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

# Annual Report Template (Updated April 2026)

# Introduction

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

# Annual Report Submission 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 2025-2026 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2026." To submit the report, upload it to the subfolder "Annual Report 2026" 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 conventions found at the end of the document and then uploaded to the "Annual Report 2026" 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 Monday, August 3, 2026. 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, 2026.

# 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 | Learning Community Charter School |
| Grade level(s) to be served in 2026-2027 | PreK-8 |
| Projected enrollment for 2026-2027 | 639 |
| 2025-2026 Total enrollment as of June 30, 2026 | 639 |
| 2025-2026 Students with disabilities (SWD) enrollment as of June 30, 2026 | 58 |
| 2025-2026 Multilingual learners (ML) enrollment as of June 30, 2026 | 20 |
| Current waiting list for 2026-2027 by grade level<br>*Pursuant to N.J.A.C. 6A:11-4.6(a)2* | PK3–164, PK4–202, K–260, 1st-120, 2nd–85, 3rd–75, 4th–59, 5th–34, 6th–96, 7th–25, 8th-7 |
| Waitlist within the district/region of residence | PK3–164, PK4–202, K–260, 1st-120, 2nd–85, 3rd–75, 4th–59, 5th–34, 6th–96, 7th–25, 8th-7 |
| Waitlist of non-resident district/region of residence (Organize by district/region) | Edison-5, Elizabeth-3, Bayonne-11, Secaucus-6, Kearny-1, North Bergen-2, Hoboke-1, Richmond-1, Union City-1, Princton-1, Collierville-1, London-1, West New York-2, Jerusalem-1, Newark-1 |
| Website address<br>Homepage must include:<br>FY27 Board Approved Budget<br>Board Meeting Notices<br>Annual Reports<br>A list of all current voting Board of Trustees Members<br>A list of all facilities operated by the charter school including each physical address | https://www.lccsnj.org/ |
| Name of board president | Marisa Gerke |
| Board president's email address (Embed link to board president's email address on charter school website) | mgerke@lccsnj.org |
| Board president's direct phone number (Do not include charter school number) | 1-201-892-6544 |

| | |
|---|---|
| Name of school leader (Include the preferred point of contact for official communications) | Dr. Colin Hogan |
| School leader's email address | chogan@lccsnj.org |
| School leader's direct office phone number and/or extension | 210-332-0900 Ext 14 |
| Title IX McKinney-Vento District Homeless Liaison's name and email address | Kacie Anderson, Kanderson@lccsnj.org |
| School Safety Specialist's name and email address | Barbara Kiss, Bkiss@lccsnj.org |
| School Threat Assessment Team Members' names and email addresses | Ve'Dora Wright-Vwright@lccsnj.org<br>Kacie Anderson Anderson-Kanderson@lccsnj.org<br>Joe Pierce Jpierce@lccsnj.org<br>Tatiana Antczak Tantczak@lccsnj.org<br>Katie McConnell Kmcconnell@lccsnj.org<br>Antoinette Lucas Lucas-Alucas@lccsnj.org<br>Tyler Grant Tgrant@lccsnj.org<br>Mark August Augst-magust@lccsnj.org<br>Irisis Larsen Ilarsen@lccsnj.org |
| Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address | Ve'Dora Wright, vwright@lccsnj.org |
| Name of School Business Administrator (SBA) | Brian Falkowski |
| SBA email address | Bfalkowski@sboffice.com |
| SBA phone number | 1-609-618-1572 |
| Name of District Testing Coordinator (DTC) | Joe Pierce |
| DTC email address | jpierce@lccsnj.org |
| DTC phone number | 201-332-0900 |
| Name of anticipated SY 2026-2027 Student Placement Liaison (SPL) | Ulrika Boijort |
| SPL email address | Uboijort@lccsnj.org |

| | |
|---|---|
| SPL phone number | 201-332-0900 |

## 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 | The Learning Community Charter School |
| Year site opened | 1998 |
| Grade level(s) served at this site in 2024-2025 | PK4-8th |
| Grade level(s) to be served at this site in 2025-2026 | PK3-8th |
| Site street address | 2495 Kennedy Blvd. |
| Site city | Jersey City |
| Site zip | 07304 |
| Site lead or primary contact's name | Dr. Colin Hogan |
| Site lead or primary contact's office phone number and extension | 201-332-0900 Ext 14 |
| Site lead's email address | chogan@lccsnj.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.

**LCCS exists to develop students who possess the academic, social, and emotional skills necessary to positively impact their community.**

b) Briefly list the school's key design elements.

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 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 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 8$^{th}$ grade. Students develop work to be shared for public exhibition that is integrative in its design.

The curriculum at LCCS is designed by faculty members and rarely uses textbooks or packaged curriculums. There is instead a heavy emphasis on inquiry-based learning and frequent field experiences to support students' understanding and mastery of academic content

c)

*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 participation and passing rates on AP tests. |
| **Target** | Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2024-2025 to 2025-2026. |
| **Actual Outcome** | Ex: In 2024-2025, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2025-2026, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. **Goal has been met.** |

### 1.2 Curriculum

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

b) Pursuant to *N.J.A.C.* 6A:8-3.1(a)3, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

https://www.lccsnj.org/about-lccs/policies-clone

### 1.3 Instruction

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

The school's instructional model 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.

b) Provide a brief description of the school's common 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 tasks that generally require the integration of skills taught not only in one particular course but from other academic subject areas as well. 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 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 regarding their learning.

c) Provide the number of students, by grade level, that the school will academically retain and not promote to the next grade for the 2026-2027 school year. If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be academically retained for the 2026-2027 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M.**

   One student in grade 6 who does not have a IEP or 504 plan will be retained.

d) What support services will the school offer to academically retained students during the 2026-2027 school year?

   The student will have an INRS plan. We plan to have the student meet with our school counselor weekly who will work with the student and their family to update them on the student's academic progress. The student will also receive organizational support from a Teacher Assistant on a daily basis.

### 1.4 Assessment

a) The first administration of the New Jersey Student Learning Assessment–Adaptive (NJSLA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will not be available until fall 2026, please complete Table 4 using your school's 2023–2025 NJSLA results to reflect the proportion of students meeting or exceeding expectations in ELA and mathematics.

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

| Assessment | Spring 2024 | Spring 2025 | Spring 2026 |
|---|---|---|---|
| ELA 3 | **57** | **74** | |
| ELA 4 | **62** | **64** | |
| ELA 5 | **82** | **80** | |
| ELA 6 | **81** | **59** | |
| ELA 7 | **91** | **85** | |
| ELA 8 | **89** | **90** | |
| ELA 9 | **N/A** | **N/A** | |
| MAT 3 | **48** | **68** | |
| MAT 4 | **45** | **38** | |

| Assessment | Spring 2024 | Spring 2025 | Spring 2026 |
|---|---|---|---|
| MAT 5 | **59** | **60** | |
| MAT 6 | **54** | **58** | |
| MAT 7 | **60** | **69** | |
| MAT 8 | **0** | **N/A** | |
| Algebra I | **52** | **48** | |
| Geometry | **N/A** | **N/A** | |
| Algebra II | **N/A** | **N/A** | |

Please complete Table 5 to show year-over-year trends in proportion of students who achieved proficient or advanced proficiency on the NJSLA for Science (NJSLA-S), as administered by the school, if applicable. *Note: If the results of the Spring 2026 NJSLA-S have not been released to schools by July 15, 2026, leave the Spring 2026 column blank.*

**Table 5: 3-Year NJSLA Science Assessment Results:**

| Assessment | Spring 2024 | Spring 2025 | Spring 2026 |
|---|---|---|---|
| **SCI 5** | **46** | **35** | **N/A** |
| **SCI 8** | **28** | **30** | **N/A** |
| **SCI 11** | **N/A** | **N/A** | **N/A** |

b) The first administration of the New Jersey Graduation Proficiency Assessment – Adaptive (NJGPA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will not be available until summer/fall 2026, please complete Table 6 using your school's 2023–2025 NJGPA results (if applicable) to reflect the proportion of students who are graduation-ready in ELA and mathematics.

**Table 6. 3-Year NJGPA ELA and Mathematics Assessment Results**

| Assessment | Spring 2024 | Spring 2025 | Spring 2026 |
|---|---|---|---|
| **NJGPA-ELA** | | | |
| **NJGPA-Mathematics** | | | |

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

Teacher teams review each student's performance on NJSLA and MAPS and develops a personalized intervention plan to address students' academic needs in terms of making progress. LCCS is determined to become a Blue Ribbon School and we place student achievement in this area as our highest priority.

d) In table 7, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2025-2026 school year.

**Table 7: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment**

| Assessment | Number of eligible students | Number of students administered the assessment |
|---|---|---|
| **WIDA ACCESS** | 7 | 7 |

| Assessment | Number of eligible students | Number of students administered the assessment |
|---|---|---|
| **DLM-ELA** | N/A | N/A |
| **DLM-Math** | N/A | N/A |
| **DLM-Science** | N/A | N/A |

e) In table 8 and table 9, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2025-2026 school year. Local benchmark assessment results may be submitted as **Appendix O.**

**Table 8: ELA Local Benchmark Assessments Information for the 2025-2026 School Year**

| Time of School year | Date of administration | Name of assessment | Grade(s) administered | Are assessments solely charter created, vendor created, or a combination of charter and vendor created? |
|---|---|---|---|---|
| Beginning | October | MAPS | 1-8 | Vendor |
| Mid | February | MAPS | 1-8 | Vendor |
| End | May | MAPS | 1-8 | Vendor |

**Table 9: Math Local Benchmark Assessments Information for the 2025-2026 School Year**

| Time of School year | Date of administration | Name of assessment | Grade(s) administered | Are assessments solely charter created, vendor created, or combination of charter and vendor created? |
|---|---|---|---|---|
| Beginning | October | MAPS | 1-8 | Vendor |
| Mid | February | MAPS | 1-8 | Vendor |
| End | May | MAPS | 1-8 | Vendora |

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

The NWEA MAPS assessment is the closest assessment aigned with the NJSLA which we use as a guide to monitor student progress, determine intervention and enrichment supports.

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

We did not note any disparities between both assessments. We saw alignment between MAPS performance and NJSLA 2025 data.

h) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2025-2026 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

| Grade | Diagnostic | Formative | Summative |
|---|---|---|---|
| K | ELA-DIBELS and school based benchmark<br><br>Math-School based benchmark | Class based assessments-Primarily performance based | NA |
| 1 | ELA-DIBELS and school based benchmark<br><br>MAPS | Class based assessments-Primarily performance based | Project based in science, social studies, and English |

| | | | |
|---|---|---|---|
| | Math-School based benchmark<br><br>MAPS | | |
| 2 | ELA-BELS nd school based benchmark<br><br>MAPS<br><br>Math-School based benchmark<br><br>MAPS | Class based assessments-performance based with the introduction of tests in math and vocabulary | Project based in science, social studies, and English |
| 3 | ELA-DIBELS and school based benchmark<br><br>MAPS<br><br>Math-School based benchmark<br><br>MAPS | Class based assessments-performance based with the introduction of tests in math and vocabulary | Project based in science, social studies, and English |
| 4 | ELA-DIBELS (if needed) and school based benchmark<br><br>MAPS<br><br>Math-School based benchmark<br><br>MAPS | Class based assessments-performance based with the introduction of tests in math and vocabulary, and reading | Project based in science, social studies, and English |
| 5th | ELA-DIBELS (if needed) and | Class based assessments-performance based with the | Project based in science, social |

| | | | |
|---|---|---|---|
| | school based benchmark<br><br>MAPS<br><br>Math-School based benchmark<br><br>MAPS | introduction of tests in math and vocabulary, and reading<br><br>Tests introduced in science and social studies | studies, and English |
| 6th | ELA- school based benchmark<br><br>MAPS<br><br>Math-School based benchmark<br><br>MAPS | Class based assessments- performance based with the introduction of tests and quizzes in math and vocabulary, and reading , math, science, and social studies | Project based in science, social studies, and English |
| 7th | ELA- school based benchmark<br><br>MAPS<br><br>Math-School based benchmark<br><br>MAPS | Class based assessments- performance based with the introduction of tests and quizzes in math and vocabulary, and reading , math, science, and social studies | Project based in science, social studies, and English |
| 8th | ELA-DRA and school based benchmark<br><br>MAPS<br><br>Math-School based benchmark<br><br>MAPS | Class based assessments- performance based with the introduction of tests and quizzes in math and vocabulary, and reading , math, science, and social studies | Project based in science, social studies, and English |

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

Benchmark assessment  MAPS, and NJSLA data are reviewed at grade level or discipline-based PLCs to assess the effectiveness of instruction. After analyzing student performance on benchmark assessments each PLC determines how to adjust curriculum to either accelerate learning or to provide more opportunities for review and reteaching of content and concepts.

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

MAPS data after each administrative round are mailed to parents. We pair that with sessions that school administration provides in terms of interpreting the data for families in terms of where students are academically. Teachers also review the data with parents and students during conferences. Overall student progress is presented quarterly at board meetings.

## 1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information in Table 10 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

**Table 10: School Leadership/Administration Information**

| Administrator Name | Title | Employment Status (Employed by School/Contracted Provider) | Start Date | Annual Salary/ Contract Fee (2025-2026) |
|---|---|---|---|---|
| Colin Hogan | Head of School | Employed by School | 7/1/2013 | $197,194 |
| Tatiana Antczak | Assistant Head of School P | Employed by School | 3/1/2023 | $127,447 |
| Angel Melendez | Assistant Head of School | Employed by School | 9/1/2022 | $133,819 |

## School Culture & Climate

The following questions are aligned to the *Organizational Performance Framework*, Performance Area 2: School Culture & Climate.

### 2.1 School Culture and Climate

a) Fill in the requested information in Table 11 below regarding the learning environment at the school.

**Table 11: School Culture and Climate Learning Environment**

| | |
|---|---|
| Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled) | 95.21% |
| Elementary School Attendance Rate (grades K-5) | 95.18% |
| Middle School Attendance Rate (grades 6-8) | 95.28% |
| High School Attendance Rate (grades 9-12) | N/A |
| Student to Certified Teacher Ratio | 13.32 |

b) Fill in the requested information in Table 12 below, regarding the professional environment at the school.

**Table 12 School Culture and Climate Professional Environment**

| | |
|---|---|
| Teacher Retention Rate between July 1, 2025, to July 1, 2026 | 92.59 |
| Total Staff Retention Rate from July 1, 2025, to July 1, 2026 | 94.31 |
| Frequency of teacher surveys and date of last survey conducted | 2 per year October 2025 and April 2025 |
| Percent of teachers who completed the most recent survey | 98% |
| Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey | 73% |

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

Surveys are optional, but we aim for our school to achieve a 100% response rate. To that end, we offer a complimentary lunch for our entire faculty when responses reach 95% or above.

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

**1.Strong Academic Culture**

- Staff believe LCCS has high expectations for students
- Teachers believe students can succeed in challenging classes

**2. Supportive School Community**

- Positive relationships between staff, students, and families
- Strong sense of belonging and commitment to the LCCS mission

**3. Commitment to Students**

- Staff continue to put students first
- Teachers focus on student success, emotional support, and building relationships despite challenges

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

1. Teacher compensation scored the lowest area in the survey. There is a lack of clarity on how compensation is calculated. (3.6)
2. Staff are looking for more opportunities for career growth, leadership roles, and professional development (4.3)
3. Teachers want more collaboration time, planning time, and opportunities to work together across grade levels and departments (4.3)

f) Fill in the requested information below regarding the school's discipline environment in 2025-2026.

**Table 13: Discipline Environment 2025-2026**

| Grade Level | Number of students enrolled as of Oct. 15, 2025 | Number of students receiving an out-of-school suspension (unique count) | Number of students receiving an in-school suspension (unique count) | Number of students expelled |
|---|---|---|---|---|
| K | 66 | 0 | 0 | 0 |
| 1 | 66 | 0 | 0 | 0 |
| 2 | 65 | 0 | 0 | 0 |
| 3 | 66 | 0 | 0 | 0 |

| Grade Level | Number of students enrolled as of Oct. 15, 2025 | Number of students receiving an out-of-school suspension (unique count) | Number of students receiving an in-school suspension (unique count) | Number of students expelled |
|---|---|---|---|---|
| 4 | 66 | 0 | 0 | 0 |
| 5 | 66 | 0 | 0 | 0 |
| 6 | 68 | 2 | 0 | 0 |
| 7 | 65 | 4 | 3 | 0 |
| 8 | 63 | 1 | 2 | 0 |
| 9 | N/A | N/A | N/A | N/A |
| 10 | N/A | N/A | N/A | N/A |
| 11 | N/A | N/A | N/A | N/A |
| 12 | N/A | N/A | N/A | N/A |
| Total | 594 | 7 | 5 | 0 |

g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2025-2026 school year. **6th grade – 2, 7th grade – 2, 8th grade - 0**

h) If the suspensions and expulsions in 2025-2026 increased or decreased by ten percentage points or more than those in 2024-2025, please describe the reasons for the change.

**Suspensions decreased by more than 63%. Reasons for decrease are related to restorative practices, reflection projects, and restorative meetings.**

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

j) Pursuant to *N.J.S.A.* 18A:17-46, each charter school must post its Department-issued 2024-2025 HIB Grade Report to the school website. Please provide the link to the school's report below.

## 2.2. Family and Community Engagement

a) Fill in the requested information in Table 14 below regarding family involvement and satisfaction.

**Table 14: Family Involvement and Satisfaction**

| | |
|---|---|
| Number of parents or guardians currently serving on the school's board out of the total number of board members | 10 |
| Frequency of parent/guardian surveys | 1 per year |
| Dates of parent/guardian survey conducted in the 2025-2026 school year | May 2026 |
| Percent of parents/guardians who completed the most recent survey (consider one survey per household) | 85% |
| Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey | 89% |

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

We have struggled with parent completion of the survey in past years. This year, we worked with our Parent-Teacher Organization (PTO) and ran a contest. The grade with the highest participation rate won a pizza party for its students.

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

Welcoming school environment, supportive environment, school leadership

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

Homework stress, event scheduling, and schedule balancing for students.

e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2025-2026 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

This year LCCS moved to in-person events but kept a hybrid model when a virtual event enhanced participation. Our Halloween Parade was held in person as was our Thanksgiving Singalong which we held at school. Our winter concert remained live for families. Conferences adopted a hybrid model that was somewhat unsuccessful and we will move to a different model for 25-26. Our school play for grades 5-8 was held in person as was our school spring concert. This year was also launched an in-person grandparents and special friends day to increase family

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

support and engagement. All LCCS board meetings are broadcast via Zoom to enable greater community participation.

Our parent teacher organization sponsored regular community events such as two student dances one in the fall and one in the spring. They also host our annual community fall festival. They were integral in terms of running our grandparents special friends day as well.

g) Fill in the requested information in Tables 15 and 16 below regarding community involvement. Add or delete rows as necessary.

**Table 15: Community Involvement with Education Institutions**

| Partnering Organization | Description of the Partnership | Year Partnership was Established | Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc. |
|---|---|---|---|
| NJCU | Teacher Apprentice Program-Undergraduate college students training to be teachers assisted in our classrooms and ran an after-school tutoring program for our students. | 2019 | 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 16: Community Involvement with Community Institutions**

| Partnering Organization | Description of the Partnership | Year Partnership was Established | Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc. |
|---|---|---|---|
| Nimbus Dance | We brought Nimbus on to provide hip-hop dance instruction for our students in grades 6-8. We specifically chose to work with them due to their community focus on collaborating with Jersey City. The 2nd graders in learning choreography. and how to communicate through movement. | 2023 | This partnership was for 15 hours per month. LCCS pays for this arrangement. Approximately 136 students participated in this program. LCCS provided funding for this program. |
| Hackensack Riverkeeper | Our 6th graders participated in lessons on | 2014 | This partnership was for 10 hours over one |

| Partnering Organization | Description of the Partnership | Year Partnership was Established | Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc. |
|---|---|---|---|
| | river ecology and attended eco rover cruises and river clean up. | | month. 68 6th graders participated in the program. LCCS provided buses for the field trip. |
| | | | |
| | | | |
| | | | |

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

LCCS is a school where our students are expected to apply their learning to make a difference in their communities. These three partnerships allow our students to learn artistically and scientifically how to express themselves to make a difference. The NJCU program allows NJCU students to learn about our unique instructional program to support their own future students.

## 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 17 below regarding board governance.

**Table 17: Board Governance**

| | |
|---|---|
| Number of board members required by the charter school's bylaws | **Between 3-20** |
| Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as **Appendix B**) | June 2026 |
| Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as **Appendix C**)<br><br>(If the SBA receives a written evaluation, please include a copy of the tool as **Appendix C**) | April 2026 |
| If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO)<br><br>(Include a copy of the board's evaluation tool for this contracted organization as **Appendix D** and as **Appendix E**, provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2026-2027 school year.) | |

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

c) List the amendments to bylaws that the board adopted during the 2025-2026 school year.

d) List the critical policies adopted by the board during the 2025-2026 school year.

LCCS conducted a full policy audit to update all our policies. This extensive policy list can be found here.

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

1.Collaboration and mutual respect. Trustees consistently describe a board that works well together, hears every member, and engages in candid, respectful discourse.

2. Depth and diversity of expertise paired with an effective committee structure. Professional backgrounds spanning law, finance, HR, education, engineering, and technology, with committees that thoroughly vet complex matters before full-board action.

3. Genuine commitment to LCCS and mission-centered decision-making. Trustees keep student outcomes, staff and family input, and the school's mission and CIRCLE values at the center of major decisions.

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

1. Community visibility and engagement. Trustees want the board more present and approachable at school and community events, with stronger publicity of board meetings; this work is being taken up by the Communications Committee.

2. Technology oversight. Trustees identified deepening the board's oversight of technology as a growth area; a technology audit and regular Technology Committee oversight cadence are planned for 2026-27.

3. Strategic plan progress tracking. With the plan newly adopted, trustees want the systems to monitor execution: committee-owned metrics, a progress dashboard, and regular reporting at board meetings.

### 3.2 Board Compliance

a) Fill in the requested information in Table 18 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: https://www.njsba.org/training/mandated-training/#goviv. Add or delete rows as necessary.

**Table 18: Board of Trustee Information**

| Name | Start Date | Term Expiration Date | Number of Terms Served | Role on Board | State and District of Residence | Email Address | Date of Criminal Background Check | Date of all NJSBA Trainings |
|---|---|---|---|---|---|---|---|---|
| Colin Dunn | 6/1/2019 | 4/30/2027 | Serving in 4 yrs | Treasurer | | cdpivot44@gmail.com | 3/23/2016 | 8/2014<br>11/2015<br>10/2019<br>7/2026 |
| Marisa Gerke | 6/1/2019 | 6/30/2027 | Serving in 2 yr | President | | marisagerke1@gmail.com | 8/30/2019` | 5/2020<br>6/2021<br>6/2022<br>12/2023 |
| Paula Mahayosnad | 5/1/2018 | 6/30/2027 | Serving in 2 yr. | Trustee | | mahastein2@yahoo.com | 10/17/2018 | 9/2018<br>6/2022<br>6/2022<br>11/2024 |
| Neil Abadie | 10/1/2019 | 4/30/2027 | Serving in 2 yr. | Trustee | | neil.abadie@gmail.com | 9/4/2020 | 9/2021<br>6/2022<br>6/2022<br>11/2024 |
| Gaspar Cabrera | 5/12/2022 | 4/30/2027 | Serving in 2 yr. | Trustee | | gaspar.emilio.cabrera@gmail.com | 10/11/2024 | 2/2024<br>6/2025<br>7/2025 |

| Name | Start Date | Term Expiration Date | Number of Terms Served | Role on Board | State and District of Residence | Email Address | Date of Criminal Background Check | Date of all NJSBA Trainings |
|---|---|---|---|---|---|---|---|---|
| Kate Gratto | 5/1/2022 | 4/30/2028 | Serving in 2nd | Trustee | | kate.gratto@gmail.com | 9/23/2022 | 12/2023<br>12/2023<br>6/2025<br>4/2026 |
| Jaclyn Moore | 5/1/2022 | 4/30/2027 | Serving in 2nd yr. | Trustee | | moorejaclyn@gmail.com | | 4/2023<br>11/2024<br>5/2025<br>6/2026 |
| Ilea Kozak | 6/13/2024 | 6/12/2027 | Serving in 1st yr. | Trustee | | ilea.kozak@yahoo.com | | 9/2024 |
| Suleyni Abreu | 6/13/2024 | 6/12/2027 | Serving in 1st yr. | Trustee | | suleyni.abreu@gmail.com | | 9/2024 |
| Gustavo Abreu | 10/17/2024 | 10/16/2027 | Serving in 1st yr. | Trustee | | abreugustavo@gmail.com | | 1/2025 |
| Tristian Fine | 5/15/2025 | 6/30/2028 | Serving in 1st yr. | Trustee | | tristanfine@gmail.com | | 6/2025 |
| Gillian Stynes | 5/15/2025 | 6/30/2028 | Serving in 1st yr. | Trustee | | jill_kat@hotmail.com | | 5/2025 |
| Patrick Sprinkle | 5/15/2025 | 6/30/2028 | Serving in 1st yr. | Trustee | | psprinkle@lccsnj.org | | 5/2025 |

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://www.lccsnj.org/about-lccs/board-of-trustees

c) Please provide the month and year of the latest board meeting minutes posted on the school's website and New Jersey Homeroom OCRS repository.

July 23, 2026

d) Pursuant to *N.J.S.A.* 18A:12-1.3, all school districts and charter schools serving grades 9-12 must include at least one nonvoting student representative on the board of trustees. Please indicate the number of nonvoting high school board of trustees members that served in the 2025-2026 school year.

e) Pursuant to *N.J.S.A.* 18A:36A-15, *Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school's website.

https://www.lccsnj.org/about-lccs/policies

f) Provide the number of grievances presented to the board in the 2025-2026 school year.

0

g) Provide a link to the charter school website's homepage where the following are posted:

- FY27 Board Approved Budget
- Board Meeting Notices
- Annual Reports

  https://www.lccsnj.org/about-lccs/policies
- A list of all current voting Board of Trustees Members

  https://www.lccsnj.org/about-lccs/board-of-trustees
- A list of all facilities operated by the charter school including each physical address

  LCCS only operates one facility.

h) As **Appendix P,** please provide a list of the current voting members of the charter school's board of trustees. Include their names, primary addresses, and the address to their current place of employment, if applicable.

## 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 19 below regarding the timeline of the school's application process for prospective students for school year 2025-2026.

**Table 19: School Year 2025-2026 Application Process Timeline**

| | |
|---|---|
| Date the application for school year 2025-2026 was made available to interested parties | 10/1/24 |
| Date the application for school year 2025-2026 was due to the school from parents/guardians | 1/17/25 |
| Date and location of the lottery for seats in school year 2025-2026 | 2/14/25 Live streamed from School Library |

b) Provide the URL to the school's application for prospective students for school year 2026-2027. As **Appendix G**, provide pdf copies of the 2025-2026 and 2026-2027 initial application in as many languages as available. **https://www.lccsnj.org/admissions/lottery-application**

c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2025-2026 and school year 2026-2027. **School's website: https://www.lccsnj.org/admissions/lottery-application**

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. **It is a google form so you can select any language by selecting the language preference.**

e) List all ways in which the school advertised that applications for prospective students for school year 2025-2026 and school year 2026-2027 were available prior to the enrollment lottery. **Americano Newspaper, Al Hawadeth Newspaper**

f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2025-2026.

g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy. **LCCS strives to keep the enrollment at full capacity at any given time. If students leave the school before or during the school year, we contact the applicants at the top of the waitlist for that specific grade to offer them the available seat. This is a policy that starts July 1st and ends the last day of school of that school year. We follow this procedure from year to year, working with a current wait list generated at the annual lottery. If we have availability in one grade and the wait list for that grade has been exhausted, we will contact the applicant on the top of the wait list for another grade.**

**Table 20: Student Enrollment and Attrition**

| Grade Level | Number of student withdrawals (for any reason) during the 2025-2026 school year | Number of students enrolled after the first day of school year 2025-2026 | Number of students enrolled in school year 2025-2026 who continued enrollment in school year 2026-2027 |
|---|---|---|---|
| K | 2 | 2 | 63 |
| 1 | 6 | 2 | 64 |
| 2 | 4 | 5 | 66 |
| 3 | 1 | 1 | 64 |
| 4 | 6 | 2 | 65 |
| 5 | 3 | 1 | 61 |
| 6 | 16 | 0 | 66 |
| 7 | 3 | 0 | 63 |
| 8 | 2 | 0 | N/A |
| 9 | N/A | N/A | N/A |
| 10 | N/A | N/A | N/A |
| 11 | N/A | N/A | N/A |
| 12 | N/A | N/A | N/A |

b) If applicable, please identify and/or explain the primary causes of student attrition during the 2025-2026 school year.

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

**Table 21: School Site Facility Information**

| | |
|---|---|
| Site name | NA |

| | |
|---|---|
| Site address | NA |
| Facility lease information | NA |
| Landlord name | NA |
| Lease commencement date | NA |
| Lease termination date | NA |
| 2025-2026 annual lease cost | NA |
| Facility mortgage/bond information | NA |
| Purchase date | NA |
| Mortgage lender/Bond Issuer(s) | Reinvestment Fund |
| Outstanding loan amount as of July 1, 2026 | NA |
| Latest date of appraisal | NA |
| Appraised value of property | NA |
| 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. | NA |

**Table 22: School Site Facility Information Lease Summary**

| | |
|---|---|
| Total number of leased facilities | NA |
| Total annual cost of all leases | NA |
| Total lease amount budgeted for 2026-2027 | NA |

**Table 23: School Site Facility Information Mortgage/Bond Summary**

| | |
|---|---|
| Total number of mortgaged facilities | 1 |
| Total mortgage/bond amount | $9,083,003.03 |
| Mortgage principal budgeted for 2026-2027 | $163,603.31 |
| Mortgage payment interest budgeted for 2026-2027 | $199,674.85 |

a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit **Appendix A** available at the end of this document.

b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with "Ae" code for each approved campus, and current leases. Multi-year leases should still be submitted in this appendix annually.

### 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 along with the charter school's District Mentoring Plan mandated by *N.J.A.C.* 6A:9C-4.4 and *N.J.A.C.* 6A:9C-5.3

**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 24: 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 | File Naming Convention |
|---|---|
| Appendix E | Appendix E Annual CMO or EMO contract, signed and dated with EIN number, if applicable |
| 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, unexpired Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with "Ae" code, and current leases |
| Appendix J | Appendix J Board resolution approving the teacher and school leader/principal evaluation systems and District Mentoring Plan |
| Appendix K | Appendix K 2026 – 2027 School Calendar |
| Appendix L | Appendix L Organizational Chart |
| Appendix M | Appendix M Promotion/Retention Policy |
| Appendix N | Appendix N Graduation Policy |
| Appendix O | Appendix O Local Benchmark Assessment Results |
| Appendix P | Appendix P Current Board of Trustees Member Information |

Each appendix must be submitted as a separate Word or PDF file to the Homeroom folder "Annual Report 2026." 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.

| Statement | Confirm Compliance (Add ✓ or X) |
|---|---|
| **Instructional Providers**<br>The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *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**<br>The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A.* 18A:6-7.1, *et seq*. | **X** |
| **Educational Program**<br>The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards. | **X** |
| **Student Disciplinary Code**<br>The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities. | **X** |
| **Provision of Services**<br>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.*, | **X** |

| Statement | Confirm Compliance (Add ✓ or X) |
|---|---|
| and section *N.J.A.C.* 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.<br><br>The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 *et seq.*) (the "ESSA"), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section *N.J.A.C.* 6A:15 *et seq.,* section *N.J.A.C.* 6A:11-4.8, sections *N.J.A.C.* 6A:7-1.7 and 6A:7-1.8, section *N.J.A.C.* 6A:8-1.3, and sections *N.J.A.C.* 6A:9-3.2, and 6A:9-3.3 of the Regulations concerning the provision of services to multilingual learners. | |
| **Facility Location**<br>The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *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. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository. | **X** |
| **Public School Contract Law**<br>The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to *N.J.A.C.* 6A:23-22.14, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to *N.J.S.A.* 18A:18A-1 et seq. 14. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, *N.J.S.A.*18A:18A-1 et seq. | **X** |

## School Official/School Lead

Signature of School Official (School Lead): Colin Hogan

Date: 7/29/2026

Print/Type Full Name: Colin Hogan

Title: Head of School

## Signatory Office (President, Board of Trustees)

Signature:

Date: 7/29/2026

Print/Type Full Name: Marisa Gerke

Title: Board President

## 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.

| Statement | Confirm Compliance (Add ✓ or X) |
|---|---|
| **Instructional Providers**<br>The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *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**<br>The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A.* 18A:6-7.1, *et seq*. | X |
| **Educational Program**<br>The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards. | X |
| **Student Disciplinary Code**<br>The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities. | X |
| **Provision of Services**<br>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.*, | X |

| Statement | Confirm Compliance (Add ✓ or X) |
|---|---|
| and section *N.J.A.C.* 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.<br><br>The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 *et seq.*) (the "ESSA"), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section *N.J.A.C.* 6A:15 *et seq.,* section *N.J.A.C.* 6A:11-4.8, sections *N.J.A.C.* 6A:7-1.7 and 6A:7-1.8, section *N.J.A.C.* 6A:8-1.3, and sections *N.J.A.C.* 6A:9-3.2, and 6A:9-3.3 of the Regulations concerning the provision of services to multilingual learners. | |
| **Facility Location**<br>The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *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. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository. | X |
| **Public School Contract Law**<br>The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to *N.J.A.C.* 6A:23-22.14, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to *N.J.S.A.* 18A:18A-1 et seq. 14. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, *N.J.S.A.*18A:18A-1 et seq. | X |

## School Official/School Lead

Signature of School Official (School Lead): Colin Hogan

Date: 7/29/2026

Print/Type Full Name: Colin Hogan

Title: Head of School

## Signatory Office (President, Board of Trustees)

Signature:

Date: 7/29/2026

Print/Type Full Name: Marisa Gerke

Title: Board President

# Learning Community Charter School Board of Trustees Self Evaluation June 2025

The below survey has been formulated to provide members of the Board of Trustees an opportunity to evaluate the performance of the Board as a whole over the past year (2024-2025 term), while identifying areas in which the Board has effectively governed and areas in which continued growth is needed. The results of this survey will also be included as part of LCCS's annual report to the State of New Jersey.

Please note the following:

- **The first section (Q1-Q28) of the survey is for our current Board Members** who have served during the 2024-2025 term. **New Board Members should simply select the option "New Board Member."**
- **The second section (Q29-Q32) of the survey should only be completed by our newest Board Members**: Tristan Fine, Gillian Stynes, and Patrick Sprinkle. **Current Board Members should select "Returning Board Member."**
- Please note that any survey questions related to "strategic planning" have been removed from this year's survey (as the strategic planning process is currently underway) and will return on next year's survey once the process is complete.
- **Please respond to the survey by 6/30/25**, so that results can be compiled and presented to the Board as soon as possible.

Thank you for your participation in the survey! Please contact Ilea Kozak at ilea.kozak@yahoo.com with any questions or concerns.

* Indicates required question

## Section 1: Survey Questions for Current Board of Trustees Members

Please respond to survey questions 1 - 28 only if you served on the Board during the full 2024-2025 term. If you are a new Board Member, please select the option for "New Board Member."

1. 1. I feel that the role, function, and purpose of the Board is clearly defined for Board Members, the administration, and the school community at large. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

2. 2. I feel that Board's current structure allows us to get our work done in a timely and effective way. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

3. 3. There is clear and open communication between Board Members with respect to decision-making, responsibilities, and roles. *

*Mark only one oval.*

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree
- ◯ I am a new Board Member

4. 4. As a Board Member, I feel empowered to pose questions and identify areas in which I feel further information is needed for myself and/or the Board to vote or make a decision on an issue. *

*Mark only one oval.*

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree
- ◯ I am a new Board Member

5. 5. I feel that the Board handles conflict openly and in a constructive manner. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

6. 6. I feel that the Board's decisions are sufficiently driven by relevant evidence and data presented by the school administration, members of the school community, board members, and outside consultants (where appropriate). *

*Mark only one oval.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- I am a new Board Member

7. 7. I feel that the Board properly evaluates and resolves new and/or complicated issues by effectively delegating work to specific board committees. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

8. 8. I understand the role and responsibilities that come with my committee assignments and feel that fellow committee members work collaboratively and effectively to meet the overall goals of the Board. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

9. 9. I believe that the Board is appropriately representative of the school's student, staff and community populations. *

*Mark only one oval.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- I am a new Board Member

10. 10. I feel that the current Board consists of members with expertise in the key fields necessary to perform all board responsibilities (i.e., attorneys, accountants, educators, facilities coordinators, etc.). *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

11. 11. I believe that Board Members take adequate time to learn more about important issues facing the school by encouraging teachers, students, staff, and administrators to attend board meetings and share their concerns. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

12. 12. I believe that the Board adequately discusses and researches events and trends in the larger school community that may affect LCCS. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

13. 13. I believe that the Board stays abreast in its understanding of the policies and laws mandated by the State concerning Charter Schools. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

14. 14. I believe that the Board adequately establishes and maintains a systematic plan for feedback on school policies to determine their effectiveness, worth, and whether those policies need amendment, modification, or cancellation. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

15. 15. As a Board Member, I feel that I have had an opportunity to participate in the crafting of the school's policies and feel adequately equipped to review the effectiveness of any such policy. *

*Mark only one oval.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- I am a new Board Member

16. 16. I feel that the Board has an effective and adequate procedure in place to conduct an appropriate evaluation of the performance of the Head of School. *

*Mark only one oval.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

17. 17. I believe that the Board stays informed about what students are learning (through a review of reports on scholastic achievement, vocational programs, and the impact of extracurricular activities offered by the school) and thoughtfully considers action to improve any of the above when necessary. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

18. 18. I believe that Board Members demonstrate sufficient awareness of the impact that its decisions will have on the community. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

19. 19. I believe that the Board stays aware of the school's financial outlook and sets priorities based on school needs while maintaining an adequate financial reserve. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

20. 20. I feel that the Board is adequately advised of the availability of outside funds (such as state and federal grants, special programs, community resources, research programs, and special construction funds) which may serve to assist the school in meeting its goals and objectives. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a new Board Member

21. 21. I consistently review the agenda and relevant background materials in advance of each Board meeting. *

*Mark only one oval.*

- Yes
- No
- I am a new Board Member

22. 22. I have participated in a Board Retreat or Special Session. *

*Mark only one oval.*

- ◯ Yes
- ◯ No
- ◯ I am a new Board Member

23. 23. I have participated in professional development programs at a regional, state, or national level which I feel have better prepared me to conduct my duties as a Board Member. *

*Check all that apply.*

- ☐ Yes
- ☐ No
- ☐ I plan to attend such a professional development program in the next twelve months
- ☐ I am a new Board Member

24. 24. I feel that the Board adequately encourages members of the public to attend Board meetings. *

*Mark only one oval.*

- ◯ Strongly Agree
- ◯ Somewhat Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree
- ◯ I am a new Board Member

25. 25. If applicable, please identify any strategies or actions you feel that the Board should take to further encourage members of the public to attend meetings.

26. 26. Please identify any additional information or resources that you feel would assist you in effectively conducting your duties as a Board Member.

27. 27. Please identify up to three main strengths of the Board which allow it to sufficiently meet its responsibilities to the school and community at large. *

28. 28. Please identify up to three areas in which you feel the Board can improve in order to better meet its responsibilities to the school and community at large. *

## Survey Questions for New Board of Trustee Members Only

Only our newest Board Members should complete this section. If you are a returning Board Member, please choose "Returning Board Member."

29. 29. As a new Board Member, I feel that I have a sufficient understanding of the role, purpose, goals, functions and responsibilities of the Board of Trustees. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a returning Board Member

30. 30. As a new Board Member, I feel sufficiently educated to serve on the Board after completing the board training requirements. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a returning Board Member

31. 31. As a new Board Member, I feel that I have a sufficient understanding of the purpose of the committees to which I am assigned and feel that I am in a position to positively contribute to those committees. *

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am a returning Board Member

32. 32. Please describe, in detail, any additional information you require or would like to receive in order for you to feel that you are sufficiently educated about your role on the Board.

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**IMPORTANT**: Due to personal relationships with employees in the district, some board members may be considered "conflicted" and unable to participate in the CSA Evaluation. *Please consult your board attorney for clarification*.

This evaluation is based on district goals for the year 2014-2015 and on the job description for the Superintendent of Schools., included in Board Policy 2131 which states: The Superintendent shall be accountable to the Board of Education for functioning in accordance with statutes, code and Board policies, the Superintendent's job description and mutually agreed upon annual performance standards.

**Part I** - Progress towards district goals is based on the district's goal setting. It directly links the particular district goals to improved student performance and to a measurable indicator of success. The action plans developed by your administration to implement each goal will be a good source of reference material for completing this document. Sometimes a superintendent will have only partially achieved the goals or not achieved them at all. The superintendent's responsibility in such instances is to provide an explanation as to why this occurred. The board must collectively judge whether the reasons given for not meeting the goal is satisfactory.

## Directions for the Superintendent:

Complete Part I, Progress Toward Achievement of Goals, by providing the goal statement for each district goal and a rating for progress made toward achievement of each goal. To support this rating, data should be added to indicate linkage to improved student achievement and data or measurable indicators of success. Following submission, board members will be notified via email the evaluation is now ready for their input.

**Merit Goals**: You need only complete this section of the evaluation if your contract contains merit goals for 2014-2015. Complete Part 4 Progress Toward Achievement of **Superintendent's Merit Goals** by providing the goal statement for each of this year's quantitative and qualitative merit goals and your rating toward the achievement of each of these. Please include the identified benchmarks for measurement in the Superintendent's Comment Section for each of the merit goals.

## Directions for Board Members:

**Step 1:** AFTER reviewing the Superintendents assessment of Progress Toward Achievement of Goals, board members then add their own rating. Board members should also provide comments to support their rating. Please remember you are evaluating on the overall progress toward achievement of the goals over the course of the year.

**Step 2:** AFTER Part 1 is completed, board members move on to complete Part II, the Executive/Leadership skills portion and Part III, Overall Consideration of Standards.

**Step 3**: Please complete Part 4- Evaluation of the Superintendent's Merit goals for 2013-2014 if applicable to your district. **You need only complete this portion of the evaluation if your Superintendent's contract contains provisions for these merit goals**.

Review the Superintendent's appraisal/rating on each of the merit goals and the identified benchmarks for measurement. Please add your assessment and any comments to support your rating. Please remember you are evaluating **only the merit goals** in this portion of the evaluation- not the district goals which you already evaluated in Part 1 of this form.

# PART I Progress Toward District Goals and Objectives

| District Goals | Superintendent Rating | | | Board Member Rating | | |
|---|---|---|---|---|---|---|
| | Achieved | Satisfactory Progress Made | Little or No Progress Made | Achieved | Satisfactory Progress Made | Little or No Progress Made |
| **Goal 1:** | | | | | | |
| **Superintendent's Comments** | | | | | | |
| **Goal 1:** | | | | | | |
| **Board Member Comments** | | | | | | |
| **Goal 1:** | | | | | | |

| District Goals | Superintendent Rating | | | Board Member Rating | | |
|---|---|---|---|---|---|---|
| | Achieved | Satisfactory Progress Made | Little or No Progress Made | Achieved | Satisfactory Progress Made | Little or No Progress Made |
| **Goal 2:** | | | | | | |
| **Superintendent's Comments** | | | | | | |
| **Goal 2:** | | | | | | |
| **Board Member Comments** | | | | | | |
| **Goal 2:** | | | | | | |

| District Goals | Superintendent Rating | | | Board Member Rating | | |
|---|---|---|---|---|---|---|
| | Achieved | Satisfactory Progress Made | Little or No Progress Made | Achieved | Satisfactory Progress Made | Little or No Progress Made |
| **Goal 3:** | | | | | | |

**Superintendent's Comments**

**Goal 3:**

**Board Member Comments**

**Goal 3:**

| District Goals | Superintendent Rating | | | Board Member Rating | | |
|---|---|---|---|---|---|---|
| | Achieved | Satisfactory Progress Made | Little or No Progress Made | Achieved | Satisfactory Progress Made | Little or No Progress Made |
| **Goal 4:** | | | | | | |

**Superintendent's Comments**

**Goal 4:**

**Board Member Comments**

**Goal 4:**

**PART II:** Remember that you are reviewing the performance over a full year, and the Superintendent takes action at the request of the full board, not individual members. Adding comments after each section is an important component of the evaluation and will serve to provide examples and rationale for your ratings.

This document is grouped by the categories identified in the ***New Jersey Professional Standards for School Leaders.*** This portion of the evaluation measures Performance in Leadership or Executive Skills as outlined in Policy 2131 which gives the parameters of the Superintendent's job: The Superintendent has full authority to implement the appropriate laws and administrative code of the State of New Jersey in accordance with Board policies. The Superintendent has authority to make such other decisions on a day-to-day basis as may be required for the efficient operation of the school system consistent with Board policies.

**SUPERINTENDENT ROLE:** To inspire, lead, guide and direct every member of the administrative, instructional and supportive services team in setting and achieving the highest standards of excellence, so that each student enrolled in our district may be provided with an effective and personally rewarding education. Further, to oversee and administer the use of all district facilities, property and funds with maximum efficiency, minimum waste and ever-present concern for their impact upon each individual student's education.

**SUPERINTENDENT SCOPE OF RESPONSIBILITY**: The management responsibilities of the Superintendent shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant and to the conduct of such other duties as may be assigned by the Board. The Superintendent may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

**Please assess each sub-indicator within the leadership skills evaluation using the scale below, checking one box per indicator. Comments should be added to support your rating.**

| | |
|---|---|
| **Commendable** | Consistently exceeds stated board expectations. Performance is noticeably better than "meets expectations". |
| **Meets Expectations** | Meets stated board expectations-satisfactory, sufficient. Performance is professional, proficient and appropriate. |
| **Needs Improvement** | Stated expectations are met infrequently. Performance comes close to being acceptable but further development is needed**.** |
| **Unsatisfactory** | Stated expectations are not met. Performance is clearly inadequate, below acceptable level where significant improvement is required. |
| **Not Observed** | Board member does not have enough personal experience to make a judgment, it is a neutral rating, neither positive nor negative. |

| **Standard # 1: <u>General Responsibilities</u>**<br>**The superintendent is the educational leader who promotes the success of all students by maintaining a focus on professional, legal and policy obligations to ensure smooth operation of the district**. | **Commendable**<br>*Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.* | **Meets Expectations**<br>*Meets stated board expectations. Performance is professional, proficient and appropriate.* | **Needs Improvement**<br>*Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.* | **Unsatisfactory**<br>*Stated expectations are not met. Performance is below acceptable, significant improvement is required.* | **Not Observed**<br>*Not enough personal experience to make a judgment. Neither positive nor negative* |
|---|---|---|---|---|---|
| 1. Improves the quality of educational programs and services to students. | | | | | |
| 2. Recommends policies for Board adoption and implements the adopted policies. | | | | | |
| **3.** Fulfills all statutory obligations and implements the Education Law of the State of NJ and the Administrative Code of the NJ DOE. | | | | | |
| 4. Provides leadership in identification of priorities and assures that all activities reflect those Board established priorities. | | | | | |
| 5. Prepares and recommends short and long-range plans for Board approval and implements those plans when approved. | | | | | |

## <u>Comments and Examples:</u>

| **Standard #2: <u>Instructional Leadership</u>: The superintendent is the educational leader who promotes the success of all students by advocating, nurturing and sustaining a culture and instructional program conducive to student learning and staff professional development.** | **Commendable** *Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.* | **Meets Expectations** *Meets stated board expectations. Performance is professional, proficient and appropriate.* | **Needs Improvement** *Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.* | **Unsatisfactory** *Stated expectations are not met. Performance is below acceptable, significant improvement is required.* | **Not Observed** *Not enough personal experience to make a judgment. Neither positive nor negative.* |
|---|---|---|---|---|---|
| 1. Directs and supervises the administrative staff to assure that the goals of the school system are adequately reflected in its educational program and operations. | | | | | |
| 2. Recommends for Board adoption curricula, courses, textbooks and the five-year curriculum renewal schedule. | | | | | |
| 3. Encourages staff to develop programs, services and projects focused on improving student achievement. | | | | | |
| 4. Recommends and implements the district's professional development plan. | | | | | |
| 5. Provides for an annual assessment of student needs and achievement. Initiates program changes to address identified needs. | | | | | |
| 6. Develops guidelines and directions for monitoring the effectiveness of existing and new programs. | | | | | |

## <u>Comments and Examples:</u>

| **Standard #3 <u>Personnel Administration</u>: The superintendent is the educational leader who promotes the success of all students by providing oversight for a comprehensive human resources program (recruitment, retention, staffing, organization, staff recognition, support and compensation and benefits) tied to defined district goals and targets.** | **Commendable** *Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.* | **Meets Expectations** *Meets stated board expectations. Performance is professional, proficient and appropriate.* | **Needs Improvement** *Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.* | **Unsatisfactory** *Stated expectations are not met. Performance is below acceptable, significant improvement is required.* | **Not Observed** *Not enough personal experience to make a judgment. Neither positive nor negative.* |
|---|---|---|---|---|---|
| 1. Provides direction and supervision in the development and implementation of sound personnel practices, including clearly defined roles, duties, responsibilities and current job descriptions. | | | | | |
| 2. Develops recruitment procedures to assure well-qualified applicants for all positions and recommends appointments to the Board. | | | | | |
| 3. Provides direction and acts as resource in negotiations Supervises administration of collective bargaining agreements. | | | | | |
| 4. Assures that all staff is evaluated annually in accordance with established procedures. | | | | | |
| 5. Recommends professional employees for contract renewal and/or tenure appointment in a timely manner. | | | | | |

## <u>Comments and Examples:</u>

| **Standard #4: <u>Financial Management</u>: The superintendent is the educational leader who promotes the success of all students by managing the budget development, implementation and monitoring process that reflects sound fiscal practices and supports district goals.** | **Commendable** *Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.* | **Meets Expectations** *Meets stated board expectations. Performance is professional, proficient and appropriate.* | **Needs Improvement** *Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.* | **Unsatisfactory** *Stated expectations are not met. Performance is below acceptable, significant improvement is required.* | **Not Observed** *Not enough personal experience to make a judgment. Neither positive nor negative.* |
|---|---|---|---|---|---|
| 1. Provides direction to and supervision of school business functions. Ensures implementation of sound business practices. | | | | | |
| 2. Initiates and supervises development of the annual budget, including parameter setting with the Board based upon district goals. | | | | | |
| 3. Assures that the district has long-range financial and facility improvement plans which are updated annually. | | | | | |
| 4. Oversees school facility management to provide safe and appropriate buildings, with emphasis on preventative maintenance and custodial care. | | | | | |
| 5. Assures funds are spent appropriately by providing adequate controls and accounting of the district's financial and physical resources. | | | | | |

## <u>Comments and Examples:</u>

| **Standard # 5 <u>Chief Executive Officer</u> The superintendent is the educational leader who promotes the success of all students by modeling appropriate administrative behavior, promoting a climate of mutual respect and trust, and establishing a professional working relationship with the Board of Education.** | **Commendable** *Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.* | **Meets Expectations** *Meets stated board expectations. Performance is professional, proficient and appropriate.* | **Needs Improvement** *Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.* | **Unsatisfactory** *Stated expectations are not met. Performance is below acceptable, significant improvement is required.* | **Not Observed** *Not enough personal experience to make a judgment. Neither positive nor negative* |
|---|---|---|---|---|---|
| 1. Attends all regular and special meetings of the Board, and participate in a professional leadership role. Designate an administrative staff member to serve in his/her absence, when appropriate. | | | | | |
| 2. Prepares, in conjunction with the Board President, agenda recommendations for all matters requiring Board action. | | | | | |
| 3. Provides information, advice and counsel to the Board on matters before it. | | | | | |
| 4. Demonstrates professionalism by acting with integrity, fairness and in an ethical manner. | | | | | |
| 5. Anticipates potential problems and recommends policies or solutions. | | | | | |
| 6. Keeps Board informed regarding developments in other districts or at State and national levels that would be helpful to the district. | | | | | |

## <u>Comments and Examples:</u>

| **Standard #6 School/Community Relations: The superintendent is the educational leader who promotes the success of all students by collaborating with families, community members, social agencies and the media in order to respond to diverse community interests and needs and in order to mobilize community resources.** | **Commendable** *Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.* | **Meets Expectations** *Meets stated board expectations. Performance is professional, proficient and appropriate.* | **Needs Improvement** *Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.* | **Unsatisfactory** *Stated expectations are not met. Performance is below acceptable, significant improvement is required.* | **Not Observed** *Not enough personal experience to make a judgment. Neither positive nor negative* |
|---|---|---|---|---|---|
| 1. Communicates with the community by explaining programs and services, reporting plans, events and activities of interest. | | | | | |
| 2. Maintains contact and good relations with local media. | | | | | |
| 3. Assures that district interests will be represented in meetings and activities of municipal and other governmental agencies. | | | | | |
| 4. Creates opportunities for residents to express their views regarding school-related matters. | | | | | |
| 5. Represents the school system and its interests in community organizations, activities and projects. | | | | | |

## Comments and Examples:

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

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

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

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

# 1300 GRIEVANCE PROCEDURES POLICY

## A. Rationale

The Learning Community Charter School("School") recognizes and respects the integral roles that parents and teachers play in the education of its students. The Board's objective is to strengthen that partnership and foster an open and productive line of communication between not only parents and teachers, but also the Head of School, administrative staff, and the Board of Trustees. To that end, the Board wishes to institute a fair and efficient process by which internal grievances can be resolved amicably and consistent with the law. If a Board employee, trustee, or parent/guardian has a complaint or dispute with any Board policy or action of a school employee or trustee ("grievance"), it should be resolved in accordance with the dispute resolution proceedings set forth in this Policy, or as otherwise mandated by law or an applicable collective bargaining agreement.

## B. Procedure

### 1) Informal Grievances.

**A)** Any person who has a grievance shall discuss it first with the Head of School , in an attempt to resolve the matter informally, within ten (10) school days from the time when the person knew or would have known of its occurrence.

**B)** However, should a complaint or concern arise between a parent and a teacher or staff member, parents are encouraged to first attempt to resolve said complaint or concern directly with the teacher or staff member by scheduling a conference to discuss the issue. The Head of School reserves the right to redirect parents to the involved teacher or staff member if that step has not been taken. If, after meeting in conference with the immediate source, the parent deems the initial response/course of action insufficient, or in the event that a meeting with the immediate source is not practicable or reasonable because of the nature or subject matter of the grievance, an informal meeting with the Head of School may be requested in an attempt to resolve the concern or complaint.

**C)** If the complainant is satisfied with the response of the Head of School, no further action will be required, and the grievance will be considered resolved.

2) **Formal Grievances.** If the grievance is not resolved to the complainant's satisfaction through informal discussion with the Head of School, the complainant must submit a formal, written grievance to both the Head of School and the Board Secretary within five (5) school days after meeting with the Head of School. The written grievance must recite the matter that was originally submitted informally to the Head of School, explain the basis for the complainant's dissatisfaction with the decision previously rendered, and specify the desired remedy.

3) **Referral to Committee.** The Board Secretary and Board Chair shall determine, upon consultation with counsel if necessary, whether the nature of the grievance requires that it be considered by the Board Grievance Committee, the Advisory Grievance Committee pursuant to N.J.S.A. 18A:36A-15, or per a grievance process in an applicable collective bargaining agreement. The jurisdictional limits of each committee are described below in their applicable sections.

4) **Committee Meetings.** Within fifteen (15) school days of its receipt of the written grievance, the applicable committee will meet with all concerned parties. The Board will provide an opportunity to the complainant to present his or her grievance and to persons responding to the grievance ("respondents"). These presentations will be informal as no sworn testimony will be given. There will be no right to cross-examine witnesses. Whether the presentation is held in public or private session of a Board meeting will depend on the subject matter of the grievance.

5) **Resolution.** Soon thereafter, the applicable committee shall present a non-binding recommendation to the Board concerning the disposition of the grievance. The Board will review the applicable committee's recommendation at its next regularly scheduled meeting and make a decision within thirty (30) days of its receipt of the applicable committee's recommendation.

**C. Advisory Grievance Committee**

1) **Jurisdiction.** Any grievance that alleges a violation of the provisions of the New Jersey Charter School Programs Act shall be directed to the Advisory Grievance Committee, pursuant to N.J.S.A. 18A:36A-15.

2) **Composition.** The Chair of the Advisory Grievance Committee will be selected by the other Advisory Grievance Committee members. If an Advisory

Grievance Committee member has a conflict of interest pertaining to a grievance, that member shall recuse himself or herself from serving on the Advisory Grievance Committee regarding said grievance and a designee replacement shall serve.

**D. Board Grievance Committee**

**1) Jurisdiction.** The Board Grievance Committee shall consider grievances related to all other matters not otherwise excluded here or that are subject to the Advisory Grievance Committee's jurisdiction set forth in section (c) above. However, the Board Grievance Committee reserves the right to decline to review grievances that it deems to fall primarily under the purview of the managerial discretion of the Head of School. In such event, the Board Grievance Committee shall work in conjunction with the Head of School in an advisory capacity. Grievances arising specifically under the school laws may be subject to review and consideration by the Commissioner of Education only.

**2) Composition.** The Board Grievance Committee shall consist of the Board Chair and two (2) other trustees selected by the Board. The term of service for the trustees shall be one (1) year. If a Board trustee has a conflict of interest pertaining to a grievance, that trustee shall recuse himself or herself from serving on the Board Grievance Committee regarding said grievance. The conflict of interest should be reported to the Board Chair as soon as it is discovered.

**E. Other General Guidelines for Grievances**

**1)** A complainant or respondent may represent himself/herself at all stages of the grievance proceeding or may be represented by the person of his or her choosing.

**2)** There shall be no retaliation against any person for initiating a grievance proceeding.

**3)** The information gathered in a grievance proceeding shall be kept confidential to the extent reasonably possible and as mandated by law.

**4)** This grievance process shall not be applied to change the allocation of responsibilities between the Head of School (to administer the school) and the Board (to set policy and oversee the administration of the school.)

**5)** This Policy does not affect any grievance provisions in an applicable collective bargaining agreement, which shall be given effect per that collective bargaining agreement.

Adopted: June 11, 2026

# Online Application for 2025-2026 School Year

In order to receive an email verification with your wait list lottery number, enter your email below.

* Indicates required question

1. Email *

## Lottery Procedures

Before completing this application, please review our lottery procedures.
Our lottery procedures can be found at this link. Click to view document.
Lottery Procedures

## Student Information

Complete one online application for **each** student applying for the lottery at LCCS for the 2025-2026 school year. Do **not** fill out one application for multiple siblings in your household.

2. Student  first name *

3. Student last name *

Admission Requirements

- Child must be 3 years old by 10/1/2025 for Pre-K 3
- Child must be 4 years old by 10/1/2025 for Pre-K 4
- Child must be 5 years old by 10/1/2025 for Kindergarten

4. Date of Birth *

_____

*Example: January 7, 2019*

5. Gender *

*Mark only one oval.*

- ◯ Female
- ◯ Male

6. Student Home Address- Street and Number *

_____

7. Student Home Address - City *

_____

8. Student Home Address - State *

_____

9. Student Home Address - ZIP code *

_____

10. Name of school student CURRENTLY attending *

_____

11. Grade THIS year (2024-2025) * Dropdown

*Mark only one oval.*

- N/A
- PK3
- PK4
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

12. Grade You are applying for NEXT year (2025-2026) * Dropdown

*Mark only one oval.*

- PK3
- PK4
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

## Parent Information

Complete accurately for each parent or guardian

13. Parent/Guardian #1 First and Last Name *

_____

14. Parent/Guardian #1 Address (only if different than student)

_____

_____

_____

_____

_____

15. Parent/ Guardian #1 Phone *

16. Parent/Guardian #1 Email *

17. Parent/Guardian #2 First and Last Name

18. Parent/Guardian #2 Address (only if different than student)

19. Parent/ Guardian #2 Phone

20. Parent/Guardian #2 Email

## Sibling Information

Please list any siblings below that is also applying to LCCS. You must fill out an application for **each** sibling.

21. Name of Sibling #1 APPLYING to LCCS

_____

22. Sibling #1 Grade NEXT year (2025-2026) Dropdown

*Mark only one oval.*

- PK3
- PK4
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

23. Name of Sibling #2 APPLYING to LCCS

_____

24. Sibling #2 Grade NEXT year (2025-2026) Dropdown

*Mark only one oval.*

- PK3
- PK4
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

25. Name of Sibling/s NOW attending LCCS (if applicable)

_____

26. Check off CURRENT grade of brother or sister NOW attending LCCS (2024-2025) Dropdown

*Mark only one oval.*

- PK4
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

## Weighted Lottery Information

If you believe you qualify for the extra lottery chance, you will need to indicate below that
1) you are applying for the weighted lottery, and
2) indicate what type of assistance you currently receive.
If you do apply for the weighted lottery, you will be required to provide proof of the assistance prior to the January 17, 2025 deadline. Families who qualify will have their children's name entered into the lottery twice, doubling their chances. If you don't provide proof your child's application will only get one entry.

Click here for a full description of the weighted lottery

27. I am applying for the weighted lottery

*Mark only one oval.*

- Yes
- No

28. I will be providing the following information as qualification proof (select only one option)

*Mark only one oval.*

- ◯ Child lives in public housing
- ◯ Child's family receives SNAP/TANF benefits
- ◯ Child lives in section 8 housing
- ◯ Child qualifies for free or reduced lunch at current public school

How to Apply for Weighted Lottery

Please email the required documentation to admission@lccsnj.org. In the subject line please state "Proof of Weighted lottery qualification" and include your child's application number. Accepted proof include; a copy of your SNAP/TANF benefits card, building management verification for public or section 8 housing, verification from current school indicating free or reduced school lunch based on household income.

You can also provide information in person or by mail. Remember to include your application number. Our address is Learning Community Charter School, 2495 Kennedy Blvd. Jersey City, NJ 07304

## Verification

By filling out your name below, verifies that you have completed the online application, read and understand the lottery procedures in full, and understand that you are responsible for making sure LCCS has up to date contact information, and that no private tours of the school will be conducted once your child has been accepted.

Your application number will be sent to you via email. It will be in the subject line of the email as well as in the email itself.

Save the email and store the application number in a safe place. The lottery will be held on Friday, February 14th, 2025. All results will be posted on our website by March 10th, 2025.

29. Enter your full name *

_____

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To Regulation

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District Policies TOC

# District Policy

## 5111 - ELIGIBILITY OF RESIDENT/NONRESIDENT PUPILS (M)

Section: Students
Date Created: May 2013
Date Edited: August 2020

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.

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.

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 in 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.

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 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.

**I**n 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.

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.

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.

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.

**Optional**

**[**Children Who Anticipate Moving to or from the District

A nonresident student otherwise eligible for attendance whose parent or guardian anticipates school district residency and has entered a contract to buy, build, or rent a residence in this school district may be enrolled _____ (with or without) payment of tuition for a period of time not greater than _____ weeks prior to the anticipated date of residency. If any such student does not become a resident of the school district within _____ weeks after admission to school, tuition will be charged for attendance commencing the beginning of the _____ week and until such time as the student becomes a resident or withdraws from school.

Students whose parent or guardian have moved away from the school district on or after _____ (date) and twelfth grade students whose parent or guardian have moved away from the school district on or after _____(date) will be permitted to finish the school year in this school district _____ (with or without) payment of tuition.**]**

**Optional**

**[**Children of District Employees

Children of Board of Education employees who do not reside in this school district may be admitted to school in this district _____ (with or without) payment of tuition, provided that the educational program of such children can be provided within school district facilities.**]**

**Optional**

**[**Other Nonresident Students

Other nonresident students, otherwise eligible for attendance may be admitted to this school district _____ (with or without) payment of tuition and Board approval.**]**

F-1 Visa Students

**[Option – Select One Option**

____ F-1 Visa students will not be admitted to this school district.

____ The school district **is not required to, but may** ~~will~~ permit the attendance of F-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract. The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. A~~n~~ F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. **The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with a F-1 Visa must be approved by the Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.]**

**J-1 Visa Students**

**[Option – Select One Option**

___ **J-1 Visa students will not be admitted to this school district.**

___ **The school district is not required to, but may permit the attendance of J-1 Visa students into the school district. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with a J-1 Visa must be approved by the Board for attendance in the school district and shall not pay tuition. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.]**

N.J.S.A. 18A:38-1 et seq.; **18A:38-1.3;** 18A:38-3; 18A:38-3.1

N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22-1.1 et seq.

8 CFR 214.3

Adopted: 14 May 2013
Revised:August 20. 2020



# NEW JERSEY DEPARTMENT OF HEALTH
# SANITARY INSPECTION REPORT

Learning Community Charter School — 2495 - K Blvd.
(Name of Establishment) (Address)

# SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health.

| NEW JERSEY DEPARTMENT OF HEALTH | | LOCAL BOARD OF HEALTH | |
|---|---|---|---|
| Consumer, Environmental and Occupational Health Services<br>PO Box 369<br>Trenton, NJ 08625-0369 | | Local Board of Health *(Name, Address and Telephone No.)*<br>**JERSEY CITY ENVIRONMENTAL HEALTH DIVISION**<br>**1 JACKSON SQUARE (CITY HALL ANNEX)**<br>**JERSEY CITY, NJ 07305**<br>**201-547-6800; 201-547-5285** | |
| Name of Inspecting Official *(Print)* | Date | Name of Inspecting Official *(Print)*<br>D. Reyes | Date<br>5/19/24 |
| Signature of Inspecting Official | Permanent Reg. No. | Signature of Inspecting Official | Permanent Reg. No.<br>32249 |

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 Inspection Report are to Chapter 24 of the State Sanitary Code, and/or Title 24, N.J.S.A.

F-30
JUL 12

# State of New Jersey

**DEPARTMENT OF COMMUNITY AFFAIRS**

**Bureau of Fire Code Enforcement**

**101 S BROAD ST, PO BOX 809**
**TRENTON NJ 08625-0809**
**609-633-6132**

## CERTIFICATE OF REGISTRATION

| | |
|---|---|
| **Registration No.:** | 0906-071029 |
| **Business Name:** | LEARNING COMM CHARTER SCHOOL |
| **Business Address:** | 2495 KENNEDY BD |
| **Municipality/County:** | JERSEY CITY, HUDSON COUNTY |
| **Building Name:** | LEARNING COMM CHARTER SCHOOL <1> |
| **Building Address:** | 2495 KENNEDY BD<br>JERSEY CITY, HUDSON COUNTY |
| **Floor #:** | |
| **Location:** | : |
| **Primary Business Owner:** | LEARNING COMMUNITY CHARTER SCHOOL INC<br>C/O Barbara Kiss |
| **Primary Business Owner Address:** | 2495 KENNEDY Blvd<br>Jersey City, NJ 07304 |

**Use No.:** 0906-071029-001-001 **Issuance Date:** 10/27/2025
**Use Code:** LHU Code: AE03 -: AE03 **Expiration Date:** 11/13/2026
**Use Description:** Public and private K-12 educational buildings with a maximum permitted occupancy greater than 50 persons.

Louis Kilmer, Deputy Division Director
Department of Community Affairs

THE LAW REQUIRES THAT THIS CERTIFICATE OF REGISTRATION BE POSTED IN A CONSPICUOUS LOCATION IN THE REGISTERED PREMISES. THIS CERTIFICATE IS NOT TRANSFERRABLE. IN THE CASE OF ANY TRANSFER OF TITLE, IT SHALL BE THE DUTY OF THE NEW OWNER(S) TO FILE WITH THE COMMISSIONER WITHIN THIRTY DAYS OF SUCH TRANSFER AN APPLICATION FOR A NEW CERTIFICATE OF REGISTRATION. IN THE CASE OF ANY CHANGE IN INFORMATION PROVIDED IN THE REGISTRATION APPLICATION FORM, IT SHALL BE THE DUTY OF THE OWNER TO NOTIFY THE DEPARTMENT OF COMMUNITY AFFAIRS WITHIN THIRTY DAYS OF SUCH CHANGE. FAILURE TO COMPLY WITH THESE REQUIREMENTS CONSTITUTES A VIOLATION OF P.L. 1983, CHAPTER. 383 OF THE LAWS OF NEW JERSEY AND SUBJECTS THE PARTY SO VIOLATING TO THE PENALTIES THEREIN.

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Jersey City Fire Department
Fire Prevention Division
356 MLK Drive (2 Jackson Square)
Jersey City, NJ 07305
Phone # (201) 547 - 4255,56,57
Fax # (201) 547 - 5733

# NEW JERSEY UNIFORM FIRE CODE
# CERTIFICATE OF INSPECTION

Issued To: LEARNING COMMUNITY CHARTER SCHOOL
2495 KENNEDY BLVD
JERSEY CITY, NEW JERSEY 07306

Date: October 14, 2025
Reg #: 0906-71029-001-01

Issued By: Fire Prevention Division
City of Jersey City
356 Martin Luther King Dr.
Jersey City, New Jersey 07302

LEA Code # 0906-001

Expiration Date: July 31, 2026

THIS CERTIFIES THAT THE REFERENCED PROPERTY HAS BEEN INSPECTED PURSUANT TO THE UNIFORM FIRE SAFETY ACT AND SATISFIES MINIMUM REQUIREMENTS OF THE NEW JERSEY UNIFORM FIRE CODE.

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION IN THE ABOVE PREMISES.

Omar Manning

October 14, 2025
Date

Omar Manning
Fire Official

learning community charter school

**August 15, 2020**

**RESOLUTION**

To approve the teacher and school leader evaluation systems for the 2020-2021 school year.

**ROLL CALL:**

| Voting Members | Motion | Yes | No | Abstain | Absent | Voting Members | Motion | Yes | No | Abstain | Absent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Keith Donath | | X | | | | Dunn, Colin | | X | | | |
| Angela Glock | | | | X | | Healy, Tara | | X | | | |
| Abadie, Neal | | X | | | | Cain, Elizabeth | | X | | | |
| Gerke, Marisa | 1st | X | | | | George, Joe | | X | | | |
| Okpokwasili, Bertram | 2nd | X | | | | | | | | | |
| Puri, Nikhil | | X | | | | | | | | | |
| | | | | | | | | | | | |

I, Brian Falkowski, Business Administrator/Board Secretary of the Learning Community Charter School in the County of Hudson, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board duly called and held on May 28, 2020 has been compared by me with the original minutes and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

IN WITNESS WHEREOF, I have hereunto set my hand this 15th day of August 2020.

Brian Falkowski
School Business Administrator/Board Secretary

# SCHOOL NAME | 2026-2027 CALENDAR

## AUGUST '26

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 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 | | | | | |

26-PD for new staff
27&31 PD for all

28- School Closed

31-10am- 12pm
6th grade Orientation and
Kinder Open House and
Curriculum info session

## SEPTEMBER '26

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | 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 | | | |

01-1st Day of School
PreK Open house & Curriculum
9:00-10:30
01-04 PreK Half Day
Kinder Half Day
07-Labor Day-School Closed
08-Circle Space Starts
22-6th8th curriculum night 6:30
23-1st-5th Curriculum night 6:30
23- Half Day- PD for staff
Circle Space until 3;30

## OCTOBER '26

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | 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 |

12 - Indigenous People's Day
School closed
21- Half day PD for staff
Circle Space until 6:00

## NOVEMBER '26

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| 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 | | | | | |

2&4- Half Day -Circle Space
until 3:30
Conferences for all grades
5&6 - Teacher Convention
School Closed
25-Half Day-No Circle Space
26 – Thanksgiving Day
26-27 Thanksgiving Break
School closed

## DECEMBER '26

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | 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 | | |

2-Half Day- PD for staff
Circle Space until 6:00

23-1/3 Holiday Break
School closed

25 Christmas Day

## JANUARY '27

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | 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 | | | | | | |

01 New Year's Day

04- 1st day back
18- M.L.K. Day
School closed
27-Half Day -PD for staff
Circle Space until 6:00

## FEBRUARY '27

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | 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 | | | | | | |

12- School closed for students
PD for all staff

15- President's day

15-21 Winter Break
School Closed

## MARCH '27

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | 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 | | | |

10- School Closed for Eid-PD
for all staff
24-25 Half Day – Circle Space
until 3:30
Conferences for all grades

26-4/4 Spring Break
School Closed

## APRIL '27

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | 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 | |

5- 1st day back from Spring
Break

21 - No school for students PD for
all staff
1st snow give back day

## MAY '27

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 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 | | | | | |

28- Half Day PD for staff
Circle Space until 6:00

31 -Memorial's Day
School Closed

## JUNE '27

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | 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 | | | |

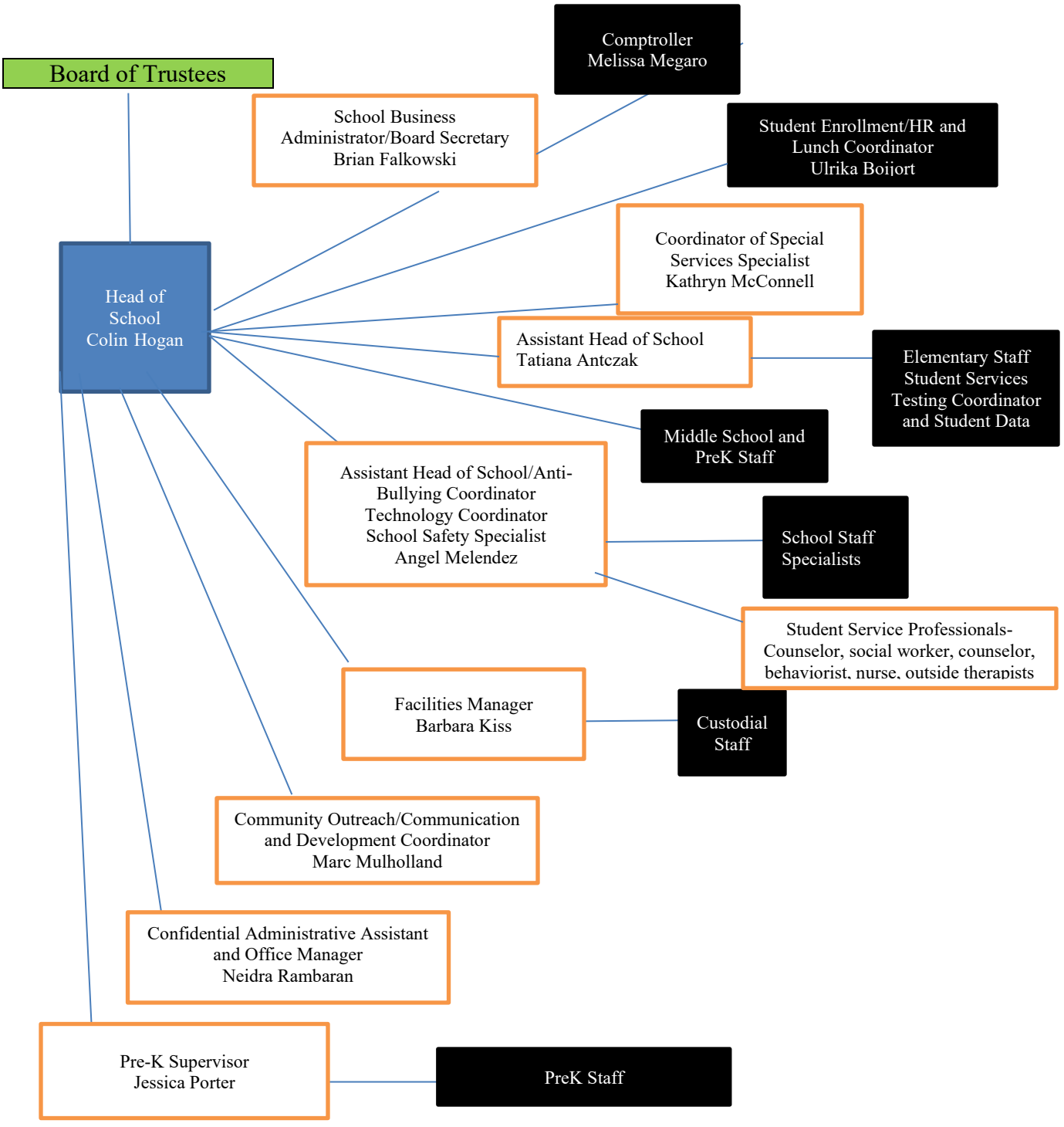
1- School closed for students
PD for staff
2nd snow give back day
18 Juneteenth Holiday
School closed
19 Juneteenth
23- Last day
24,25- 3rd- 4th Snow give back
days

## JULY '27

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | 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 |

School Calendar © calendarlabs.com

# Learning Community Charter School
# Organizational Chart
# 2025-2026



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# District Policy

## 5410 - PROMOTION AND RETENTION (M)

Section: Students
Date Created: May 2013
Date Edited: May 2013

**M**

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

Standards for pupil promotion shall be related to the New Jersey Core Curriculum Content Standards and school goals and objectives and to the accomplishments of pupils. A pupil 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 parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and pupils shall be regularly informed during the school year of the pupil's progress toward meeting promotion standards. A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the pupil and offer immediate consultation to the pupil's parent(s) or legal guardian(s). Every effort shall be made to remediate a pupil's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the pupil shall be notified of the possibility of the pupil's retention at grade level in advance and, whenever feasible, no later than March 10 of the school year.

School attendance shall be a factor in the determination of a pupil's promotion or retention. Unless otherwise stated in the Individual Education Program (IEP) of a pupil, all pupils are expected to attend school regularly. Pupils who accrue eighteen days of absences in one school year may be considered ineligible for promotion to the next grade.

Classroom teachers shall recommend to the I&RS Committee the promotion or retention of each pupil. Parent(s) or legal guardian(s) and adult pupils may appeal a promotion or retention decision to the Chief School Administrator whose decision shall be final.

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

Adopted: 14 May 2013

| Your full name | Your home address | Address for your place of employment |
|---|---|---|
| Patrick Sprinkle | | |
| Colin W Dunn | 1500 Hudson Street, 10E, Hoboken NJ 07030 | N/A |
| Tristan Fine | | |
| Suleyni Abreu | 249 Halladay Street, Jersey City NJ 07304 | 510 West 112th Street, New York NY 10025 |
| Jaclyn Renee Moore | | |
| Marisa Gerke | 12 Montrose Avenue | 420 Lexington Ave, Suite 300, NY, NY |
| Paula Mahayosnand | | |