances and that students should be encouraged to respect lawful procedures for the resolution of disputes. Accordingly, the Board will establish and observe procedures by which the grievances of students will be heard.

For the purposes of this policy, a student grievance means any complaint that arises out of the acts or policies of this Board or the acts of its employees.

A student grievance will be heard in the following manner:

1. A student should first make the grievance known to the staff member most closely involved or with a guidance counselor and both shall attempt to resolve the matter informally and directly;
2. A grievance not resolved at the first step must be reduced to a written statement in which the student sets forth the specific nature of the grievance, the facts that gave rise to it, the relief sought, and the reasons why that relief is appropriate;
3. The written grievance may be submitted to the Building Principal, the Chief Executive Officer, and the Board of Trustees, in that order and within a suitable period of time to be allowed at each level for the hearing of the grievance and the preparation of a response;
4. At each step beyond the first, the school authority hearing the grievance may summon the parent(s) or legal guardian(s) of a grievant who is not an adult. The grievant may summon the assistance of his/her parent(s) or legal guardian(s) at any step;
5. A student grievance that proceeds to the Board will be determined promptly and the Board will issue a decision in no more than ten calendar days. The student will be informed of the right to appeal a decision of the Board to the Commissioner of Education.

The Chief Executive Officer shall direct all staff members to respect the right of students to seek redress of grievances by lawful procedures without fear of reprisal.



APPENDIX G

Initial Enrollment Application English & Spanish

Read-only and Hidden fields have been enabled for Preview purposes only.

Read-Only Field

Hidden Field

Lottery Application

Student Information

stu_Priority

stu_ID

Student First Name

required

Student Middle Name

Student Last Name

required

Suffix

- Select -

Date of Birth

Previous

Next

PREVIEW MODE
No Data Will Be Saved



EN

Gender required

- Select -

Student's Current Grade required

- Select -

Student's Grade during the 2023-2024 School Year required

- Select -

How did you hear about the Community Charter School of Paterson (CCSP)? (Please check all that apply):

☐ Newspaper

☐ Brochure

☐ Flyer

☐ TV Commercial

☐ Website

☐ Other

Does this student have any multiple births (twins, triplets) that would like to apply to the same school(s) and grade? required

- Select -

District of Residence

In which district does the student reside? required

Select

PREVIEW MODE
No Data Will Be Saved



EN

- Select -

Previous School Information

Has this student ever attended school before? required

- Select -

Applicant Information

Enrolled Siblings

Does the applicant have any siblings currently enrolled in the school? required

- Select -

Applying Siblings

Does the applicant have any siblings currently applying to the school? required

- Select -

Home/Residential Information

Home Phone required

XXX-XXX-XXXX

Address required

where the student resides

State required

- Select -

Zip required
XXXXX

Is the student's mailing address different than the physical address listed above? required

- Select -

Contact Information

Please provide the parents/legal guardians to be contacted for the student.

Parent/Legal Guardian 1

Title

- Select -

First Name required

Middle Name

Last Name required

Suffix

- Select -

Relationship to Student required

- Select -

Emergency Contact required

☐ Yes

☐ No

Has custody required

☐ Yes

☐ No

Can pick up student required

☐ Yes

☐ No

Lives with student required

☐ Yes

☐ No

Resides at student's main home address? required

☐ Yes

☐ No

Parent/Legal Guardian 1 Contact Information

Phone 1 Number required

XXX-XXX-XXXX

PREVIEW MODE
No Data Will Be Saved



EN

Preferred phone number.

☐ Yes

☐ No

Phone 2 Number

XXX-XXX-XXXX

Phone 2 Type

- Select -

Preferred phone number?

☐ Yes

☐ No

Email Address required

Additional Parent/Guardian

Would you like to add another parent/guardian?

☐ Yes

☐ No

Parent/Legal Guardian Signature

School treats the following signature like a signature on a paper form.

I verify the above information to be correct, and I understand that completion of this form does not guarantee placement in a school. I further understand that I cannot register my child without

PREVIEW MODE

No Data Will Be Saved



EN

I agree

required

- Select -

Electronic Signature

required

type name of Parent/Legal Guardian

Date

required

mm/dd/yyyy

Submission Confirmation Email

Please enter an email address below if you wish to receive a submission confirmation email.

Email Address for Confirmation Email

required

example@example.com

☐ Check here if you choose not to have a primary email account

Read-only and Hidden fields have been enabled for Preview purposes only.

Read-Only Field

Hidden Field

Lottery Application

Informacion del Estudiante

stu_Priority

stu_ID

Nombre del estudiante requerido

Apellido del estudiante

Segundo nombre del estudiante requerido

Sufijo

- Seleccionar -

Fecha de nacimiento

Anterior

Siguiente

PREVIEW MODE
No Data Will Be Saved



ES

Género requerido

- Seleccionar -

Grado actual del estudiante año escolar 2022-2023 requerido

- Seleccionar -

Grado del estudiante para el año escolar 2023-2024 requerido

- Seleccionar -

¿Cómo se enteró de la Community Charter School of Paterson? (Por favor marque todos los que apliquen)

☐ Periódico

☐ Folleto

☐ Volantes

☐ Comercial de televisión

☐ Sitio web

☐ Otro

¿Este estudiante tiene nacimientos múltiples (gemelos, trillizos) que le gustaría postularse para la misma escuela (s) y grado? requerido

- Seleccionar -

Distrito de residencia

Género requerido

- Seleccionar -

PREVIEW MODE
No Data Will Be Saved



ES

- Seleccionar -

Información de la escuela anterior

¿Este estudiante ha asistido a la escuela antes? requerido

- Seleccionar -

información del aplicante

Hermanos inscritos

¿El solicitante tiene hermanos actualmente matriculados en la escuela? requerido

- Seleccionar -

Hermanos solicitando

¿Tiene el solicitante algún hermano que esté solicitando ingreso a la escuela? requerido

- Seleccionar -

Inicio / Información residencial

Teléfono de casa requerido

XXX-XXX-XXXX

Dirección requerido

where the student resides

PREVIEW MODE
No Data Will Be Saved



ES

Estado requerido

- Seleccionar -

Código Postal requerido

XXXXX

¿La dirección postal del estudiante es diferente a la dirección física mencionada anteriormente? requerido

- Seleccionar -

Información del contacto

Por favor proporcione a los padres / tutores legales para que se comuniquen con el estudiante.

Padre / tutor legal 1

Título

- Seleccionar -

Primer nombre requerido

Segundo nombre

Apellido requerido

PREVIEW MODE
No Data Will Be Saved



ES

☐ Masculino

☐ Hembra

Relación con el estudiante requerido

- Seleccionar -

Contacto de emergencia requerido

☐ Si

☐ No

Tiene custodia requerido

☐ Si

☐ No

Puede recoger al estudiante requerido

☐ Si

☐ No

Vive con estudiante requerido

☐ Si

☐ No

¿Reside en el domicilio principal del estudiante? requerido

☐ Si

☐ No

Información de contacto del padre / tutor legal 1

PREVIEW MODE
No Data Will Be Saved



ES

¿Número de teléfono preferido?

☐ Si

☐ No

Número de teléfono 2

XXX-XXX-XXXX

Tipo de teléfono 2

- Seleccionar -

¿Número de teléfono preferido?

☐ Si

☐ No

Dirección de correo electrónico requerido

Padre / tutor adicional

¿Le gustaría agregar a otro padre / tutor?

☐ Si

☐ No

Firma del padre / tutor legal

La escuela trata la siguiente firma como una firma en un formulario de papel.

Verifico que la información anterior sea correcta y comprendo que completar este formulario no

estoy de acuerdo requerido

- Seleccionar -

firma electronica requerido

Escriba el nombre del padre / tutor legal

Fecha requerido

mm/dd/aaaa

Correo electrónico de confirmación de envío

Ingrese una dirección de correo electrónico a continuación si desea recibir un correo electrónico de confirmación de envío.

Dirección de correo electrónico para correo electrónico de confirmación requerido

example@example.com

☐ Marque aquí si elige no tener una cuenta de correo electrónico principal



APPENDIX H

Board Policy for Enrollment Backfilling

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

STUDENTS

5111/page 1 of 7

Eligibility of Resident/Nonresident Students

M

5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

The Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education.

Eligibility to Attend School

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1.

A child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in a time of war or national emergency shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.S.A. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

The Board shall also admit any student that is kept in the home of a person other than the student's parent or guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child in accordance with N.J.A.C. 6A:22-3.2. A student is only eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 if the student's parent or guardian files, together with documentation to support its validity, a sworn statement that he or she is not capable of supporting or providing care for the student due to family or economic hardship and the student is not residing with the other person solely for the purpose of receiving a free public education. In addition, the person keeping the student must file, if so required by the Board of Education, a sworn statement that he or she: is domiciled within the school district; is supporting the child without remuneration and intends to do so for a time longer than the school term; will assume all personal obligations for the student relative to school requirements; and provides a copy of his or her lease if a tenant, a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner. Pursuant to N.J.S.A. 18A:38-1.c., any person who fraudulently allows a child of another person to use his or her residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of his or her child to a person in another district commits a disorderly persons offense.

STUDENTS

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

5111/page 2 of 7

Eligibility of Resident/Nonresident Students

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38-1.b. if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian and the parent or 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. Eligibility under this provision shall cease at the end of the current school year during which the parent or guardian returns from active military duty.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38-1.d. if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of a student attending the school district of temporary residence. When one of a student's parents or guardians temporarily resides in the school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with the criteria of N.J.A.C. 6A:22-3.1(a)1.i.

A student is eligible to attend this school district free of charge:

1. If the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2 - Education of Homeless Children;
2. If the student is placed by court order or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2;
3. If the student previously resided in the school district and if the parent or 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, resulting in the relocation of the student out of the school district, pursuant to N.J.S.A. 18A:38-3.b. The school district shall not be obligated for transportation costs; and
4. If the student resides on Federal property within the State pursuant to N.J.S.A. 18A:38-7.7 et seq.

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES STUDENTS

5111/page 3 of 7

Eligibility of Resident/Nonresident Students

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year pursuant to N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h). If the student remains enrolled in the school district for the remainder of the school year, the school district shall provide transportation services to the student, provided the student lives remote from school, and the State shall reimburse the school district for the cost of the transportation services. Nothing in N.J.S.A. 18A:38-1.1 shall be construed to affect the rights of homeless students pursuant to N.J.S.A. 18A:7B-12, N.J.S.A. 18A:7B-12.1, or any other applicable State or Federal law.

If the district of residence cannot be determined according to the criteria contained in N.J.S.A. 18A:7B-12; if the criteria contained in N.J.S.A. 18A:7B-12 identify a district of residence out of the State; or if the child has resided in a domestic violence shelter, homeless shelter, or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child in accordance with N.J.S.A. 18A:7B-12.d.

A student's eligibility to attend this school shall not be affected by the physical condition of an applicant's housing or his or her compliance with local housing ordinances or terms of lease.

Except as set forth in N.J.A.C. 6A:22-3.3(b)1., immigration/visa status shall not affect eligibility to attend school and the school district shall not condition enrollment in the school district on immigration status. A student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111.

Proof of Eligibility

The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4. The Board of Education shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form or subset of documents without regard to other evidence presented.

The Board of Education shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school as outlined in N.J.A.C. 6A:22-3.4(d). The Board of Education may consider, in a manner consistent with Federal law, documents or

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES STUDENTS

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Eligibility of Resident/Nonresident Students

information referenced in N.J.A.C. 6A:22-3.4(d) or pertinent parts thereof if voluntarily disclosed by the applicant. The Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment.

In the case of a dispute between the school district and the parent of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the New Jersey Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.S.A. 18A:38-1.3. The NJMVC shall disclose to a school district the information requested in accordance with procedures established by the NJMVC. However, the school district shall not condition enrollment in the district on immigration status or on the fact that the NJMVC does not have the name or address of the parent on file.

Registration Forms and Procedures for Initial Assessment

Registration and initial determinations of eligibility will be in accordance with N.J.A.C. 6A:22-4.1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that are consistent with the forms provided by the Commissioner. A district-level administrator designated by the Superintendent shall be clearly identified to applicants and available to assist persons who experience difficulties with the enrollment process.

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the district's determination and an intent to appeal to the Commissioner of Education. An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed, without a hearing before the Board, if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES STUDENTS

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Eligibility of Resident/Nonresident Students

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and sixteen, applicants also shall be asked to complete a written statement indicating the student will be attending school in another school district or nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement, designated staff shall report to the school district of actual domicile or residence, or the Department of Children and Families, a potential instance of “neglect” for the purposes of ensuring compliance with compulsory education law, N.J.S.A. 9:6-1. Staff shall provide the school district or the Department of Children and Families with the student’s name, the name(s) of the parent/guardian/resident, and the student’s address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere.

Enrollment or attendance at the school shall not be conditioned on advance payment of tuition when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information. The Board of Education shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2, Education of Homeless Children. Enrollment or attendance in the school district shall not be denied based upon the absence of the certified copy of the student’s birth certificate or other proof of a student’s identity as required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.

Enrollment in the school district shall not be denied based upon absence of student medical information. However, actual attendance at school may be deferred until the student complies with student immunization rules set forth in N.J.A.C. 8:57-4.

When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student’s prior educational record. However, the applicant shall be advised the student’s initial educational placement may be subject to revision upon the school district’s receipt of records or further assessment of the student.

Notice of Ineligibility

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student’s initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4 et seq. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside. Notices of ineligibility shall include information as outlined in N.J.A.C. 6A:22-4.2.

STUDENTS
5111/page 6 of 7

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON

BOARD OF TRUSTEES

Eligibility of Resident/Nonresident Students

Removal of Currently Enrolled Students

Nothing in N.J.A.C. 6A:22 et seq. and this Policy shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.

When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board of Education for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student" (as defined in N.J.A.C. 6A:22-1.2) has been informed of his or her entitlement to a hearing before the Board of Education. Once the hearing is held, or if the parent, guardian, adult student or resident keeping an "affidavit student", does not respond within the designated time frame to the Superintendent's notice or appear for the hearing, the Board of Education shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2 Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board or a Board Committee, at the discretion of the full Board. If the hearing(s) is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. No student may be removed except by vote of the Board taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

Appeal to the Commissioner

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition which shall be filed in accordance with N.J.S.A. 18A:38-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3. Pursuant to N.J.S.A. 18A:38-1.b(1), appeals of "affidavit student" eligibility determinations shall be filed by the resident keeping the student.

Assessment and Calculation of Tuition

If no appeal to the Commissioner is filed following notice of an ineligibility determination, the Board of Education may assess tuition, for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 et seq. If the responsible party does not pay the tuition assessment, the Board of Education may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10 through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.

STUDENTS

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Eligibility of Resident/Nonresident Students

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

If an appeal to the Commissioner is filed and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a). Upon the Commissioner's finding that an appeal has been abandoned, the Board of Education may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2.

Nonresident Students

The admission of a nonresident student to school free of charge must be approved by the Board. No student otherwise eligible shall be denied admission on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship and discipline.

N.J.S.A. 18A:38-1; 18A:38-1.1; 18A:38-1.3; 18A:38-3;
18A:38-3.1; 18A:7B-12
N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22
8 CFR 214.3

Adopted:



APPENDIX I

**Appendix I valid Certificate of
Occupancy with “E” usage,
Annual Sanitary Inspection
Report with satisfactory
rating and Fire Inspection
Certificate with “Ae” code**



PATERSON DIVISION OF HEALTH
176 BROADWAY
PATERSON, NEW JERSEY 07505
973-321-1277

RETAIL FOOD INSPECTION REPORT

Name of Owner(s), Partnership or Corporation Curtis Palmer - CEO				Trade Name CCSP				Activity Type Initial				Evaluation SA Likely					
Establishment Location (Street Address) 75 Spruce Street								City Paterson				Zip Code 07621		County Passaic		Co/Mun Code 1640	
Establishment Mailing Address (if different)								Telephone No. 973-413-2057				E-mail Address					
Name of Inspecting Official C. Paterson								REHS Lic. # 15102356		Name of Health Officer P. Pascual				Risk Type 2		License No.	
TIME/ACTIVITY REPORT (Codes: 1-Travel, 2-Inspection, 3-Administration)																	
Date		Code		Began		Ended		Date		Code		Began		Ended			
11/14/23																	
FOODBORNE ILLNESS RISK FACTORS AND INTERVENTIONS																	
RISK FACTORS are improper practices identified as the most common factors resulting in foodborne illness (FBI). INTERVENTIONS are control measures to prevent FBI.																	
Mark "X" in appropriate Box: IN=In Compliance; OUT=Not in Compliance; NO=Not Observed; NA=Not Applicable; COS=Corrected On-site. R in OUT Box=Repeat Violation.																	
MANAGEMENT AND PERSONNEL																	
1 PIC demonstrates knowledge of food safety principles pertaining to this operation.										IN	OUT	N.O.	N/A	COS			
2 PIC in Risk Level 3 Retail Food Establishments is certified by January 2, 2010.										☒	☐	☐	☐	☐			
3 Ill or injured foodworkers restricted or excluded as required.										☒	☐	☐	☐	☐			
PREVENTING CONTAMINATION FROM HANDS																	
4 Handwashing conducted in a timely manner; prior to work, after using restroom, etc.										☒	☐	☐	☐	☐			
5 Handwashing proper; duration at least 20 seconds with at least 10 seconds of vigorous lathering.										☒	☐	☐	☐	☐			
6 Handwashing facilities provided in toilet rooms and prep areas; convenient, accessible, unobstructed.										☒	☐	☐	☐	☐			
7 Handwashing facilities provided with warm water; soap and acceptable hand-drying method.										☒	☐	☐	☐	☐			
8 Direct bare hand contact with exposed, ready-to-eat foods is avoided.										☒	☐	☐	☐	☐			
FOOD SOURCE																	
9 All foods, including ice and water, from approved sources; with proper records										☒	☐	☐	☐	☐			
10 Shellfish/Seafood record keeping procedures; storage; proper handling; parasite destruction										☒	☐	☐	☐	☐			
11 PHFs received at 41°F or below. Except: milk, shell eggs and shellfish (45°F)										☒	☐	☐	☐	☐			
FOOD PROTECTED FROM CONTAMINATION																	
12 Proper separation of raw meats and raw eggs from ready-to-eat foods provided										☒	☐	☐	☐	☐			
13 Food protected from contamination										☒	☐	☐	☐	☐			
14 Food contact surfaces properly cleaned and sanitized										☒	☐	☐	☐	☐			
PHFs TIME/TEMPERATURE CONTROLS																	
15 SAFE COOKING TEMPERATURES (Internal temperatures for raw animal foods for 15 seconds) Except: Foods may be served raw or undercooked in response to a consumer order and for immediate service. 130°F for 112 minutes: Roasts or as per cooking chart found under 3.4(a)2; 145°F: Fish, Meat, Pork; 155°F: Ground Meat/Fish; Injected Meats; or Pooled Shell Eggs; 165°F: Poultry; Stuffed fish/meat/or pasta; Stuffing containing fish/meat.										☒	☐	☐	☐	☐			
16 PASTEURIZED EGGS: substituted for shell eggs in raw or undercooked egg-containing foods, i.e. Caesar salad dressing, hollandaise sauce, tiramisu, chocolate mousse, meringue, etc.										☐	☒	☐	☐	☐			
17 COLD HOLDING: PHFs maintained at "Refrigeration Temperatures" (41°F)										☒	☐	☐	☐	☐			
18 COOLING: PHFs rapidly cooled from 135°F to 41°F within 6 hours and from 135°F to 70°F within 2 hours.										☒	☐	☐	☐	☐			
19 COOLING: PHFs prepared from ingredients at ambient temperature cooled to 41°F within 4 hours.										☒	☐	☐	☐	☐			
20 REHEATING: PHFs rapidly reheated (within 2 hours) in proper facilities to at least 165°F; or commercially processed PHFs heated to at least 135°F prior to hot holding.										☒	☐	☐	☐	☐			
21 HOT HOLDING: PHFs Hot Held at 135°F or above in appropriate equipment.										☒	☐	☐	☐	☐			
22 TIME as a PUBLIC HEALTH CONTROL: Approval; written procedures; time marked; discarded in 4 hours.										☒	☐	☐	☐	☐			
23 SPECIALIZED PROCESSING METHODS: Approval; written procedures; conducted properly.										☒	☐	☐	☐	☐			
24 HIGHLY SUSCEPTIBLE POPULATIONS: Pasteurized foods used; prohibited foods not offered.										☒	☐	☐	☐	☐			



PATERSON DIVISION OF HEALTH
RETAIL FOOD INSPECTION REPORT
(CONTINUED)

Trade Name: CCSP Date: 1/10/23

GOOD RETAIL PRACTICES

SAFE FOOD AND WATER / PROTECTION FROM CONTAMINATION		OUT	COS
25	Hot and cold water available; adequate pressure.		☐
26	Food properly labeled, original container.		☐
27	Food protected from potential contamination during preparation, storage, display.		☐
28	Utensils, spatulas, tongs, forks, disposable gloves provided and used properly to restrict bare hand contact.		☐
29	Raw fruits and vegetables washed prior to serving.		☐
30	Wiping cloths properly used and stored.		☐
31	Toxic substances properly identified, stored and used.		☐
32	Presence of insects/rodents minimized; outer openings protected, animals as allowed.		☐
33	Personal cleanliness (fingernails, jewelry, outer clothing, hair restraint).		☐

FOOD TEMPERATURE CONTROL		OUT	COS
34	Food temperature measuring devices provided and calibrated.		☐
35	Thin-probed temperature measuring device provided for monitoring thin foods (i.e. meat patties and fish filets).		☐
36	Frozen foods maintained completely frozen.		☐
37	Frozen foods properly thawed.		☐
38	Plant food for hot holding properly cooked to at least 135°F.		☐
39	Methods for rapidly cooling PHFs are properly conducted and equipment is adequate.		☐

EQUIPMENT, UTENSILS AND LINENS		OUT	COS
40	Materials, construction, repair, design, capacity, location, installation, maintenance.		☐
41	Equipment temperature measuring devices provided (refrigeration units, etc).		☐
42	In-use utensils properly stored.		☐
43	Utensils, single service items, equipment, linens properly stored, dried and handled.		☐
44	Food and non-food contact surfaces properly constructed, cleanable, used.		☐
45	Proper warewashing facilities installed, maintained, cleaned, used; sanitizer test strips available, used.		☐

PHYSICAL FACILITIES		OUT	COS
46	Plumbing system properly installed; safe and in good repair; no potential backflow or backsiphonage conditions.		☐
47	Sewage and waste water properly disposed.		☐
48	Toilet facilities are adequate, properly constructed, properly maintained, supplied and cleaned.		☐
49	Design, construction, installation and maintenance proper-floors/walls/ceilings.		☐
50	Adequate ventilation; lighting; designated areas used.		☐
51	Premises maintained free of litter, unnecessary articles, cleaning and maintenance equipment properly stored; and garbage and refuse properly maintained.		☐
52	All required signs (handwashing, inspection placard, etc) provided and conspicuously posted.		☐

Item # NJAC 8:24 REMARKS ("R" = Repeat violation from previous inspection)

Foodhandler's Course
has been done - in 2 yrs
As per - Daisy Rivera - Cuke manager

Name of Inspecting Official: A. Latture Signature of Inspecting Official: A. Latture Name and Title of Person Receiving Copy of Report: [Signature]

EVALUATION:



PATERSON DIVISION OF HEALTH
176 BROADWAY
PATERSON, NEW JERSEY 07505
973-321-1277

RETAIL FOOD INSPECTION REPORT

Name of Owner(s), Partnership or Corporation <i>Curtis Moore, CEO</i>		Trade Name <i>CCSP</i>		Activity Type <i>Initial</i>	Evaluation <i>Satisfactory</i>
Establishment Location (Street Address) <i>8 Morris Street</i>		City <i>Paterson</i>	Zip Code <i>07653</i>	County <i>Passaic</i>	Co/Mun Code <i>1640</i>
Establishment Mailing Address (if different)		Telephone No. <i>973-2679070</i>		E-mail Address	
Name of Inspecting Official <i>A. Patterson</i>		REHS Lic. # <i>B-10335</i>	Name of Health Officer <i>P. Mancuso</i>		Risk Type <i>2</i>
					License No.

TIME/ACTIVITY REPORT (Codes: 1-Travel, 2-Inspection, 3-Administration)

Date	Code	Began	Ended	Date	Code	Began	Ended	Date	Code	Began	Ended
11/02/07											

FOODBORNE ILLNESS RISK FACTORS AND INTERVENTIONS

RISK FACTORS are improper practices identified as the most common factors resulting in foodborne illness (FBI). INTERVENTIONS are control measures to prevent FBI.

Mark "X" in appropriate Box: IN=In Compliance; OUT=Not in Compliance; NO=Not Observed; NA=Not Applicable; COS=Corrected On-site. R in OUT Box=Repeat Violation.

MANAGEMENT AND PERSONNEL

	IN	OUT	N.O.	N/A	COS
1 PIC demonstrates knowledge of food safety principles pertaining to this operation.	☒				
2 PIC in Risk Level 3 Retail Food Establishments is certified by January 2, 2010.	☒	☒			
3 Ill or injured foodworkers restricted or excluded as required.	☒				

PREVENTING CONTAMINATION FROM HANDS

	IN	OUT	N.O.	N/A	COS
4 Handwashing conducted in a timely manner; prior to work, after using restroom, etc.	☒				
5 Handwashing proper; duration at least 20 seconds with at least 10 seconds of vigorous lathering.	☒				
6 Handwashing facilities provided in toilet rooms and prep areas; convenient, accessible, unobstructed.	☒				
7 Handwashing facilities provided with warm water; soap and acceptable hand-drying method.	☒				
8 Direct bare hand contact with exposed, ready-to-eat foods is avoided.	☒				

FOOD SOURCE

	IN	OUT	N.O.	N/A	COS
9 All foods, including ice and water, from approved sources; with proper records	☒	☒			
10 Shellfish/Seafood record keeping procedures; storage; proper handling; parasite destruction	☒	☒			
11 PHFs received at 41°F or below. Except: milk, shell eggs and shellfish (45°F)	☒				

FOOD PROTECTED FROM CONTAMINATION

	IN	OUT	N.O.	N/A	COS
12 Proper separation of raw meats and raw eggs from ready-to-eat foods provided	☒				
13 Food protected from contamination	☒				
14 Food contact surfaces properly cleaned and sanitized	☒				

PHFs TIME/TEMPERATURE CONTROLS

	IN	OUT	N.O.	N/A	COS
15 SAFE COOKING TEMPERATURES (Internal temperatures for raw animal foods for 15 seconds) Except: Foods may be served raw or undercooked in response to a consumer order and for immediate service. 130°F for 112 minutes: Roasts or as per cooking chart found under 3.4(a)2; 145°F: Fish, Meat, Pork; 155°F: Ground Meat/Fish; Injected Meats; or Pooled Shell Eggs; 165°F: Poultry; Stuffed fish/meat/or pasta; Stuffing containing fish/meat.	☒				
16 PASTEURIZED EGGS: substituted for shell eggs in raw or undercooked egg-containing foods, i.e. Caesar salad dressing, hollandaise sauce, tiramisu, chocolate mousse, meringue, etc.	☒		☒		
17 COLD HOLDING: PHFs maintained at "Refrigeration Temperatures" (41°F)	☒				
18 COOLING: PHFs rapidly cooled from 135°F to 41°F within 6 hours and from 135°F to 70°F within 2 hours.	☒		☒		
19 COOLING: PHFs prepared from ingredients at ambient temperature cooled to 41°F within 4 hours.	☒		☒		
20 REHEATING: PHFs rapidly reheated (within 2 hours) in proper facilities to at least 165°F; or commercially processed PHFs heated to at least 135°F prior to hot holding.	☒				
21 HOT HOLDING: PHFs Hot Held at 135°F or above in appropriate equipment.	☒				
22 TIME as a PUBLIC HEALTH CONTROL: Approval; written procedures; time marked; discarded in 4 hours.	☒				
23 SPECIALIZED PROCESSING METHODS: Approval; written procedures; conducted properly.	☒				
24 HIGHLY SUSCEPTIBLE POPULATIONS: Pasteurized foods used; prohibited foods not offered.	☒				



PATERSON DIVISION OF HEALTH
RETAIL FOOD INSPECTION REPORT
(CONTINUED)

Trade Name: CCSP Date: 11/10/23

GOOD RETAIL PRACTICES

SAFE FOOD AND WATER / PROTECTION FROM CONTAMINATION

OUT COS

25	Hot and cold water available; adequate pressure.		☐
26	Food properly labeled, original container.		☐
27	Food protected from potential contamination during preparation, storage, display.		☐
28	Utensils, spatulas, tongs, forks, disposable gloves provided and used properly to restrict bare hand contact.		☐
29	Raw fruits and vegetables washed prior to serving.		☐
30	Wiping cloths properly used and stored.		☐
31	Toxic substances properly identified, stored and used.		☐
32	Presence of insects/rodents minimized: outer openings protected, animals as allowed.		☐
33	Personal cleanliness (fingernails, jewelry, outer clothing, hair restraint).		☐

FOOD TEMPERATURE CONTROL

OUT COS

34	Food temperature measuring devices provided and calibrated.		☐
35	Thin-probed temperature measuring device provided for monitoring thin foods (i.e. meat patties and fish filets).		☐
36	Frozen foods maintained completely frozen.		☐
37	Frozen foods properly thawed.		☐
38	Plant food for hot holding properly cooked to at least 135°F.		☐
39	Methods for rapidly cooling PHFs are properly conducted and equipment is adequate.		☐

EQUIPMENT, UTENSILS AND LINENS

OUT COS

40	Materials, construction, repair, design, capacity, location, installation, maintenance.		☐
41	Equipment temperature measuring devices provided (refrigeration units, etc).		☐
42	In-use utensils properly stored.		☐
43	Utensils, single service items, equipment, linens properly stored, dried and handled.		☐
44	Food and non-food contact surfaces properly constructed, cleanable, used.		☐
45	Proper warewashing facilities installed, maintained, cleaned, used; sanitizer test strips available, used.		☐

PHYSICAL FACILITIES

OUT COS

46	Plumbing system properly installed; safe and in good repair; no potential backflow or backsiphonage conditions.		☐
47	Sewage and waste water properly disposed.		☐
48	Toilet facilities are adequate, properly constructed, properly maintained, supplied and cleaned.		☐
49	Design, construction, installation and maintenance proper-floors/walls/ceilings.		☐
50	Adequate ventilation; lighting; designated areas used.		☐
51	Premises maintained free of litter, unnecessary articles, cleaning and maintenance equipment properly stored; and garbage and refuse properly maintained.		☐
52	All required signs (handwashing, inspection placard, etc) provided and conspicuously posted.		☐

Item # NJAC 8:24 REMARKS ("R" = Repeat violation from previous inspection)

Foodhandler's Course
has been done for 2 yrs -
Dorothy Rivers - back manager

Name of Inspecting Official Signature of Inspecting Official Name and Title of Person Receiving Copy of Report

G. Valleron G. Valleron John Smith

EVALUATION: Satisfactory

PATERSON DIVISION OF HEALTH
PATERSON, NEW JERSEY
SANITARY INSPECTION REPORT

Name of Establishment CSP 15 Spruce Street
Address

SATISFACTORY

DETAILED SUPPORTING DATA SHEETS ARE AVAILABLE UPON REQUEST
ON THESE PREMISES AND AT THE PATERSON DIVISION OF HEALTH

PATERSON DIVISION OF HEALTH 176 BROADWAY PATERSON, NEW JERSEY 07505 TELEPHONE: 973-321-1277	NAME OF INSPECTING OFFICIAL (Print) <i>C. Paterson</i>	DATE <i>11/10/03</i>
	SIGNATURE OF INSPECTING OFFICIAL <i>C. Paterson</i>	PERMANENT REG. NO. <i>B-102384</i>

NOTE: In accordance with the State Sanitary Code, this report shall be posted in a conspicuous place near the public entrance of the establishment.
Specific references in the Detail Data Sheet are to Chapter 24 of the State Sanitary Code, and/or Title 26, N.J.S.A.

PATERSON DIVISION OF HEALTH
PATERSON, NEW JERSEY
SANITARY INSPECTION REPORT

Name of Establishment

Address

CESP 8 Morris Street

SATISFACTORY

DETAILED SUPPORTING DATA SHEETS ARE AVAILABLE UPON REQUEST
ON THESE PREMISES AND AT THE PATERSON DIVISION OF HEALTH

PATERSON DIVISION OF HEALTH 176 BROADWAY PATERSON, NEW JERSEY 07505 TELEPHONE: 973-321-1277	NAME OF INSPECTING OFFICIAL (Print) A. Paterson	DATE 11/14/25
	SIGNATURE OF INSPECTING OFFICIAL A. Paterson	PERMANENT REG. NO. B102354

NOTE: In accordance with the State Sanitary Code, this report shall be posted in a conspicuous place near the public entrance of the establishment.
Specific references in the Detail Data Sheet are to Chapter 24 of the State Sanitary Code, and/or Title 26, N.J.S.A.

Associated Protection

100 Jackson Street
Paterson, NJ 07501

Phone: 973-684-7250
Fax: 973-684-4511

NJ License # P00010
www.associatedfire.com

Certificate # 129815 - 1
Customer # 18542
Location # 11
Workorder # 519223

Location: Community Charter School of Paterson
8 Morris Street
Paterson, NJ 07501

Contact: Tamika Davis

Phone: 973-413-2057

Fax: 973-345-7623

System ID # 1

System Description: Starlink Central Station Monitoring

System Location:

Service Interval: 12 Months

Certificate of Inspection Central Station Monitoring

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

☒ Operational ☐ Partially Operational ☐ Non-Operational

Inspection Date: 01/15/2024 **Duration:** 2.62 Hours

Service Type: Annual

Inspector(s): Melvin Marcial

Follow-Up Required: ☐

I. Initial Actions

- 1) Were building management and occupants notified of the inspection?
 - a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection?
 - b) Name and title of person
- 2) Was the fire or police department notified of the inspection?
 - a) Name / ID number of person notified
- 3) Was the monitoring company notified?
 - a) Name / ID number of person notified

- 1) ☒ Yes ☐ No ☐ N/A
 - a) ☒ Yes ☐ No
 - b) Mary Jane
- 2) ☒ Yes ☐ No ☐ N/A
 - a) 97
- 3) ☒ Yes ☐ No ☐ N/A
 - a) Done via Mobile App

Deficiencies:

Recommendations:

Note: Our technicians are not engineers or design professionals. Comments contained in this report are for informational purposes only and shall not constitute a design analysis or an engineering review of the system. Any comments are made strictly as a courtesy to the owner, who should contact a licensed design professional to follow up on any potential concerns. One copy must be available at the site, and a copy must be sent to the fire inspector.

A. Annual Items

Inspections and Tests:

- 1) Name or number of central station operator:
- 2) Did the initiating devices send an alarm signal to the Central Station?
- 3) Does the digital alarm communicator transmitter (DACT) have two telephone lines?
- 4) Was a trouble transmitted to the central station within 4 minutes after the primary line was disconnected?
- 5) Was a trouble transmitted to the central station within 4 minutes after the secondary line was disconnected?

- 1) Rapid response
- 2) ☒ Yes ☐ No ☐ N/A
- 3) ☒ Yes ☐ No ☐ N/A
- 4) ☒ Yes ☐ No ☐ N/A
- 5) ☒ Yes ☐ No ☐ N/A

Final:

- 1) Has building management been notified that the inspection is complete and the system is back in service and made aware of any deficiencies?
 - a) Name of person notified
- 2) Has the fire or police department been notified that the system is back in service?
 - a) Name / ID number of person notified
- 3) Has the monitoring company been notified that the system is back in service?
 - a) Name / ID number of person notified
- 4) Is a properly completed inspection tag attached to the system?

- 1) ☒ Yes ☐ No ☐ N/A
 - a) Mary Jane
- 2) ☒ Yes ☐ No ☐ N/A
 - a) 97
- 3) ☒ Yes ☐ No ☐ N/A
 - a) Done via Mobile App
- 4) ☒ Yes ☐ No ☐ N/A

Repairs made to the system:

Associated **fire** Protection

100 Jackson Street
Paterson, NJ 07501

Phone: 973-684-7250
Fax: 973-684-4511

NJ License # P00010
www.associatedfire.com

Certificate # 126885 - 1
Customer # 18542
Location # 1
Workorder # 510087

Location: Community Charter School of Paterson
75 Spruce Street
Paterson, NJ 07501

Contact: Frank Roman

Phone: 862-264-8530

Fax: 973-345-7623

System ID # 1

System Description: Siemens FS-250 Fire Alarm Panel

System Location: Maintenance Shop

Service Interval: 12 Months

Certificate of Inspection

Fire Alarm System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

☒ Operational

☐ Partially
Operational

☐ Non-
Operational

Inspection Date: 10/06/2023

Duration: 5.53 Hours

Service Type: Annual

Inspector(s): Clifford Rene

Follow-Up Required: ☐

I. Initial Actions

- | | |
|---|---|
| 1) Were building management and occupants notified of the inspection?
a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection?
b) Name and title of person | 1) ☒ Yes ☐ No ☐ N/A
a) ☒ Yes ☐ No
b) Frank Roman |
| 2) Was the fire or police department notified of the inspection?
a) Name / ID number of person notified | 2) ☒ Yes ☐ No ☐ N/A
a) badge 104 |
| 3) Was the monitoring company notified?
a) Name / ID number of person notified | 3) ☒ Yes ☐ No ☐ N/A
a) Rapid Response Mobile app |

For inspections done semi-annually: Unless otherwise stated in the contract, AFP will inspect half of the listed initiating devices during each semi-annual inspection.

Primary Power Inspections

- | | |
|--|---|
| 1) Is the fire alarm on a dedicated electrical breaker? | 1) ☒ Yes ☐ No ☐ N/A |
| 2) Is the location of the electrical breaker indicated on the fire alarm panel? | 2) ☒ Yes ☐ No ☐ N/A |
| 3) Is the electrical breaker labeled in red as the "FIRE ALARM CIRCUIT" in the electrical service panel? | 3) ☒ Yes ☐ No ☐ N/A |

Secondary Power Tests and Inspections

- | | |
|---|---|
| 1) Are the batteries in good condition? | 1) ☒ Yes ☐ No ☐ N/A |
| 2) Voltage of batteries: | 2) 27volts |

Monitoring Equipment Tests

- | | |
|--|---|
| 1) Did the monitoring company receive all supervisory and alarm signals? | 1) ☒ Yes ☐ No ☐ N/A |
|--|---|

A. Semi-Annual Items

Preparing System for Testing:

- 1) ** If Customer did not want shutdown outputs tested, inform the Customer that their system can not be verified to be compliant. Enter the name and title of the person who requested shutdown outputs to not be tested: **

1)

Inspections and Tests:

- | | |
|---|--|
| 1) Does the control panel appear to be in good condition? | 1) ☒ Yes ☐ No ☐ N/A |
| 2) Is the control panel functional? | 2) ☒ Yes ☐ No ☐ N/A |
| 3) Do the interface equipment/shutdowns appear to be in good condition? | 3) ☒ Yes ☐ No ☐ N/A |
| 4) Are the interface equipment and shutdown terminals on the control panel operational? (The interface equipment and shutdown connections should be tested at the control panel's output terminals) | 4) ☒ Yes ☐ No ☐ N/A |
| 5) Are all lamps and LEDs illuminated? | 5) ☒ Yes ☐ No ☐ N/A |
| 6) Is the primary power supply functional? | 6) ☒ Yes ☐ No ☐ N/A |
| 7) Are the trouble signals functional? | 7) ☒ Yes ☐ No ☐ N/A |
| 8) Are the disconnect switches functional? | 8) ☐ Yes ☐ No ☒ N/A |
| 9) Is the ground fault monitoring functional? | 9) ☒ Yes ☐ No ☐ N/A |
| 10) Is the remote annunciator operational? | 10) ☒ Yes ☐ No ☐ N/A |
| 11) Notification Appliances:
a) Were the notification appliances tested?
b) Are the tested notification appliances operational? | 11) ☒ Yes ☐ No ☐ N/A
a) ☒ Yes ☐ No ☐ N/A
b) ☒ Yes ☐ No ☐ N/A |
| 12) Are the tested initiating devices operational? | 12) ☒ Yes ☐ No ☐ N/A |

Final:

- | | |
|--|---|
| 1) Has building management been notified that the inspection is complete and the system is back in service and made aware of any deficiencies?
a) Name of person notified | 1) ☒ Yes ☐ No ☐ N/A
a) Frank Roman |
| 2) Has the fire or police department been notified that the system is back in service?
a) Name / ID number of person notified | 2) ☒ Yes ☐ No ☐ N/A
a) badge 104 |
| 3) Has the monitoring company been notified that the system is back in service?
a) Name / ID number of person notified | 3) ☒ Yes ☐ No ☐ N/A
a) Rapid Response Mobile app |
| 4) Is a properly completed inspection tag attached to the system? | 4) ☒ Yes ☐ No ☐ N/A |

Repairs made to the system:

Deficiencies:



CERTIFICATE

Permit # 07-2626
Date Issued
- or -
Control #
Certificate Issued Date: 1/31/13

IDENTIFICATION

Block H869 Lot 1A Qualification Code _____
Work Site Location 75 Spruce St.
Owner in Fee 75 Spruce Street Development, Inc.
Address 32 Spruce St.
Paterson, NJ
Tel. (____) _____
~~XXXXXX~~ TENANT: Community Charter School of Paterson
Address 75 Spruce St.
Paterson, NJ
Tel. (____) _____ FAX (____) _____
Lic. No. or Bldgs. Reg. No. _____
Federal Employer No. _____

☒ CERTIFICATE OF OCCUPANCY

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

☐ CERTIFICATE OF APPROVAL

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

☐ TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

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

☐ CERTIFICATE OF CLEARANCE - LEAD ABATEMENT 5:17

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

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

☐ CERTIFICATE OF CONTINUED OCCUPANCY

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

☐ CERTIFICATE OF COMPLIANCE

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

Alfonso J. Carrion 1-31-13
CONSTRUCTION OFFICIAL Paterson DATE

Fee \$ 666.00
Paid ☒ Check No. 1766
Collected by: NM



APPENDIX J

Board Resolution Approving the Teacher and School Leader/Principal Evaluation Systems

Community Charter School of Paterson

BOARD OF TRUSTEES REGULAR MEETING

Thursday, July 27, 2023

RESOLUTION #FY2024-0727-C-001

Approval of Teacher Evaluation Tool for 2023-2024 School Year

Whereas the Board of Trustees believes in providing staff with feedback to help provide them with the skills, knowledge and resources they need to ensure delivery of the best possible educational experience; and,

Whereas the Teacher Evaluation Tool provides comprehensive feedback aligned with the annual goals of the school as set by the Board of Trustees for the school leaders;

Therefore, be it resolved that the Community Charter School of Paterson Board of Trustees hereby authorizes and approves the adoption of Teacher Evaluation Tool as the official Teacher observation tool, the details of which are appended hereto.

MOVED BY: Marqweesha Guthrie

SECONDED BY: Sophia Sample

RECORDED VOTE RESULTS: Yes: 7 No: 0 Absent: 0 Abstain: 0

	MR DeBLASIO	MS. GUTHRIE	MR. GELMAN	MS. SAMPLE	DR. McBRIDE	MS. MANRADGE	MR. ZAYDEL
YEA	X	X	X	X	X	X	X
NAY							
ABSENT							
ABSTAINED							

Michael DeBlasio
Signature (Presiding Officer or Secretary) CCSP Board of Trustees

7/27/23
Date

Community Charter School of Paterson

BOARD OF TRUSTEES REGULAR MEETING

Thursday, July 27, 2023

RESOLUTION #FY2024-0727-C-002

Approval of School Leader Evaluation Tool for 2023-2024 School Year

Whereas the Board of Trustees believes in providing staff with feedback to help provide them with the skills, knowledge and resources they need to ensure delivery of the best possible educational experience; and,

Whereas the School Leader Evaluation Tool provides comprehensive feedback aligned with the annual goals of the school as set by the Board of Trustees for the school leaders;

Therefore, be it resolved that the Community Charter School of Paterson Board of Trustees hereby authorizes and approves the adoption of School Leader Evaluation Tool as the official school leader observation tool, the details of which are appended hereto.

MOVED BY: Marqweesha Guthrie

SECONDED BY: Shana Manradge

RECORDED VOTE RESULTS: Yes: 7 No: 0 Absent: 0 Abstain: 0

	MR DEBLASIO	MS. GUTHRIE	MR. GELMAN	MS. SAMPLE	DR. MCBRIDE	MS. MANRADGE	MR. ZAYDEL
YEA	X	X	X	X	X	X	X
NAY							
ABSENT							
ABSTAINED							

Michael DeBlasio
Signature (Presiding Officer or Secretary) CCSP Board of Trustees

7/27/23
Date



APPENDIX K

2024-2025

School Calendar



2024-2025 School Event Calendar

July 2024						
Su	M	Tu	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			

August 2024						
Su	M	Tu	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

September 2024						
Su	M	Tu	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					

October 2024						
Su	M	Tu	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		

November 2024						
Su	M	Tu	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

December 2024						
Su	M	Tu	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				

July	
4-5	July 4 (Holiday/Break)
22-26	12 Month Staff Training Week
25	Summer Program Ends

August	
5	New Staff PD Begins
12	Returning Staff PD Begins
19	First Day of School
19	1st Marking Period Begins
30	Early Dismissal

September	
2	Labor Day (Obs) (Holiday)
3	All Staff Training (Closed for Students)
10	Early Dismissal/Back to School Night

October	
10	Mid-Qtr. Notice in PowerSchool
11	Early Dismissal
14	Indigenous Day (Holiday)
15	All Staff Training - No School for Students

November	
1	1st Marking Period Ends
4	2nd Marking Period Begins
7-8	NJEA Convention (Closed for Students & Teachers)
11	Veterans Day (Obs) (Holiday)
21-22	Early Dismissal/Report Card Conferences
27	Early Dismissal
28-29	Thanksgiving (Holiday)

December	
2	All Staff Training (Closed for Students)
16	Mid-Qtr. Notice in PowerSchool
20	Early Dismissal
23-31	Winter Recess (Holiday/Break)

January 2025						
Su	M	Tu	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	

February 2025						
Su	M	Tu	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	

March 2025						
Su	M	Tu	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					

April 2025						
Su	M	Tu	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 2025						
Su	M	Tu	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						

June 2025						
Su	M	Tu	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					

January	
1	New Year's Day (Holiday)
2	All Staff Training (Closed for Students)
20	MLK Jr. Day (Holiday)
17	2nd Marking Period Ends
21	3rd Marking Period Begins

February	
4	Early Dismissal/Report Card Conferences
14	Early Dismissal
17	President's Day (Holiday)
18	Mid Winter Recess (Closed for Students & Teachers)

March	
3	Mid-Qtr. Notice in PowerSchool
3	All Staff Training (Closed for Students)
28	Early Dismissal

April	
11	3rd Marking Period Ends
14	4th Marking Period Begins
17	Early Dismissal
18-25	Spring Break (Holiday/Break)
29	Early Dismissal/Report Card Conferences

May	
16	Mid-Qtr. Notice in PowerSchool
23	Early Dismissal
26	Memorial Day (Holiday)

June	
6	4th Marking Period Ends
10	Early Dismissal/Report Card Conferences
11	Middle School Graduation*
12	Kindergarten & 4th Grade Moving Up Ceremony
13	Last Day of School for Students (Half Day)
16	Last Day of School for Teachers
19	Juneteenth (Holiday)
23	Summer Program Begins

*Above all are subject to change

Emergency School Closing Announcements		
	School Closed	In the event of inclement weather, the school will make use of several communication tools for notifying parents of weather-related closings, delayed openings and early dismissals: Visit the school website: www.ccsp.org ; Call the main office: (973) 413-2057; Watch News 12. If you need to contact the transportation departments, the numbers are below: Trans-Ed (973) 365-2100 (CCSP1 and CCSP2) Murphy's (973) 427-6400 (CCSP3). Our school will administrator a delayed opening schedule (school will begin at 10:00 am for Students and 9:45am for Staff) when either weather or other rising conditions are forthcoming. A delayed opening enables students and staff to arrive at their school locations in a suitable safe and sound manner.
	Early Dismissal - No After School Programming	
	No School for Students and Instructional Staff	
	Teacher (Year 1 & 2) Orientation	
	All Staff Training - No School for Students	
	Back to School Night/Report Card Conferences	
	Marking Period Begins/Ends	
	First and Last Day for Students	

2023 (Aug - Dec)				
	A	S	O	N
Students	10	19	21	16
New Teacher	20	20	22	16
3+ Teacher	15	20	22	16

TOTAL DAYS FOR THE SCHOOL YEAR	
Students	185
New Teacher	201
3+ Teacher	196

2024 (Jan - June)				
J	F	M	A	M
20	18	20	16	21
21	18	21	16	21
21	18	21	16	21

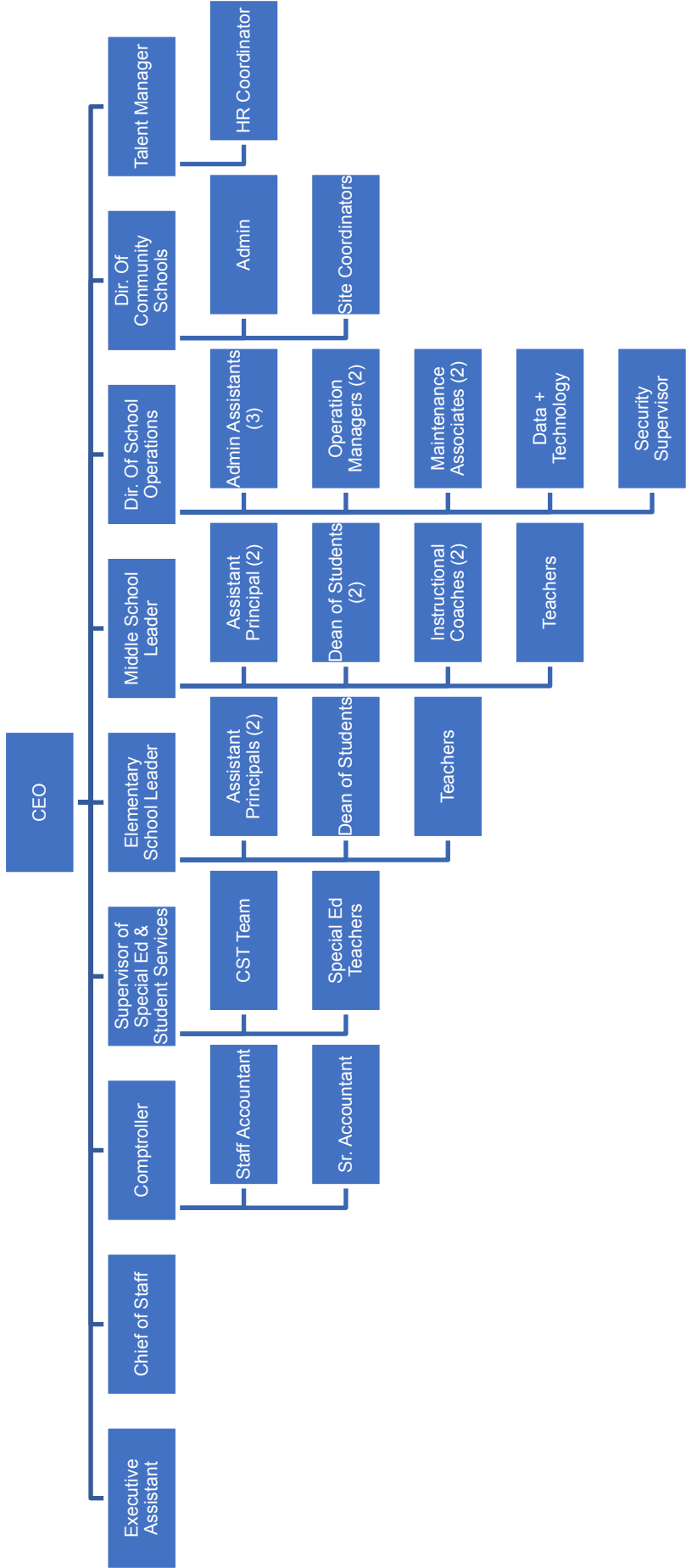


APPENDIX L

Organizational Chart



CCSP Org Chart 2023-2024
(Senior Leadership)





APPENDIX M

Promotion & Retention Policy

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

STUDENTS

5410/page 1 of 1

Promotion and Retention **M**

5410 PROMOTION AND RETENTION

The Board of Trustees recognizes that each child develops and grows in a unique pattern and that students should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each student enrolled in this school shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for student promotion shall be related to the New Jersey Core Curriculum Content Standards and school goals and objectives and to the accomplishments of students. A student in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to the parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and students shall be regularly informed during the school year of the student's progress toward meeting promotion standards. A teacher who determines that a student's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the student and offer immediate consultation to the student's parent(s) or legal guardian(s). Every effort shall be made to remediate a student's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the student shall be notified of the possibility of the student's retention at grade level in advance and, whenever feasible, no later than six weeks prior to the end of the school year.

School attendance shall be a factor in the determination of a student's promotion or retention. Only extenuating circumstances should permit the promotion of a student who has been in attendance fewer than one hundred fifty days during the school year.

Classroom teachers shall recommend to the Building Principal the promotion or retention of each student. Parent(s) or legal guardian(s) and adult students may appeal a promotion or retention decision to the Principal whose decision shall be final.

N.J.S.A. 18A:35-4.9

Adopted



APPENDIX N

Graduation Policy

POLICY

COMMUNITY CHARTER SCHOOL OF PATERSON BOARD OF TRUSTEES

STUDENTS

5411/page 1 of 1

Promotion from Eighth Grade

5411 PROMOTION FROM EIGHTH GRADE

The Board of Trustees will recognize with fitting ceremonies a student's completion of the program of studies offered by this school in elementary school and the student's entrance to secondary school.

Successful completion of the program of studies in elementary school requires achievement of the instructional objectives set for each course of study, demonstration of mastery of the proficiencies established for each course, and a satisfactory attendance record. The parent(s) or legal guardian(s) of a student who may be prevented from graduating shall be so notified in advance and no later than six weeks prior to the close of the school year. Every effort shall be made to remediate a student's deficiencies before graduation is denied.

The requirements for promotion from elementary school of a disabled student shall be set forth in the student's individualized education program. Completion of those specialized requirements shall qualify the student for graduation and entry to secondary school.

N.J.S.A. 18A:35-4.9; 18A:36-14;
18A:36-15; 18A:36-18;
18A:38-25 et seq.
N.J.A.C. 6:3-4A.1; 6A:8-4.4 et seq.