



**New Jersey Department of Education,
Office of Charter and Renaissance Schools
Annual Report Template
(Updated June 2019)**

Introduction:

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

Annual Report Submission Guidelines:

Annual Report Submission: 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.

New this year, each charter school's annual report will be made available for download on the Department's website.

Submission Process for the 2018-2019 Report: This year, the annual report must be submitted via Homeroom as a Word document titled "Annual Report 2019." To submit the report, upload it to the subfolder "Annual Report 2019" 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 2019" subfolder on the charter school's Homeroom site.

Additional Submission Requirements: A paper 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, 2019. The paper 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, 2019.

Annual Report Questions:

Basic Information about the School:

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of school	Learning Community Charter School
Grade level(s) to be served in 2018-2019	PK-8
2018-2019 enrollment (as of June 30, 2019)	630
Projected enrollment for 2018-2019	639
Current waiting list for 2019-2020	1109
Website address	Lccsnj.org
Name of board president	Angela Glock
Board president email address	aglock@lccsnj.org
Board president phone number	201-332-0900
Name of school leader	Colin Hogan
School leader email address	chogan@lccsnj.org
School leader phone number	201-332-0900
Name of SBA	Brian Falkowski
SBA email address	bfalkowski@sboffice.com
SBA phone number	732-631-4009

School Site Information:

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

Table 2: School Site

School Site Information	
Site name	Learning Community Charter School
Year site opened	1997
Grade level(s) served at this site in 2018-2019	PK4-8
Grade level(s) to be served at this site in 2019-2020	PK4-8
Site street address	2495 Kennedy Blvd
Site city	Jersey City
Site zip	07304
Site phone number	201-332-0900
Site lead or primary contact's name	Colin Hogan
Site lead's email address	chogan@lccsnj.org

School Site Information	

Organizational Performance Areas

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 mission.
- b) Provide a brief description of the school’s key design elements.
- 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 academic goals may have changed from the school’s original charter application.

The Learning Community Charter School is an independent public charter school dedicated to using an innovative integrated approach to achieve the intellectual, social and emotional development of all students.

The Learning Community Charter School is dedicated to developing in its students a passion for learning, a commitment to public service, and the habits and rewards of hard work. At the Learning Community Charter School, we recognize that tolerance, thoughtful debate, and community involvement, which are essential for democracy to flourish, are not innate. In fact, they must be taught, exercised, and owned. We will teach all students drawn from all the racial, ethnic, and economic diversity of Jersey City to be active and successful citizens of the interdependent world of the 21st century. We use an integrated curriculum model which enhances critical thinking and creativity. Our students will leave the Learning Community Charter School capable of understanding, practicing, and embracing the principles and habits of democracy, and able to prosper in the rapidly changing technologically advanced global economy. We support each student in the development of personal responsibility, empathy, self-confidence, self-esteem, cooperation, honesty, perseverance, consideration for others, and respect for the environment—all necessary for real-world success.

Learning Community Charter School’s educational program is rooted in the practices of project based learning, social emotional learning, and community service. Classrooms are designed for students to collaborate and engage with authentic tasks ranging from designing backpacks made out of recycled materials in first grade to researching and designing a community service project that benefits Jersey City and beyond in 8th grade. Students develop work to be shared for public exhibition that is integrative in its design.

Curriculum at LCCS is designed by faculty members and rarely uses textbook or packaged curriculums. There is instead a heavy emphasis on inquiry based learning and frequent field experiences in order to support students’ understanding and mastery of academic content.

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	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the pass rate on AP tests.
Target	Ex: Increase the proportion of students passing AP tests by 10% from SY 2014-2015 to 2015-2016.
Actual Outcome	Ex: in 2014-2015, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2015-2016, 54 AP exams were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is a 14% increase. GOAL HAS BEEN MET.

1.2 Curriculum

- 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

- What constitutes high quality instruction at this school?

The school’s curriculum is based on inquiry and project based learning and field experiences. Student centered learning is central to the instructional goals of the school. Students are often given choices in terms of topics they choose to explore within in a lesson or even the course they might take to meet an academic requirement. At the same time however it is expected that all students will engage in integrative learning that draws upon reading, analysis, collaboration, and answering and solving questions and problems that are relevant and highly complex. Learning is differentiated at all times to enable all students to meet academic standards in a challenging format. Work is designed for public exhibition and to even address issues of concern at a neighborhood, community and global level. Effective instruction at LCCS is integrative in terms of content and application of skills.

- Provide a brief description of the school’s instructional practices.

Students frequently learn in small groups and are posed with open ended questions or tasks. Skills taught in brief mini lessons assist our students in navigating complex these tasks which generally require the integration of skills taught not only in one particular course but from other academic subject areas as well. In order to sustain this complex style of instruction there is a heavy emphasis on peer coaching and observation among the faculty. Teachers regularly visit each other’s classrooms and participate in lesson studies or view videos of colleagues teaching in an effort to isolate and analyze effective practices to support greater student mastery of

content. There is an ongoing emphasis on differentiated instruction to enable all students to be successful in regard to their learning.

1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all PARCC assessments administered by the school. Note: If 2018-2019 PARCC results have not been released to schools by July 15, 2019, then leave the 2018-2019 column blank.

Table 4 Proficiency Rates on PARCC assessments

Assessment	2016-2017	2017-2018	2018-2019
ELA 3	52%	54%	
ELA 4	56%	80%	
ELA 5	96%	77%	
ELA 6	79%	71%	
ELA 7	64%	91%	
ELA 8	81%	75%	
ELA 9	NA	NA	NA
ELA 10	NA	NA	NA
ELA 11	NA	NA	NA
MAT 3	53%	47%	
MAT 4	65%	80%	
MAT 5	64%	77%	
MAT 6	54%	71%	
MAT 7	37%	91%	
MAT 8	24%	75%	
Algebra I	79%	77%	
Geometry	NA	NA	NA

Assessment	2016-2017	2017-2018	2018-2019
Algebra II	NA	(Algebra II Proficiency Rate 2017-2018)	NA

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).

Overall LCCS has seen steady growth in terms of proficiency rate with slight variables appearing between 3-5 percentage points on average in terms of overall testing performance. We created an after school and before school tutoring program for all students along with a program to preteach advanced math concepts to elementary students that are free and reduced lunch, and students of color. We are optimistic that this early exposure to math concepts increases overall student proficiency.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2018-2019 year.

Grade Level	Literacy	Math	Science/Social Studies
K	DRA- administered 3 times	Internally Designed Skills Assessment-administered 3 times GMADE-Administered as a summative assessment	Project Based Assessment-administered 3 times
1	DRA- administered 3 times	Internally Designed Skills Assessment-administered 3 times GMADE-Administered as a summative assessment	Project Based Assessment-administered 3 times
2 CogAT-Administered as a placement tool	DRA- administered 3 times	Internally Designed Integrative Rich Assessment-administered 3 times GMADE-Administered as a summative assessment	Project Based Assessment-administered 5 times
3 CogAT-Administered as a placement tool	DRA- administered 3 times	Internally Designed Integrative Rich Assessment-administered 3 times GMADE-Administered as a summative	Project Based Assessment-administered 5 times

		assessment	
4 CogAT-Administered as a placement tool	DRA- administered 3 times	Internally Designed Integrative Rich Assessment-administered 3 times GMADE-Administered as a summative assessment	Project Based Assessment-administered 5 times
5 CogAT-Administered as a placement tool	NJ Model Assessment-Administered 3 times/DRA if students are still not on grade level	Internally Designed Integrative Rich Assessment-administered 3 times GMADE-Administered as a summative assessment	Quarterly Knowledge and Content Based Exams/Project Based Assessments – administered 8 times
6 CogAT-Administered as a placement tool	NJ Model Assessment-Administered 3 times/DRA if students are still not on grade level	Internally Designed Integrative Rich Assessment-administered 3 times GMADE-Administered as a summative assessment	Quarterly Knowledge and Content Based Exams/Project Based Assessments – administered 8 times
7 CogAT-Administered as a placement tool	NJ Model Assessment-Administered 3 times/DRA if students are still not on grade level	Internally Designed Integrative Rich Assessment-administered 3 times GMADE-Administered as a summative assessment	Quarterly Knowledge and Content Based Exams/Project Based Assessments – administered 8 times
8	NJ Model Assessment-Administered 3 times/DRA if students are still not on grade level	Internally Designed Integrative Rich Assessment-administered 3 times GMADE-Administered as a summative assessment	Quarterly Knowledge and Content Based Exams/Project Based Assessments – administered 8 times

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

After each assessment is administered our PLCS meet to review student performance data to guide future instruction. Data from these assessments are also used to determine if students

require additional intervention services from our K-8 intervention program or additional enrichment from our enrichment program or our gifted and talented program for students in grades 3-8 launching in the fall of 2018. We have created a schoolwide database shared with all faculty members in regard to student performance on all major summative assessments. This enables faculty members to immediately understand student strengths and areas for growth and to set targets with our students in regard to overall academic performance.

1.5 Organizational Capacity - School Leadership/Administration

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

Table 5: School Leadership/ Administration Information

Administrator Name	Title	Start Date
Colin Hogan	Head of School	7/2013
Maureen Rexer	Assistant Head of School	1/2019

School Culture & Climate

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

2.1 School Culture and Climate

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

Table 6: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	95.29%
Elementary School Attendance Rate (grades K-5)	95.20%
Middle School Attendance Rate (grades 6-8)	95.49%
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	12:44

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

Table 7: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2017-2018 to 2018-2019)	92%
Total Staff Retention Rate (from SY 2017-2018 to 2018-2019)	92%
Frequency of teacher surveys and date of last survey conducted	Two annually-Feb 2019 and June 2019

Professional Environment	
Percent of teachers who submitted survey responses	90%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	92%

- c) What were the three main positive aspects teachers identified in the latest survey?
1. **Positive recognition and support of teachers by administration**
 2. **Ongoing teacher feedback through walkthroughs**
 3. **Positive outlook modeled by school leadership in feedback and high level of interaction with students**
- d) What were the three main challenges that teachers identified in the latest survey?
1. **Better communication in regard to changes and deadlines**
 2. **Decreasing the length of the faculty newsletter**
 3. **Providing greater equity in regard to teacher voice and leadership opportunities within the school**
- e) Fill in the requested information below regarding the school's discipline environment in 2017-2018. If there was a noticeable increase or decrease in suspensions and expulsions in 2017-2018 compared to 2017-2018, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2017-2018

Grade Level	Number of students enrolled (as of Oct. 15, 2018)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	65	0	0
1	66	0	0
2	66	0	0
3	65	1	0
4	65	0	0
5	65	0	0
6	64	1	0
7	66	4	0
8	58	3	0
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A

Grade Level	Number of students enrolled (as of Oct. 15, 2018)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
12	N/A	N/A	N/A

2.2. Family and Community Engagement

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

Table 9: Family Involvement and Satisfaction

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	6 out of 8
Frequency of parent/guardian surveys	One is conducted annually
Date of last parent/guardian survey conducted	February 2019
Percent of parents/guardians completing the survey (consider one survey per household)	75%
Percent of parents/guardians that expressed satisfaction with the overall school environment	92%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- 1. The school's diversity and is inclusive**
 - 2. The quality of the LCCS faculty**
 - 3. The school is safe and makes student safety a priority**
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- 1. Increased communication in regard to the high school admission process and extracurriculars**
 - 2. Greater rigor in the classroom**
 - 3. More risk taking in terms of lesson design**
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2018-2019 school year.

There were concerts for Thanksgiving, in the Winter and then again in the Spring for both singing and our instrumental music program. Our arts program for Middle School, Wingspan, also had two performances. There was a 5th-8th grade musical ("The Lion King") as well as numerous home and away games for our sporting teams (Basketball, Volleyball, and Soccer.)

List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.

Parents often visit classrooms to read and will volunteer frequently to assist with any school program. Parents support the school due to our limited funding by holding multiple development events such as our Gala or our Annual Appeal. Parents also facilitate our Parent Teacher Organization which serves as a conduit for keeping our families informed about happenings at school throughout the year and the various program offered to our students.

- e) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Table 10: 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.
NJCU	Teacher Intern Program- Undergraduate college students training to be teachers assisted in our classrooms and ran an after school tutoring program for our students.	100% of all students and staff at LCCS worked with the interns throughout the year as they were an integral part of our school's programming this year.

Table 11: Community Involvement with Community Institutions

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 below regarding board governance.

Table 11: Board Governance

Board Governance	
Number of board members required by the charter school's by-laws	Between 3-20
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	(insert date of the latest board self-evaluation)
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	April 2019

- b) List the amendments to by-laws that the board adopted during the 2018-2019 school year.
 c) List the critical policies adopted by the board during the 2018-2019 school year.

LCCS conducted an overhaul of our process to our policy and bylaws procedure to enable greater stakeholder engagement in regard to bylaws and policies and to streamline board involvement in regard to adopting mandated policies. The new procedure will be adopted as a bylaws amendment in September, 2019.

3.2 Board Compliance

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

Table 12: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Mace Bell	6/2013	4/2019	Parent Member	mbell@lccsnj.org	N/A	12/1/15
Keith Donath	5/2017	4/2020	Parent Member	kdonath@lccsnj.org	N/A	N/A
Colin Dunn	3/2014	4/2019	Community Member	cdunn@lccsnj.org	N/A	N/A
Angela Bennett-Glock	5/2017	4/2020	Vice President	aglock@lccsnj.org	N/A	N/A
Adam Irving	5/2017	4/2020	Parent Member	airing@lccsnj.org	N/A	N/A
Bertram Okpokwasili	5/2016	4/2019	Parent Member	bokpokwasili@lccsnj.org	N/A	6/7/14
Shelley Skinner	5/2012	4/2019	President	sskinner@lccsnj.org	N/A	3/21/17
Brian Uy	5/2014	4/2019	Parent Member	buy@lccsnj.org	5/11/16	7/17/17
Tammy Walters	5/2013	4/2019	Parent Member	twalters@lccsnj.org	N/A	11/17/15
Elizabeth Cain	4/2019	3/2021	Community Member	ecain@lccsnj.org	N/A	N/A
Paula Mahayosnand	4/2019	3/2021	Parent Member	N/A	N/A	N/A

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.

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 below regarding the timeline of the school’s application process for prospective students for school year 2018-2019.

Table 13: School Year 2017-18 Application Process Timeline

Application Process Timeline	
Date the application for school year 2018-2019 was made available to interested parties	10/1/2018
Date the application for school year 2018-2019 was due back to the school from parents/guardians	1/11/2019
Date and location of the lottery for seats in school year 2018-2019	1/30/2019 School cafeteria

- b) Provide the URL to the school’s application for prospective students for school year 2018-2019. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.
<http://lccsnj.org/cms/One.aspx?portalId=20206318&pageId=36854801>
- c) List all of the venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2018-2019. **A: In person pick up at school, visits to child care centers, charter school fairs**
- d) List all of the languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below. **A: English**
- e) List all of the ways in which the school advertised that applications for prospective students for school year 2018-2019 were available prior to the enrollment lottery. **A: Jersey City Reporter, school website, visits to daycare centers, flyers at coffee shops and restaurants.**
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2018-2019.

Table 14: 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 2017-2018	Number of students retained in 2017-2018 for the 2018-2019 school year
K	8	10	0
1	2	2	0
2	1	2	0
3	2	2	0
4	2	6	0
5	1	2	0
6	3	8	0
7	2	3	0
8	0	4	0

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2017-2018	Number of students retained in 2017-2018 for the 2018-2019 school year
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

- g) 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.

5.1 Compliance

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

- a) Provide a description of the [educator evaluation system](#) the school has implemented. **The school uses the Danielson Framework conducting three observations for nontenured faculty and two observations of tenured ones. In addition to observations summative evaluations are conducted at the end of the school year.**
- b) Provide a description of the school leader evaluation system that the school has implemented. **The school leader evaluation system is based off the New Leaders evaluation system.**
- c) As **Appendix E**, provide a 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 15: 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 Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2018 – 2019 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2019.” 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.

- 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 N.J.A.C. 6A:9 *et seq.*, 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 N.J.S.A. 18A:6-7.1, *et esq.*
- X Educational Program.* The School shall implement and provide educational programs that 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.
- X Provision of Services.* The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the “IDEA”), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (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 N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.

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 N.J.A.C. 6A:11-2.2, 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 N.J.A.C. 5:32-2 (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 N.J.A.C. 5:70-4.

Signature of School Official (School Lead):

Date: 7/31/19

Print Full Name: Colin Hogan

Title: Head of School

Signature of Signatory Official (President, Board of Trustees):

Date: 7/31/19

Print Full Name: Michael Falkowski

Title: School Business Administrator