



Academic Excellence, Citizenship and Community Engagement

***2025-2026 Annual Report
August 3, 2026***

***Submitted: via Homeroom to New Jersey Department of Education via hard copy
Red Bank Borough School District***

Table 1: Basic Information

Name of charter school	Red Bank Charter School
Grade level(s) to be served in 2026-2027	PK-8
Projected enrollment for 2026-2027	180
2025-2026 Total enrollment as of June 30, 2026	172
2025-2026 Students with disabilities (SWD) enrollment as of June 30, 2026	23
2025-2026 Multilingual learners (ML) enrollment as of June 30, 2026	31
Current waiting list for 2026-2027 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	PK: 24 2nd: 0 5th: 0 K: 0 3rd: 1 6th: 0 1st: 0 4th: 0 7th: 0 8th: 5
Waitlist within the district/region of residence	13
Waitlist of non-resident district/region of residence (Organize by district/region)	17
Website address Homepage must include: FY27 Board Approved Budget Board Meeting Notices Annual Reports A list of all current voting Board of Trustees Members A list of all facilities operated by the charter school including each physical address	www.redbankcharterschool.com
Name of board president	Patrick Dorsey
Board president's email address (Embed link to board president's email address on charter school website)	Patrick Dorsey
Board president's direct phone number (Do not include charter school number)	
Name of school leader (Include the preferred point of contact for official communications)	Kristen Martello, Ed.D. Email: k.martello@redbankcharterschool.com

School leader's email address	k.martello@redbankcharterschool.com
School leader's direct office phone number and/or extension	732-450-2092 x 103
Title IX McKinney-Vento District Homeless Liaison's name and email address	Kristen Martello, Ed.D.
School Safety Specialist's name and email address	David P. Block d.block@redbankcharterschool.com
School Threat Assessment Team Members' names and email addresses	Angela Sopkiewicz a.sopkiewicz@redbankcharterschool.com Matt Strippoli m.strippoli@redbankcharterschool.com Kristen Martello k.martello@redbankcharterschool.com David Block d.block@redbankcharterschool.com
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Angela Sopkiewicz a.sopkiewicz@redbankcharterschool.com
Name of School Business Administrator (SBA)	David Block
SBA email address	d.block@redbankcharterschool.com
SBA phone number	732-450-2092
Name of District Testing Coordinator (DTC)	Kristen Martello, Ed.D.
DTC email address	k.martello@redbankcharterschool.com
DTC phone number	732-450-2092 x 103
Name of anticipated SY 2026-2027 Student Placement Liaison (SPL)	Matt Strippoli
SPL email address	m.strippoli@redbankcharterschool.com
SPL phone number	732-450-2092

Table 2: School Site Information

Site name	Red Bank Charter School
Year site opened	1998
Grade level(s) served at this site in 2025-2026	PK-8
Grade level(s) to be served at this site in 2026-2027	PK-8
Site street address	58 Oakland Street
Site city	Red Bank
Site zip	07701
Site lead or primary contact's name	Kristen Martello, Ed.D.
Site lead or primary contact's office phone number and extension	732-450-2092 x 103
Site lead's email address	k.martello@redbankcharterschool.com



Organizational Performance Area: Education Program and Capacity

1.1 Mission and Key Design Elements

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

The Red Bank Charter School believes that celebrating individuality, appreciating cultural diversity, mastering conflict resolution and insisting on accountability by all is a foundation of good citizenship.

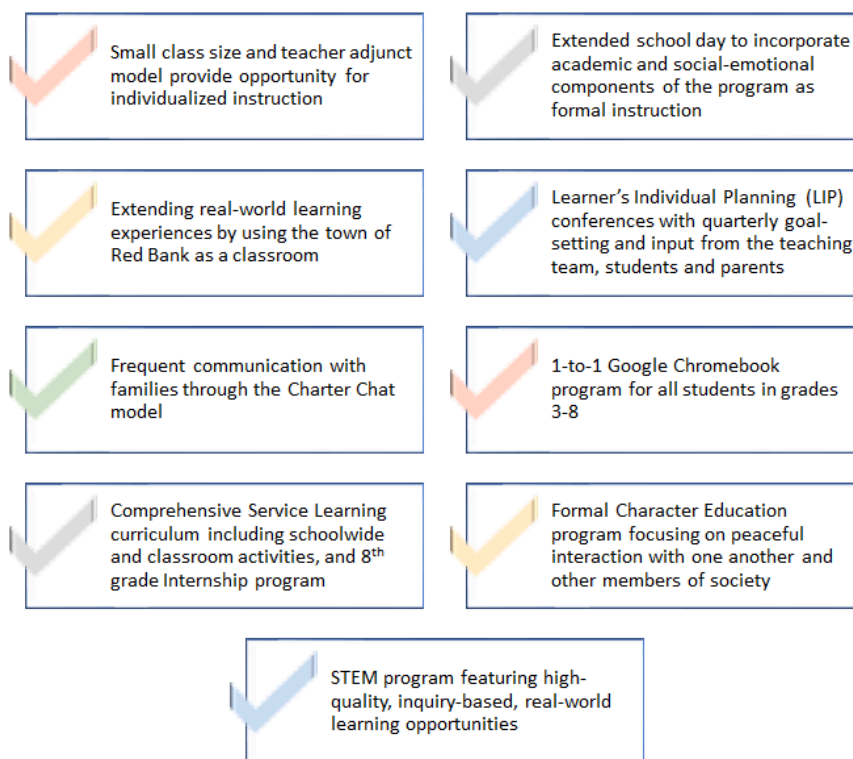
The Red Bank Charter School will ensure a secure and nurturing environment that is conducive to learning and will challenge students to achieve academic excellence.

The Red Bank Charter School is grounded in three bedrock beliefs:

1. All Children can Learn
2. All Children Must Care for Themselves and Others
3. All Children Should Contribute to Their Larger World

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

Unique and Innovative Features Of the RBCS Educational Program



Belief 1: All children can learn-Academic Model and Instructional Strategies

The key strategies used to achieve the mission are grounded in strict adherence to a model that measures individual student growth and accommodates the diverse learning needs and complexities of all children. Success is achieved through active student participation in a skillfully delivered, rigorous, relevant curriculum endorsed and supported by all members of the learning community (stakeholders).

Programs include:

- Differentiated instruction
- Learner's Individual Planning
- Student Quarterly Goal Setting
- Emphasis on individual intelligences and learning styles
- Extensive use of real-world applications
- Applied technology
- Emphasis on performance tasks and student-centered learning
- Formative and summative assessments

Belief 2: All children must care about themselves and others-Character Education

RBCS is committed to teaching character education and social responsibility as part of the formal curriculum. The Second Step curriculum fosters students' social, emotional and ethical development by helping them learn to commit to the well-being of themselves and others.

The RBCS construct for discipline focuses on prevention and the development of character. It dates back to the original charter of 1998. The enacted HIB mandate affirms the need for a discipline code that addresses remedies rather than simply consequences.

Programs include:

- RBCS Behavioral Expectations and problem-solving process
- Formal Character Education curriculum
- Bi-Annual School Culture Surveys
- Social Skills group
- Cross-age Buddy Program
- Mentos Program
- Peer Mediation
- Restorative Practices

Belief 3: All children must contribute to their larger community--Service Learning

Service learning, or applying what is learned in the classroom to thoughtfully organized service experiences, is a method of enhancing a sense of self-esteem while working to help others. Through the comprehensive RBCS Service Learning program, students discover much about themselves and their talents in the context of a community.

Character Education and Service Learning are hallmark programs of our school. Information about them is woven throughout the body of this report. We are continuously studying the outcomes of all of our

programs. We use data to measure whether we are being responsive to the needs of individual students and to the community at large while maintaining the integrity of the mission.

Programs include:

- Formal Service Learning Program K-8
- School-wide service initiatives
- Class-level service projects
- Grade 8 internships (Capstone Project)

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

Mission Based Goal 2025-2026

Goal	Our goal for the 2025-2026 school year was to intentionally set aside 30 minutes per day to focus on character development, as well as participate in service on a weekly basis, to promote our bedrock beliefs that children must care for themselves and others as well as contribute to their larger world.
Measure	We will measure student response to the importance of self-regulating their own behaviors in order to promote respect, cooperation and empathy through character and service.
Target	100% of all students participated in 30 minutes of CE daily and participated in service learning weekly.
Actual Outcome	Our Master Schedule denotes our 30 minute block of CE daily as well as dedicated time weekly to service learning. Lesson plans reflect student participation in CE daily and service activities weekly. All grade levels completed a service learning project. RBCS was recognized by Character.org as a State and National School of Character from 2022-2027 and has also been recognized annually from 2020 to 2026 for multiple Promising Practices (practices other schools should strive to implement). 81% of students in grades 3 to 8 reported on the Spring 2026 survey they are satisfied with the overall school environment.

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.redbankcharterschool.com/programs/academic-programs>

1.3 Instruction

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

The philosophy of Red Bank Charter School is to develop the most intellectually and emotionally stimulating environment possible for its students. Our belief is that all children can learn and that the school community is obligated to ensure that they do so through a living curriculum grounded in the New Jersey Student Learning Standards, the three charter beliefs, and the individual needs of each child. Each curriculum reflects the needs and values of the school, draws on research about how children learn, and integrates the curriculum standards established by the state. Essential questions and big ideas have been identified for each area providing all students with the knowledge, skills, and understandings that will help each student function effectively in a global society. We believe that curriculum must be continuously reviewed and adjusted to support each unique student population and overall student achievement. It is essential to address all the intelligences; to provide a robust, rigorous curriculum in all the core content areas including the arts, and to provide support services and co-curricular activities to ensure that all children flourish.

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

The instructional model at Red Bank Charter School is grounded in maximizing learning opportunities for each individual child. The foundation of instruction is built on a discovery based approach that allows learners to build on prior knowledge through inquiry and experiential learning opportunities.

Classroom instruction begins with ensuring that all learners understand the learning objectives for the class period through an SWBAT statement. This statement is posted in the classroom, stated verbally and students use a variety of approaches to restate the objective in their own words. Examples of this include "I Can" statements and electronic surveys.

Students in our classrooms work collaboratively in a whole class and in small guided group activities. Tiered questioning with an emphasis on higher-order thinking is essential in developing thoughtful thinkers and learners. Teacher led and independent centers allow for student choice while applying skills that have been learned. Both teachers and special education certified co-teachers are engaged with

students at all times providing opportunity for instant feedback, remediation and enrichment based on their needs.

Assessment and ongoing data analysis are key to ensuring student success. At the conclusion of each lesson, an “exit ticket” activity is included to ensure student mastery of the SWBAT while allowing for student self-monitoring. The information collected through this exercise allows teachers to tweak instruction for the following day making learning more outcome driven and meaningful for their students.

Indicators of High Quality Teaching and Learning

- c) Reflect elements outlined in the RBCS Performance Based Assessment and Compensation Model - (modified Danielson) as described later in this report
- d) Planning and Preparation - lesson plan available / Oncourse lesson plan as evidence of a well thought through, planned, paced lesson and supporting rich instructional activities
- e) Teaching for learning as outlined above
- f) Assessment
- g) Classroom climate

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**.

RBCS did not retain any students in the 2025-2026 school year.

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

N/A

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 2023	Spring 2024	Spring 2025
ELA 3	55%	19%	43%
ELA 4	50%	35%	40%
ELA 5	20%	45%	14%
ELA 6	62%	41%	70%
ELA 7	13.3%	35%	61%
ELA 8	59%	13%	70%
MAT 3	40%	29%	43%
MAT 4	20%	11%	20%
MAT 5	10%	20%	43%
MAT 6	27%	12%	40%
MAT 7	6.3%	30%	39%
MAT 8	14.2%	13%	17%
Algebra I	50%	N/A	71%

Table 5: 3-Year NJSLA Science Assessment Results:

Assessment	Spring 2024	Spring 2025	Spring 2026
SCI 5	25%	0%	Unavailable
SCI 8	6%	20%	Unavailable

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).

Red Bank Charter School has taken the following steps to ensure student progress in each subject by grade level and subgroup with the following:

- Teachers used assessments to track mastery of groups of standards they were focusing on in each unit. We also looked at the prerequisite standards to eliminate potential gaps. After each group of standards were assessed, if a student did not demonstrate mastery, reteaching of that information was done for the individual student. This will be expanded to include additional targeted standards-based assessments to spiral instruction and measure student progress.
- During the year, students were taught about the purpose and value of assessment data. We implemented a process that taught them how to look at and analyze their own data and track their progress toward meeting standards. We used LinkIt benchmark data with students to identify areas of strengths and weaknesses and provided supporting assignments on the IXL platform.
- Based on end-of-year data, summer assignments were created in both ELA and Mathematics for all students. Assignments were geared to support skills/standards where students needed further reinforcement on grade-level standards. Additionally, for students who mastered grade-level standards enrichment opportunities were provided. Completing assignments are supported through summer enrichment with the expectation that all assignments are submitted at the start of the new school year. To facilitate completion of the assignments, students had the use of a school computer and hotspots were provided where needed. Students were encouraged to attend our 5-week summer program where they worked in thematic small groups with an RBCS teacher to complete assignments based on group-level and individual data. All students attending the summer program were provided with breakfast and lunch daily to meet their nutritional needs. This step ensures that students can focus on their assignments for the day without being hungry.
- An outside consultant was hired to provide professional development focused on all elements of ELA in support of our school goal of improvement in the area of english language arts. The 25-26 school year was the 2nd year of a new ELA and Math curriculum implemented across K-8.
- All faculty members completed, for the second time in summer 2025, the Sheltered English Certification course offered through Stockton University in partnership with the New Jersey Department of Education and have implemented into their content area daily instruction with a focus on speaking which was a noted area for growth for our English Language Learners.

Additionally, we expanded the role of our ESL teacher to include continued professional development sessions introducing new strategies to the rest of the faculty.

- Master teachers in ELA/Social Studies, Mathematics/Science, Related Arts/ESL and Early Childhood ensure curriculum alignment, teaching of research-based best-practices and support data analysis for differentiated instruction for all learners.
- Additional professional development opportunities and resources were provided to teachers throughout the school year with an emphasis on supporting our school goal of increasing overall academic scores by 10%, based on Linkit Benchmark assessments. We did surpass this goal with an increase of 13% on the ELA Linkit Benchmark.
- In January 2026, due to becoming a recipient of the COACH grant, we hired a Literacy Coach. The Literacy Coach pushes into classrooms a minimum of once a week, provides professional development, and meets with teachers weekly during cluster meeting times.

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	31	31
DLM-ELA	0	0
DLM-Math	0	0
DLM-Science	0	0

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	Oct. 13th	LinkIt	1-8	Vendor
Mid	Jan. 12th	LinkIt	1-8	Vendor
End	March 23rd	Linkit	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	Oct. 13th	LinkIt	1-8	Vendor
Mid	Jan. 12th	LinkIt	1-8	Vendor
End	March 23rd	Linkit	1-8	Vendor

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.

In selecting locally administered assessments, Red Bank Charter School looks to ensure that they are research-based and aligned with the New Jersey Student Learning Standards, as well as the curricula and programs that we are using. One of the most comprehensive assessment tools that RBCS uses is the Link-It assessment and data management system. We chose LinkIt because it provides us with the ability to administer NJSLS aligned benchmark assessments that offer individualized comparative data to other students throughout the state. Additionally, it offers a bank of NJSLS aligned questions that teachers can use when creating their own assessments, as well as standards aligned probes and progress markers. This comprehensive platform also allows both teachers and students access to data reports that are then used to shape individualized practice and instruction.

Other locally administered assessments are a combination of NJSLS aligned programs purchased for use to support our curricula. When purchasing new programs/materials, our master teachers along with colleagues that specialize in a given area thoroughly review all elements of the program, as well as assessment, remediation and extension opportunities to ensure alignment with current standards. Additionally, recommendations are sought through schools and presentations as part of the Monmouth County Curriculum Council (MC3) as well as through any professional development workshops and work with consultants.

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

When reviewing the NJSLA and locally administered assessments, the data from each of these tools was in alignment with one another. When reviewing ELA, students in most grades performed at or slightly better on NJSLA than the local assessments. This could be attributed to how writing was integrated into the overall scores. In the area of mathematics the scores from both assessments were very similar. Overall this confirms that our local assessment tool is a quality predictor for student mastery of grade-level skills and performance on the statewide assessments.

We continue to seek out additional tools, strategies and professional development that will help us further improve upon student performance. In examining the data, we are finding a deficit in foundational mathematical skills. Students continue to need reinforcement and reteaching in the basic foundational skills in order to be able to move forward and be successful with grade-level material.

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.

Red Bank Charter School uses a variety of assessment tools to shape instructional decisions. Data is continually examined during faculty meetings, professional development sessions, and grade band cluster meetings to guide lesson plans and activities. This data is also used to refer children for Title 1 instruction, Wilson Reading Intervention program and to the I&RS and Child Study teams for further evaluation. Red Bank Charter School use a combination of the following formative, summative and diagnostic assessment tools:

Reading level assessments are administered school-wide 3x a year to track student reading growth. Depending on the level of the student a combination of assessment tools is utilized to determine reading levels. Assessments include DIBELS, as a screening and progress monitoring tool and DRA Reading Assessments. Areas assessed include phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension. The Foundations Phonics assessment is used in grades K-3 to ensure students are meeting grade-level outcomes. Additionally, the Wilson Assessment for Decoding and Encoding is used to determine if students require additional reading support during the school day. Results for each student are passed along to the next grade level during early childhood transition meetings.

iXL Score Reports are used to track student progress in mathematics and language arts in grades K-8.

Quizzes, Labs, End-of-chapter, End-of-Unit, Mid-Year, End-of-Year Tests and progress markers, are a combination of teacher made assessments and are also supplied through our various instructional programs including Foundations and enVision Math, as well as teacher made assessments created through Link-It and released items. These are used to assess mastery of grade-level standards and inform instruction.

Benchmark Assessments, as well as other reading and mathematics modules are administered using the LinkIt! online learning platform.

Exit tickets are used at the end of each lesson as a quick way for teachers to assess student knowledge of the days' lesson and make adjustments for the following day.

Our Preschool Program used the state endorsed Teaching Strategies Gold program and ESI-R assessment tools to collect student data.

Additionally, teachers in grades K-8 use teacher observations, anecdotal notes, problems of the day, participation in class discussion and activities, classwork and homework, projects and scoring rubrics.

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

During the 2025-2026 school year, continued analysis of the aggregate of all of the above assessment data served to inform the whole class and individual instruction. Time was allocated during numerous cross-grade level cluster meetings and planning sessions, meetings with administrations and

master teachers, and in-house professional development days for a review of the information and it was used to guide planning for program adjustments, differentiating instruction to meet the needs of each learner and additional professional development sessions. Additionally, data was used in the following ways to improve instructional effectiveness and student learning:

Teachers used assessments to track mastery of groups of standards they were focusing on in each unit. We also looked at the prerequisite standards to eliminate potential gaps. After each group of standards were assessed, if a student did not demonstrate mastery, reteaching of that information was done for the individual student.

During the year, we taught our students about the purpose and value of looking at and analyzing assessment data. We implemented a process that taught them how to look at their own data and track their progress toward meeting standards. We used LinkIt benchmark data with students to identify areas of strengths and weaknesses and provided supporting assignments on the IXL platform.

Based on end-of-year data, summer assignments were created in both ELA and Mathematics for all students. Assignments were geared to support skills/standards where students needed further reinforcement on grade-level standards. Additionally, for students who mastered grade-level standards enrichment opportunities were provided. Completing assignments were supported through summer enrichment with the expectation that all assignments are submitted at the start of the new school year. Students were encouraged to attend our, free, 5-week summer program where they worked in thematic small groups with an RBCS teacher to complete assignments based on group-level and individual data. All students attending the summer program were provided with breakfast and lunch daily to meet their nutritional needs. This step ensures that students can focus on their assignments for the day without being hungry.

An outside consultant was hired to provide professional development focused on all elements of ELA in support of our school goal of improvement in the area of English Language Arts.

All faculty members have completed, again, the Sheltered English Certification course offered through Stockton University in partnership with the New Jersey Department of Education and have implemented into their content area daily instruction with a focus on Speaking which was a noted area for growth for our English Language Learners. Expanded role of ESL teacher to include continued professional development sessions introducing new strategies.

Master teachers in ELA/Social Studies, Mathematics/Science, ESL/Related Arts and Early Childhood ensure curriculum alignment, teaching of research-based best-practices and support data analysis for differentiated instruction for all learners.

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

Students in Grades K-2 tracked their class level data on large charts in the classroom that said READ and MATH with sections broken down for each standard. Once a standard was mastered by the class it was shaded in green with the goal being to have most standards mastered by the end of the school year. Students in grades 3-8 examined their individual Link-It data to determine areas of strength and weakness. Assignments on the IXL platform were expected to be completed in areas requiring growth. Students tracked their own progress on a data chart. Assessment Results were shared with parents during quarterly L.I.P. conferences. Discussions were geared toward student strengths and areas

of focus and were used for goal-setting for the following marking period. Data from various assessments was presented to the Board of Trustees at identified points during the school year.

1.5 Organizational Capacity - School Leadership/Administration

Table 10: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2025-2026)
Kristen Martello, Ed.D.	Head of School	Employed by School	7/1/2019	\$172,120.00
David Block	Business Administrator	Employed by School	7/1/2015	\$47,452.68
Lisa Weinstock	Special Education Supervisor	Employed by School	11/19/2024	\$52,500.00



Organizational Performance
Area:
School Culture and Climate

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

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%
Elementary School Attendance Rate (grades K-5)	95%
Middle School Attendance Rate (grades 6-8)	95%
Student to Certified Teacher Ratio	8:1

Table 12 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2025, to July 1, 2026	100%
Total Staff Retention Rate from July 1, 2025, to July 1, 2026	100%
Frequency of teacher surveys and date of last survey conducted	Minimum of twice annually; once in the fall and again in the spring. The last survey conducted was in May of 2026. Additional surveys are conducted when necessary.
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	95%

- a) 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?

All faculty are expected to complete the surveys. Faculty are provided time within the school day to respond to the surveys and are continually reminded.

- b) What were the three main positive aspects teachers identified in the latest survey?
1. Revised length of work day
 2. Supportive staff and co-workers
 3. Innovative, student-centered, learning environment
- c) What were the three main challenges that teachers identified in the latest survey?
1. Funding
 2. Staff Capacity
 3. Student Discipline
- d) 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	11	0	0	0
1	14	0	0	0
2	21	0	0	0
3	15	0	0	0
4	15	0	0	0
5	21	0	0	0
6	17	0	0	0
7	21	0	1	0
8	19 +1 OOD placement	0	0	0
Total	155	0	1	0

- e) 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.

N/A

- f) 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.

N/A

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

<https://www.redbankcharterschool.com/departments/counseling>

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	3 parents serve as part of the 9 member board
Frequency of parent/guardian surveys	Minimum of twice a year; once in the fall and again in the spring. Additional surveys are conducted if necessary.
Dates of parent/guardian survey conducted in the 2025-2026 school year	October 2025 May 2026
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	58%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	100%

- 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?

RBCS encourages all parents/guardians to complete our surveys. Families are provided chromebooks during conferences, we send home paper copies, teachers send continued email reminders, the links to the surveys are put in the weekly newsletter sent to families, and finally we advertise the surveys on the school website.

- c) What were the three main positive aspects identified by parents/guardians in the latest survey?
1. Family atmosphere with small class size
 2. Integrated diverse community
 3. Positive, supportive faculty

- d) What were the three main challenges identified by parents/guardians in the latest survey?
1. Parent Participation
 2. Behavioral Expectations
 3. Long Hours
- 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.

Learners Individualized Plan Conferences -4x a year (choice of in-person/virtual)

Annual Orientation to New School Year: Parent Education Day (in-person)

Opening School Picnic (in-person)

Student Performance Task Events—held throughout the year

STEAM/Academic Pride Expo (in-person)

International Day (in-person)

Latino Heritage Celebration (in-person)

Special Person Day (in-person)

Field trips (in-person)

Class Dinner (in-person)

Winter Concert (in-person)

School Musical (in-person)

Pre-K/ECAC Parent Involvement Activities (choice of virtual or in-person)

High School Information Night (choice of in-person)

Served as mentors for 8th grade internship program (choice of in-person)

Charter Champion Celebrations (in-person)

Academic Award Ceremonies (in-person)

Graduation Ceremonies: PK (in-person), 8 (in-person)

PK Fine Motor Academy (in-person)

- 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.

Welcome Back Picnic (in-person)

Power-Down Kickoff (in-person)

Parent/Alumni Soccer Game (in-person)

Ice Cream Wars (in-person)

Paint Night (at home or in-person)

Night on the Navesink (in-person)

50/50 Raffle (in-person)

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

Monmouth University

Red Bank Charter School has a formal partnership with Monmouth University, an institution for higher education. Through this partnership, both administration and teachers have had the opportunity for networking and professional development through their Superintendents' Academy and the Central Jersey Consortium for Excellence in Equity programs. This partnership with higher education has provided an opportunity for RBCS staff and leadership to educate and advocate for educational reform with the university faculty. Additionally, Red Bank Charter School serves as a placement location for observers, student teachers and New Jersey Pathways candidates.

Georgian Court University and Brookdale Community College

Red Bank Charter School serves as a placement location for observers, student teachers and New Jersey Pathways candidates. This opportunity allows us to advocate for school choice and serve as a laboratory for individuals entering the field of teaching to observe best practices in education.

Red Bank Regional High School

Red Bank Charter School graduates attend Red Bank Regional. This partnership supports district wide curriculum articulation in all content areas. Additionally, opportunities are available for administrative collaborations and professional development opportunities for teachers with the opportunity to expand the professional network to include local colleagues. Additionally, our partnership enables us to align curriculum with the high school to better position students to meet with success at RBR which maximizes opportunities for student learning. Collaboration was expanded to include participation in Girls Coding Club, Safe Space meetings, introduction to the SOURCE program and participation in Summer Slam.

Greater Red Bank YMCA

Red Bank Charter School's partnership with the Greater Red Bank YMCA is invaluable. Through this partnership our students have had access to the following opportunities:

RBCS students have free access to the Y facilities for PE class

All 3rd grade students are given free swimming lessons

Provided half day afterschool program for working parents at minimal cost

Internship placement in Early Childhood program

Site for RBCS school-wide evacuation in emergency situations

This partnership is a valuable part of the Red Bank Charter School Health and Physical Education program and supports our extracurricular programs as well. It allows our students access to gym space which is essential since we do not have a gym facility.

Red Bank Borough Parks and Recreation Department

This partnership provides expanded summer camp activities for RBCS students. We also had an 8th grade student complete his internship with the Director of Parks and Recreation. We anticipate continued collaboration and expansion of this partnership during the upcoming school year. RBCS recognized them in 2022 with our Community Partner Award.

Red Bank Borough

Red Bank Charter School continually supports Red Bank Borough initiatives as requested by the Mayor's office. Students are involved in community activities including the Veteran's Day celebration, holiday programs and Art in the Park. The Borough Council requested RBCS's Head of School to present to the Mayor and Council the highlights of RBCS. The Red Bank Mayor has attended and spoken to our graduating classes for the past several years.

Monmouth County Department of Education

The opening of our school doors in September 2021 was a significant milestone for all stakeholders. The development of the Road Back Plan was only possible due to the collaboration of our parents, faculty, community and The Monmouth County Department of Education. Not only did the Department provide clarity and continued support, they provided an avenue of collaboration for all schools in Monmouth County.

Communication, guidance and support from the County Department of Education is ongoing. Maintaining a stable and continuous learning environment for all students has been and continues to be the message delivered.

Dr. Les Richens, Executive County Superintendent, has visited RBCS to see our programs in action. The leadership and collaboration from the Monmouth County Department of Education has been essential to our success. RBCS honored them with our 2021 community partner award.

The Monmouth County Department of Health

The Monmouth County Health Department was critical to our success in opening our doors to our faculty and students on that first day in September 2020. Together we were charting unknown waters for all of us in the days of a global pandemic. We both shared the main goals of keeping our community healthy and safe.

Our school nurse continues to collaborate with the Monmouth County Department of Health. This collaboration has provided access, additional insight, and resources to RBCS. They continue to support our students, families, faculty and staff answering any and all of our healthcare related questions.

We feel honored and fortunate to have such a great team within the MCHD to keep us safe and informed. We look forward to our continued partnership to improve the health care for RBCS families and Red Bank.

Count Basie and Two River Theaters

Red Bank Charter School has been fully engaged in opportunities for educational workshops and performances for students. These experiences enhance our commitment to the arts and diverse cultures.

Lunch Break

We partner with Lunch Break to serve those in need of food. Lunch Break assisted us during the COVID-19 shutdown by serving as a pick up location for free Grab and Go meals for our students and families. Additionally, Lunch Break is our site to send any meals not collected by our families so we are able to feed community members in need. RBCS honored Lunch Break with our community partner award for the 2019-2020 school year.

Asbury Park Music Foundation & LakeHouse Music Academy

RBCS was fortunate to collaborate with the Asbury Park Music Foundation and the LakeHouse Music Academy for two school years. The two entities fully outfitted the students of RBCS with a recording studio as well as band equipment and two teachers to assist our scholars on how to play and record their own music. RBCS recognized them with our 2024 Community Partner Award.

Arthur Murray Dance Studio/Open Heart Yoga/F45

These three local businesses partner with RBCS each school year to enrich our physical education program. Students benefited from attending each of the facilities for a semester. The impact and lessons learned made a significant impact on the students.

NJ4S

The NJ Statewide Student Support Services (NJ4S) network held assemblies on Minding your Mind to continue to focus on Mental Health and wellness prevention.

The following community partners also served as internship placements for our award-winning 8th grade Internship Program:

Monmouth Day Care

Salon Simplicity

Red Bank Parks and Recreation

Count Basie

Red Bank Public Library

Shore Gamers

iCIMS Enterprise Recruitment Platform

Monmouth University Athletics

EnGenuity Infrastructure

McKenna, Dupont, Stone and Washburne Law

House of Fades

Muka Development Group

Red Bank Charter School Pre-K

Red Bank Charter School Kitchen

Red Bank Police Department

River Center

Lunch Break

Cherubini Chiropractics

Local Smoke BBQ

Anna-Maria Pittella Law

Bagel Oven

InBetween Cafe

Seals Eastern

Naturopawthic Veterinary Wellness Center

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

The educational and community partnerships are inherently linked to character development, specifically the tenet of self-motivation. The focus of community connections is centered around student interest and that creates a great deal of intrinsic motivation on the part of the students. The connections to businesses/organizations in the community provide real-world scenarios in which students develop a better understanding of how businesses/organizations operate. The students must learn quickly that character education is not just about discussing values and skills in a classroom, but more importantly see that true character is a daily, real-world application of those skills and values. Our students get to practice conflict resolution skills through daily character education and responsive classroom advisory meetings with their peers at school. These meetings present the students with meaningful opportunities to sharpen important conflict resolution skills such as self-control and perspective taking. It is these conflict resolution skills that prove to be most important for our students as they make connections within the community and develop themselves as citizens.



Organizational Performance

Area:

Board Governance

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	9
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) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	May 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) (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.)	N/A

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

The BOT maintained a full 9 member board.

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

N/A

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

On June 16, 2026 the Red Bank Charter School Board of Trustees adopted the New Jersey School Boards Association Charter School Critical Policy Manual in its entirety.

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

1. The Board maintains a strong trusting partnership with the school leader;
2. The BOT understand the school mission;
3. The Board tracks expenditures monthly and ensures that the budget is followed or appropriately modified.

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

1. Setting formal individual performance expectations for Trustees;
2. A succession plan is in place for both board and school leadership;
3. Use formal tools and measures to measure overall organizational performance.

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	# of Terms Served	Role on Board	State and District of Residence	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Anna-Maria Pitella	July 1, 2018	June 30, 2024	3	Trustee	NJ - Red Bank	a.pitella@redbankcharter school.com	3/22/2017	9/4/2018 6/24/2019 6/17/2021 8/14/2022
Matthew Taetsch	7/1/25	6/30/28	1	Trustee	NJ - Red Bank	matthew.taetsch@redbankcharterschool.com	Pending	
Donna McCourt	October 1, 2019	June 30, 2025	3	Trustee	NJ - Red Bank	d.mccourt@redbankcharterschool.com	9/7/2021	8/5/2020 7/7/2021 7/8/2021 7/13/2022
Barbara O'Donnell	12/15/2020	June 30, 2026	2	Vice President	NJ - Rumson	b.odonnell@redbankcharterschool.com	1/15/2021	6/27/21 7/18/22 12/30/25 1/11/26

Name	Start Date	Term Expiration Date	# of Terms Served	Role on Board	State and District of Residence	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
John LeFever	July 1, 2019	June 30, 2025	3	Trustee	NJ - Red Bank	j.lefever@redbankcharter school.com	1/18/2012	8/14/19 8/2/2020 7/7/2021 11/19/21
Patrick Dorsey	7/1/2021	6/30/2024	2	President	NJ - Red Bank	p.dorsey@redbankcharter school.com	10/28/2022	10/15/21 7/25/2022 12/23/25 12/23/25
Lara Garrett	10/21/25	6/30/27	1	Trustee	NJ - Red Bank	l.garrett@redbankcharterschool.com	Pending	
Kerri Darling	8/8/2023	6/30/2025	2	Trustee	NJ - West Long Branch	k.darling@redbankcharter school.com	8/6/2024	6/18/2024 7/7/2025
Laura Young	7/1/2023	June 30, 2026	1	Trustee	NJ - Red Bank	l.young@redbankcharterschool.com	8/13/2024	2/25/2024 12/22/25

- 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.redbankcharterschool.com/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.

May 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.

N/A

- 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.

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

Zero

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
- A list of all current voting Board of Trustees Members
- A list of all facilities operated by the charter school including each physical address

www.redbankcharterschool.com

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.



Organizational Performance Area:

Access and Equity

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	Applications for admission are ongoing. Red Bank Charter School received approval to conduct a weighted lottery giving 3:2 preference to economically disadvantaged students.
Date the application for school year 2025-2026 was due to the school from parents/guardians	The deadline for the application for the 2025-2026 lottery was 3/26/26 @ 3 PM
Date and location of the lottery for seats in school year 2025-2026	The lottery for the 2025-2026 school year was held on 3/27/26 in the RBCS Omni Room.

- 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.redbankcharterschool.com>

- 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.

Applications for admission are available annually through a postal patron mailing, on the Red Bank Charter School Website, local establishments in town, ads in Red Bank Green and TapInto Red Bank, and in the main office of the school.

- 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.

The Red Bank Charter School Application for Admission is available in both English and Spanish.

- 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.

Red Bank Charter School uses the following public avenues annually to advertise that applications are available:

Newspaper advertisements, press releases, internet and social media announcements published in both English and Spanish

Latinos Unidos Newspaper

Red Bank Green Stacker Ad and TapInto Red Bank linked to our website to apply for the lottery

Outreach to Red Bank ministerium for inclusion in church bulletins. Congregations include the diverse populations of the charter community.

Posters in English and Spanish displayed in various locations/businesses throughout town which service highest needs population of students

Postal patron mailings

Lawn signs at various locations throughout town

Red Bank Charter School website

Kiosk in front of school near roadway

Banners in front of school in both English and Spanish and a large banner hung, in English and Spanish, across a main thoroughfare in town.

Participation in town events such as Movie Nights, yoga and Jazz to promote RBCS.

- 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.

Student applications are accepted throughout the year, with special recruitment initiatives conducted during the fall and winter. The application is available in both English and Spanish. Annually RBCS ensures a random selection of prospective students by conducting a weighted lottery giving increased admission opportunities for economically disadvantaged students a three to two advantage. After all seats are filled, RBCS maintains a waiting list. Should a child transfer out of RBCS, the next child on the waitlist, based on the lottery, shall be contacted for enrollment.

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	1	0	11
1	1	2	14
2	0	1	21
3	2	0	15
4	0	3	15
5	2	0	21
6	0	1	17
7	0	0	21
8	0	0	19

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

N/A



Organizational Performance

Area:

Compliance

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	Red Bank Charter School
Site address	58 Oakland Street, Red Bank, NJ 07701
Facility lease information	N/A
Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2026-2027 annual lease cost	N/A
Facility mortgage/bond information	\$500,000.00
Purchase date	May 1, 2026
Mortgage lender/Bond Issuer(s)	Unity Bank
Outstanding loan amount as of July 1, 2026	\$490,845.12
Latest date of appraisal	February 2026
Appraised value of property	\$4.9 million
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 22: School Site Facility Information Lease Summary

Total number of leased facilities	N/A
Total annual cost of all leases	N/A
Total lease amount budgeted for 2026-2027	N/A

Table 23: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	1
Total mortgage/bond amount	\$500,00.00
Mortgage principal budgeted for 2026-2027	0
Mortgage payment interest budgeted for 2026-2027	\$24,000.00

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

Statement	Confirm Compliance (Add ✓ or X)
and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. 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 <i>et seq.</i>) (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 <i>N.J.A.C. 6A:15 et seq.</i>, section <i>N.J.A.C. 6A:11-4.8</i>, sections <i>N.J.A.C. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A.C. 6A:8-1.3</i>, and sections <i>N.J.A.C. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	X
Public School Contract Law The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A.C. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A. 18A:18A-1 et seq. 14</i>. 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, <i>N.J.S.A. 18A:18A-1 et seq.</i>	X

School Official/School Lead

Signature of School Official (School Lead):

Date: August 3, 2026

Print/Type Full Name: Kristen Martello, Ed.D.

Title: Head of School

Signatory Office (President, Board of Trustees)

Signature:

Date: August 3, 2026

Print/Type Full Name: Patrick Dorsey

Title: Board of Trustees President

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

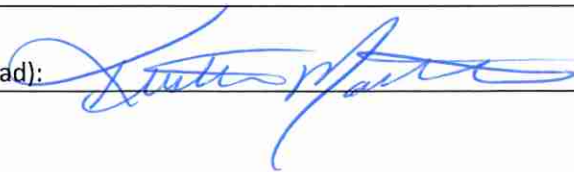
By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission details.

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

Statement	Confirm Compliance (Add ✓ or X)
and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. 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 <i>et seq.</i>) (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 <i>N.J.A.C. 6A:15 et seq.</i>, section <i>N.J.A.C. 6A:11-4.8</i>, sections <i>N.J.A.C. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A.C. 6A:8-1.3</i>, and sections <i>N.J.A.C. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	X
Public School Contract Law The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A.C. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A. 18A:18A-1 et seq. 14</i>. 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, <i>N.J.S.A.18A:18A-1 et seq.</i>	X

School Official/School Lead

Signature of School Official (School Lead):



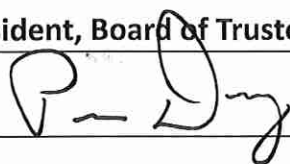
Date: August 3, 2026

Print/Type Full Name: Kristen Martello, Ed.D.

Title: Head of School

Signatory Office (President, Board of Trustees)

Signature:



Date: August 3, 2026

Print/Type Full Name: Patrick Dorsey

Title: Board of Trustees President

Charter School Board of Trustees Self Assessment

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Complete the following assessment by checking the box that best represents your opinion.

Please indicate both a level of importance and performance.

Note that this is NOT a scientific or objective measure--it is designed to measure your perceptions as a starting point for further analysis and discussion.

[illegible][illegible]

[illegible][illegible]

Category	Performance Element	Importance				Performance				
Policy	How well does the Board, collectively, meet the following performance criteria?	Critical	High	Average	Low	Excellent	Good	Fair	Poor	Don't Know
	The Board has developed and adopted a complete policy manual that complies with New Jersey statute and code.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	The Board has developed and adopted key policies that institutionalize the school's mission.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	The Board has in place a mechanism for maintaining the Policy Manual.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	The Board share key policies to the school community.	☐	☐	☐	☐	☐	☐	☐	☐	☐

Category	Performance Element	Importance				Performance				
Board Meetings	How well does the Board, collectively, meet the following performance criteria?	Critical	High	Average	Low	Excellent	Good	Fair	Poor	Don't Know
	Board meetings are well planned and executed (e.g., complete the agenda, start and end on time).	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Public notice is provided in accordance with the NJ Open Public Meetings Act.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Attendance - Trustees attend the meetings and a quorum is present.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	The Board makes the decisions necessary to operate and advance the school.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Agendas, minutes, reports, and other Board materials are available in advance with adequate time for review.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	The majority of meetings focus on strategic issues rather than reporting on past events.	☐	☐	☐	☐	☐	☐	☐	☐	☐

Category	Performance Element	Importance				Performance				
Board Operations	How well does the Board, collectively, meet the following performance criteria?	Critical	High	Average	Low	Excellent	Good	Fair	Poor	Don't Know
	Committees are established in accordance with the bylaws and address substantive strategic issues and bring information back to the full board for further discussion and decision-making.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Board positions are filled; officers are identified.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	A succession plan is in place for both board and school leadership.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	The Board Handbook is adequate and accessible.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Trustees have completed mandated training.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Board documents are maintained and accessible.	☐	☐	☐	☐	☐	☐	☐	☐	☐
	The Board addresses the issue of chronically non-attending or non-performing trustees.	☐	☐	☐	☐	☐	☐	☐	☐	☐

Red Bank Charter School

Charter School Administrator Evaluation

Instructional Leadership	Unsatisfactory (1)	Proficient (2)	Commendable (3)	Distinguished (4)
1. Ensures that the goals of the school system are reflected in its educational program and operations.				
2. Consistently assesses and improves the quality of educational programs and services for all students.				
3. Recommends and ensures implementation and evaluation of all board-approved curriculum.				
4. Provides for articulation among grades and the regional high school where appropriate.				
5. Encourages staff to develop and implement programs, services and projects which reflect instructional diversity, alternatives and flexibility.				
6. Ensures the effectiveness of the instructional program by measuring student achievement against state and local standards.				
7. Ensures that a system of appropriate special education and/or related services is in place.				
Personnel Administration	Unsatisfactory (1)	Proficient (2)	Commendable (3)	Distinguished (4)
1. Ensures that all staff is aligned with and accountable for the implementation of the mission and beliefs of the school.				
2. Ensures supervision and timely evaluation of all staff including opportunities for growth.				
3. Uses effective recruitment, mentoring and retention procedures to assure well-qualified staffing of professional and non-professional positions.				
4. Provides for professional development activities that implement the school's goals, conform to the DOE-approved Professional Development Plan, and ensure individual staff members' growth.				

Red Bank Charter School Charter School Administrator Evaluation

Financial Management	Unsatisfactory (1)	Proficient (2)	Commendable (3)	Distinguished (4)
1. Maintains financial oversight of the school, ensuring fiscal integrity and accountability.				
2. Ensures that the budget is carefully planned, maximizing resources.				
3. Ensures that the budget implements the school's goals.				
4. Oversees school facility management to provide safe, efficient and attractive facilities.				
5. Communicates the content, educational basis and monetary impact of the budget.				
6. Seeks out available sources for alternate funding to support programs and projects.				
7. Ensures implementation of financial policies and procedures.				
School/Community Relations	Unsatisfactory (1)	Proficient (2)	Commendable (3)	Distinguished (4)
1. Builds partnerships with community, business and elected officials.				
2. Develops strategies to promote parental involvement in their child's education.				
3. Maintains contact and good relations with local media.				
4. Represents the school system and its interests in community organizations, activities and projects.				
Board/Charter School Administrator Relationship	Unsatisfactory (1)	Proficient (2)	Commendable (3)	Distinguished (4)
1. Prepares and submits to the board recommendations relative to all matters requiring board action.				
2. Keeps board informed regarding school issues.				
3. Provides for a communication system that feeds critical information to the board for decision-making.				
4. Knows and implements board policies.				
5. Recommends drafts of new policies or changes to the board.				
6. Supports policy decisions as finalized.				
7. Provides advice and counsel to the board on matters before it.				

Red Bank Charter School **Charter School Administrator Evaluation**

Ability to Lead	Unsatisfactory (1)	Proficient (2)	Commendable (3)	Distinguished (4)
1. Earns confidence and respect as the educational leader.				
2. Assumes initiative in identifying opportunities, problems and solutions.				
3. Involves faculty, staff and students, where appropriate, in decision-making process while maintaining responsibility for final decision.				
4. Exhibits integrity in all dealings.				
5. Communicates effectively.				
6. Exhibits professionalism and sensitivity while dealing with others.				
7. Provides leadership in the implementation of school vision, mission and goals.				
8. Demonstrates creativity in solving educational and technical problems.				
9. Keeps professionally current and informed on research-based educational practices.				
10. Mentors staff; models and holds high expectations for performance.				
Ability to Manage	Unsatisfactory (1)	Proficient (2)	Commendable (3)	Distinguished (4)
1. Management focus ensures a student-centered educational climate.				
2. Exhibits skills in planning and organizing.				
3. Demonstrates consistency in following through with required action.				
4. Prepares well for meetings and presentations.				
5. Collects adequate and reliable information before making recommendations and decisions.				
6. Makes recommendations and decisions in a timely manner.				
7. Delegates authority and responsibility.				

Policy

GRIEVANCES

The Red Bank Charter School shall develop and practice reasonable and effective means of resolving difficulties which may arise among employees. The lead person shall oversee the implementation of a grievance procedure that:

- A. Ensures prompt response to staff grievances;
- B. Is fair and in compliance with law and board policy 4111.1/4211.1 Affirmative Action/Nondiscrimination;
- C. Establishes and maintains recognized channels of communication between staff and administration; and
- D. Reduces potential areas of grievances.

With the ultimate goal of serving the educational welfare of children, the informal grievance procedure following provides for the prompt and equitable adjustment of differences. It is essential that full cooperation be given by all employees to achieve these goals.

Each employee shall be assured the opportunity for an orderly presentation and review of concerns and grievances.

No employee shall suffer reprisals or reduction in status as a result of having presented a grievance or having represented an employee in a grievance.

It shall be the general practice to process grievance procedures during time which does not interfere with assigned duties.

An individual employee or his/her representative during the course of the processing of a grievance shall continue to follow administrative directives and board policy.

The board shall comply with grievance procedures set forth in any applicable collectively negotiated bargaining agreements.

Adopted: April 1, 2003
NJSBA Review/Update: November 2016, September 2019
Readopted: March 28, 2017
Reviewed and Readopted:

Key Words

Grievance, Staff Grievance, Grievance Procedure, Negotiated, Bargaining Agreement

Legal References: N.J.S.A. 18A: 11-1 General Powers
N.J.S.A. 18A:27-4 Power of the board to make rules governing the employment of teachers, etc.

Possible

Cross References: *1120 Board of trustees meetings
*1312 Community complaints
*3570 School records and reports

GRIEVANCES (continued)

- *4112.6/4212.6 Personnel records
- *4116 Evaluation
- 4148 Employee protection
- *4116 Evaluation
- 4248 Employee protection
- *5145.6 Student grievance procedure
- *6144 Controversial issues
- *6161.1 Guidelines for evaluation and selection of instructional materials
- *6161.2 Complaints regarding instructional materials
- *6163.1 Media center/library
- *9010 Role of the member
- *9020 Public statements
- 9123 Appointment of board secretary

*Indicates policy is included in the Critical Policy Reference Manual.

RED BANK CHARTER SCHOOL **FILE CODE: 5145.6**
Red Bank, New Jersey **Monitored**
 Mandated
Policy X **Other Reasons**

STUDENT GRIEVANCE PROCEDURE

Each school shall establish procedures for the consideration of student problems and for the processing of their complaints and appeals. These procedures should be developed through the cooperative efforts of students, faculty and administrators. The lead person or designee shall establish and maintain procedures for appeals beyond the decision of the principal. Details of those procedures should be made known to students and staff, and students who wish to use them should be assured of access to the appropriate personnel within a reasonable period of time.

Adopted: April 1, 2003
NJSBA Review/Update: November 2016, September 2019
Readopted: March 28, 2017
Reviewed and Readopted:

Key Words

Grievances, Student Grievances

Legal References: N.J.S.A. 18A:111 General mandatory powers and duties
 N.J.A.C. 6A:16-7.1 Code of student conduct

Possible

Cross References: 1251 Loitering or causing disturbance
 *1312 Community complaints and inquiries
 *5113 Absences and excuses
 *5114 Suspension and expulsion
 *5131 Conduct/discipline
 5131.4 Campus disturbances
 *5145.4 Equal educational opportunity

*Indicates policy is included in the Critical Policy Reference Manual.

ADMISSION

In accordance with the charter, admission to the Red Bank Charter School is free and open to K-8 school age children who are residents of the Borough of Red Bank, regardless of creed, color, gender, national origin, religion, ancestry, race, sexual orientation, disability, or the need for special educational services.

Eligibility

All students applying to Red Bank Charter School shall be registered in their home public school district. Students being home schooled, attending private school, transferring into the district or otherwise not registered, shall register in their public school prior to enrollment. All New Jersey public school districts shall admit and register to its schools free of charge the following persons over five and under 20 years of age:

- A. Any student domiciled within the district;
- B. Any student kept in the home of a person other than the student's parent/guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his/her own child;
- C. Any student kept in the home of a person domiciled in the district, other than the parent/guardian, where the parent/guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency;
- D. Any student whose parent/guardian temporarily resides within the district, notwithstanding the existence of a domicile elsewhere;
- E. Any student whose parent/guardian moves to another district as the result of being homeless, subject to the provisions of administrative code;
- F. Any student placed in the home of a district resident by court order pursuant to statute;
- G. Any student previously residing in the district if the parent/guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency pursuant to statute; and
- H. Any student residing on federal property within the state pursuant to statute.

ADMISSION (continued)

Residents who reside in the district of residence or region and meet the above criteria shall apply for admission to this charter school and receive preference.

Proof of Eligibility

The board of trustees shall accept any of the forms of documentation that are listed in the administrative code when they are presented by persons attempting to demonstrate a student's eligibility for enrollment in the school. The board shall consider the totality of information and documentation offered by an applicant and may accept other forms of documentation or information presented by a person seeking to enroll a student.

The board shall not require or request any information or document protected from disclosure by law or pertaining to criteria that are not legitimate bases for determining eligibility to attend school.

Recruitment and Application

Student applications shall be accepted throughout the year, with special recruitment initiatives conducted during the fall and winter. Recruitment efforts shall target the approved priority population in order to encourage the application and enrollment of economically disadvantaged residents of the Red Bank community. Recruitment activities may include but are not limited to the following:

- A. Newspaper advertisements, press releases, school website, internet and social media announcements published in both English and Spanish;
- B. Outreach efforts targeting Red Bank clergy/religious leaders for inclusion in community religious group's bulletins. The religious congregations include diverse populations;
- C. Posters shall be distributed for display in both English and Spanish in various locations and businesses throughout areas that have highest needs population of students;
- D. Large banners may be distributed for display across main thoroughfares in neighborhoods where the highest needs population reside;
- E. Advertisement for the lottery shall be placed in Red Bank town kiosk;
- F. The school may host a general informational "Charter Chat" with the principal for prospective families;
- G. Tours shall be offered for any prospective families;

ADMISSION (continued)

- H. Letters shall be sent to current families informing them of the lottery and application process. This information shall also be distributed to Red Bank Charter School families at LIP conferences;
- I. The Red Bank Charter School faculty liaison to the Hispanic community and faculty liaisons for other large non-English speaking populations in Red Bank shall ensure that all advertisements, recruitment efforts and distributed materials reach families and communities where English is not the primary language spoken in order to ensure fair access to the lottery and application process.

Lottery Selection Process

Red Bank Charter School shall ensure random selection of prospective students by conducting lotteries at the monthly, publicly advertised, board meetings. Students may apply for admission to this charter school year round.

Enrollment priority shall be given in the following order:

- A. Siblings of current students enrolled in the school who are residents of Red Bank. "Sibling" shall be defined as a brother or sister living in the same household as the sibling student. The application process must be followed and deadlines must be met. Acceptance of siblings shall be automatic when all documentation is received by the stated deadline and space is available in the appropriate grade;
- B. Any student who is a resident in the Red Bank Borough School District:

Priority within each of the preceding categories following the lottery shall be determined in the order in which the applications are received. However, any student whose application is received after the 10th day of May of the year of enrollment shall be enrolled, if space exists, or shall be placed on a waiting list in the order in which his/her application was received without regard to the admissions priority set forth above.

Weighted Lottery

The Red Bank Charter School is committed to the larger mission of changing the landscape of public education for the town. The weighted lottery system allows the school to sustain the diverse school culture of the Red Bank community while educating more economically disadvantaged children.

The weighted lottery shall increase admission opportunities for economically disadvantaged students by giving a weighted advantage to these students for the seat available. Any child who can provide proof of one of the following would get his or her name placed into the lottery (3) three times, rather than (2) twice:

- A. Lives in Red Bank public housing;

ADMISSION (continued)

- B. Lives in Red Bank Section 8 housing;
- C. Child or guardian qualifies for Supplemental Nutrition Assistance Program (SNAP)/Temporary Assistance for Needy Families (TANF) benefits; or
- D. Child already qualifies for free or reduced price lunch in his/her current public school

Any applicant that provides proof of one or more of the above conditions shall have his or her name placed into the lottery three (3) times, rather than the two (2) times for the other priority categories.

Charter School Enrollment/Transfer Process

Red Bank resident students accepted to the Red Bank Charter School shall be enrolled according to the following procedures:

- A. Parents/guardians shall report to the appropriate primary or middle school of the Red Bank Borough Public School District that his/her child will be enrolled in the Red Bank Charter School (RBCS);
- B. Primary school or middle school office personnel shall:
 1. Obtains enrollment data: name, address, date of birth, name of parent(s), citizenship and sex of child in accordance with law (N.J.A.C. 6A:22-3.4) and the eligibility requirements stated above;
 2. Authenticate Red Bank residency by reviewing the legally acceptable eligibility documentation;
 3. Prepare transfer records (N.J.A.C. 6A:32-7.5) and transmits same to Charter School Lead Person (per N.J.A.C. 6A:11-4.2).
- C. The Red Bank Charter School shall then add the student to their enrollment list.

Note: All Red Bank Charter School students who are residents of Red Bank are maintained on Red Bank Borough School District School registers but are identified as charter school students.

The school business administrator, in conjunction with the lead person, shall annually, in accordance with state requirements, file with the commissioner a report certifying: the numbers of students enrolled by grade; students in approved programs, as defined by statute/code; students enrolled in public or private schools to which the board is paying tuition; and students receiving home instruction.

Kindergarten

Any child meeting the requirements set out above shall be admitted to the kindergarten provided:

- A. The child will have attained the age of five years on or before October 1 of that school year;
- B. Proof shall be furnished of immunization against the communicable diseases at the time of enrollment

ADMISSION (continued)

or such immunization shall be completed within 30 days from date of entry into the school;

- C. The child shall have been examined by either the school or a private physician, and the results shall be furnished to the school on the form provided.

Grade One

Any child meeting the requirements above shall be admitted to grade one provided:

- A. The child will have attained the age of six years on or before October 1 of that school year;
- B. He/she has been in the first grade in another public school;
- C. Proof has been furnished of immunization against communicable diseases.

Transfers into Grades Two through Twelve

Students transferring into the school are expected to present copies of records from the previously attended school to aid in placement. Also required are proof of immunizations and proof of identity.

Within the time prescribed by law, the lead administrator shall request in writing from the school of previous attendance, the student's records.

Initial placement shall be made on the basis of the records, but adjustment may be made at the discretion of the administration when the statemandated assessment indicates that such adjustments would be beneficial to the child. Parents/guardians shall be informed of this policy on registration.

Joint Custody

When divorced parents/guardians have joint custody of (a) minor child(ren), admission shall be based on the present address of the parent/guardian with whom the child(ren) resided as of the date required by administrative code.

Affidavit Students

When there is any doubt as to whether a child is entitled to free public education in the school, all procedures of law and code shall be followed.

Nonresidents

A nonresident is any child who does not reside within the district of residence or region.

The admission of any child who does not reside within the district of residence or region is

ADMISSION (continued)

subject to the availability of space and the participation in the non-resident lottery. No child otherwise eligible shall be denied admission on the basis of the child's race, creed, color, national origin, gender, or disability.

Students Returning from County Detention

The school shall accept all days of attendance and courses studied by a student at a county juvenile detention center and apply them toward school requirements.

Homeless Students

Red Bank Charter School shall work in cooperation with the district boards of education within the district of residence or region in determining the educational placement of homeless students that is in each child's best interest and respond to appeals concerning them made by parents/guardians or other parties in accordance with New Jersey statutes and administrative code, as well as, pertinent federal law.

Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths of this district. Homeless children and youths shall also have access to the education and other services that they need to ensure they have an opportunity to meet achievement standards of the New Jersey Student Learning Standards to which all students are held.

The homeless liaison will provide any assistance necessary and requested for the prompt application of the student. The lead person or his or her designee shall ensure that the parent/guardian or adult student is given written notice, at the time the child or youth seeks enrollment in the school, and at least twice annually while the child or youth is enrolled, that describes the general rights provided under the McKinney-Vento Homeless Assistance Act and specifically states the choice of schools the children and youths are eligible to attend. This notice must be signed by the parent/guardian.

The board shall make this policy available to parents and the public.

Adopted: April 1, 2003

NJSBA Review/Update: November 2016, September 2019

Readopted: March 28, 2017

Reviewed and Readopted:

Key Words

Admission, Resident, Student Records, Affidavit Student, Homeless Student, Student Records, Affidavit Student, Homeless Student

Legal References: N.J.S.A. 18A:7B12 District of residence; determination
N.J.S.A. 18A:7B-12.1 Homeless child; responsibility for
education; determination of placement; payment
of costs
N.J.S.A. 18A:7C High School Graduation Standards

ADMISSION (continued)

16;

- N.J.S.A. 18A:3619a Newly enrolled students; records and identification
- N.J.S.A. 18A:3625.1 Proof of child's identity required for enrollment; transfer of record between districts
- N.J.S.A. 18A:36A-1 et seq. Charter School Program Act of 1995
- N.J.S.A. 18A:381 Attendance at school free of charge
- N.J.S.A. 18A:382 Free attendance at school by nonresidents placed in district under court order
- N.J.S.A. 18A:383 Attendance at school by nonresidents
- N.J.S.A. 18A:384 Free attendance to persons over age
- N.J.S.A. 18A:385 Admission of students under age
- N.J.S.A. 18A:385.1 No child to be excluded from school because of race, etc.
- N.J.S.A. 18A:386 Time of admission of students; first school year
- N.J.S.A. 18A:387.7 Legislative findings and declarations
- N.J.S.A. 18A:388 Duty to receive students from other districts
- N.J.S.A. 18A:3825 Attendance required of children between six and exceptions
- N.J.S.A. 18A:4020 Immunization at public expense
- N.J.S.A. 18A:441 Establishment of nursery schools or departments; eligibility for admission
- N.J.S.A. 18A:442 Establishment of kindergarten; eligibility for admission
- N.J.S.A. 26:1A9.1 Exemption of students from mandatory immunization
- N.J.S.A. 26:46 Prohibiting attendance of teachers or students
- N.J.S.A. 6A:11-1 et seq. Charter Schools
- N.J.A.C. 6A:12-3.1 Choice district application procedures
- N.J.A.C. 6A:14-1.1 et seq. Special Education
- N.J.A.C. 6A:16-2.2 Required health services
- N.J.A.C. 6A:16-2.4 Required student health records
- N.J.A.C. 6A:17-1.1 et seq. Students at Risk of Not Receiving a Public Education
- N.J.A.C. 6A:22-1.1 et seq. Entitlement to Attend School Based on Domicile or Student
- See particularly: Residency

ADMISSION (continued)

N.J.A.C. 6A:22-3.1,
 3.2, 3.3, 3.4
N.J.A.C. 6A:23A-19.2, -19.3 Method of determining the district of
 residence
N.J.A.C. 6A:32-8.2 School enrollment
N.J.A.C. 8:57 Communicable diseases
See particularly:
N.J.A.C. 8:572
N.J.A.C. 8:612.1 Attendance at school by students or adults
 infected by Human ImmunoDeficiency
 Virus (HIV)

_____ McKinney-Vento Homeless Assistance Act, 42 U.S.C.A. 11301 et seq.)

P.L. 2005, c. 265 concerning students returning to public schools
 from county detention centers

County, Tepper v. Board of Education of the Township Hackensack, Bergen
 1971 S.L.D. 549

et seq. Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301

Plyler v. Doe, 457 U.S. 202 (1982)

Plainfield Board of Education v. Cooperman, 105 NJ 587
 (1987)

J.A. v. Board of Education of South Orange/Maplewood, 318
N.J. Super. 512 (App.Div.1999)

Possible**Cross References:**

*5118 Nonresidents
 5119 Transfers
 *5120 Assessment of individual needs
 *5141 Health
 *5141.2 Illness
 *5141.3 Health examinations and immunizations
 6142.5 Travel and exchange programs
 *6164.4 Child study team

ADMISSION (continued)

*6171.4 Special education

6174 Summer school

6178 Early childhood education/preschool

*Indicates policy is included in the Critical Policy Reference Manual.



Monmouth County Health Department

SANITARY INSPECTION REPORT

Red Bank Charter School 58 Oakland St. Red Bank

Name of Establishment

Address

SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health. If a hearing has been requested, these detailed supporting data sheets will be made available at the conclusion of the hearing.

☐ HEARING REQUESTED

Monmouth County Health Department
50 East Main Street
Freehold, NJ 07728
732-431-7456

Date (print)

02/10/26

Name of Inspecting Official (print)

Sneelha Cheloyaf

Signature of Inspecting Official

Sneelha

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

BOROUGH OF RED BANK
90 MONMOUTH ST
(732) 530-2760

UCC NEW JERSEY

CERTIFICATE

IDENTIFICATION

Block 42 Lot 14.01 Qval
Work Site Location 58 OAKLAND STREET
ADDITION
Owner in Fee/Occupant RED BANK CHARTER SCHOOL
Address 58 OAKLAND STREET
RED BANK, NJ 07701-
Telephone (732) 388-2888 450-2092
Contractor PATRICK CONSTRUCTION
Address 43 GILBERT ST. NORTH
TINTON FALLS, NJ
Telephone (732) 741-1078 Fax ()
Lic. No. or Eldrs. Reg. No.
Federal Emp. No.

1. CERTIFICATE OF OCCUPANCY

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

1. CERTIFICATE OF APPROVAL

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

1. TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

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


CONSTRUCTION OFFICIAL
N.J.C.C. 1760 (rev. 3/95) NJ BOARD 5.740

Date Issued 11/29/200
Control #
Permit # 03-1041.5

Home Warranty No.
Type of Warranty Plan: ☐ State ☐ Private
Use Group R
Maximum Live Load 150
Construction Classification
Maximum Occupancy Load 819
Description of Work/Use:

RENOVATIONS/ADDITION FOR SCHOOL
COST OF CONSTRUCTION: \$2,869,000. FINAL INSPECTION
11/29/2005

1. CERTIFICATE OF CLEARANCE - LEAD ABATEMENT 5:17

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

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

1. CERTIFICATE OF CONTINUED OCCUPANCY

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

1. CERTIFICATE OF COMPLIANCE

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

Fee \$ 0
Paid ☐ Check No. _____
Collected by: _____



BOROUGH of RED BANK

FIRE MARSHAL'S OFFICE

90 Monmouth Street

Red Bank, NJ 07701

Thomas J. Welsh

Fire Marshal

Tel: (732) 530-2764

Fax: (732) 530-2766

Occupancy Type: AE03

Occupant Name: RED BANK CHARTER
SCHOOL

Address: 58 OAKLAND Street
RED BANK, NJ 07701

Issued: 7/1/2025

State ID: 1340-41402-001-01

Local ID: 0891

Expires: 7/1/2026

(If applicable) Quarterly Inspection Date:

NEW JERSEY UNIFORM FIRE CODE *CERTIFICATE OF INSPECTION*

Periodic inspections may not always occur in the same time-frame.

THIS CERTIFIES THAT THE AFOREMENTIONED PREMISES HAS BEEN
INSPECTED BY THE RED BANK FIRE MARSHAL'S OFFICE AND PURSUANT TO
THE UNIFORM FIRE SAFETY ACT, SATISFIES MINIMUM REQUIREMENTS OF
THE NEW JERSEY UNIFORM FIRE CODE.

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

Thomas J. Welsh, Fire Official



Kristen Martello, Head of School
Davvid P. Block, School Business Administrator
www.redbankcharterschool.org

58 Oakland St. ■ Red Bank, New Jersey 07701
(732).450.2092 ■ (732).936.1923

Red Bank Charter School Board of Trustees
58 Oakland St.
Red Bank, New Jersey
Certified Resolution for August 8, 2023

E7. Motion to approve the Head of School Evaluation Tool as attached as well as the Teacher Evaluation and Compensation Model as attached.

Motion: Cristie Ritz-King Second: Laura Young

ROLL CALL VOTE:

YES: Barbara O'Donnell, Matt Damm, Cristie Ritz-King, Laura Young, Kerri Darling, and Patrick Dorsey

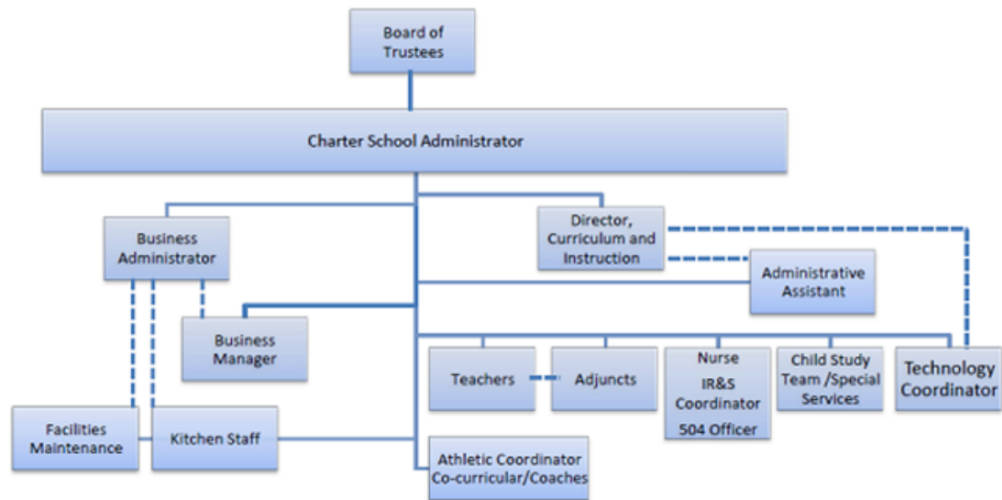
Absent: Anna-Maria Pittella, John LeFever, & Donna McCourt

A handwritten signature in black ink, appearing to be 'D. Block', is written over the text 'Certified By:'. The signature is stylized with a large, looping 'D' and a crossbar that extends to the right.

Certified By:
David P. Block
School Business Administrator

Organizational Chart

Red Bank Charter School Organization Chart



PROMOTION/RETENTION

Red Bank Charter School Board of Trustees recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The lead person shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K8. The regulations shall include:

- A. Standards of proficiency related to school goals and objectives and student proficiency;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- A. Notification to parents and student, at appropriate times during the school year, of the student's progress in meeting the promotion and remediation standards;
- D. Immediate consultation with the student's parent or guardian if, in the teacher's judgment, there is any indication that the student's progress may not be sufficient to meet these standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians, teachers and students, where appropriate, to participate in the development of the policy.

Progress reports for students in in bilingual, ESL, or English language services programs shall be made to parents/guardians on the same schedule as the reports of all students enrolled in the school. Progress reports shall be in writing and in both English and their primary speaking language unless doing so places unreasonable burden on the board.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: April 1, 2003
NJSBA Review/Update: November 2016, September 2019
Readopted: March 28, 2017
Reviewed and Readopted:

Key Words

Promotion, Retention

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:424	Determining efficiency of schools; report to state board
	<u>N.J.S.A.</u> 18A:7C2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:354.9	Student promotion and remediation; policies and procedures
	<u>N.J.A.C.</u> 6A:84.1	Statewide assessment system
	<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement

PROMOTION/RETENTION (continued)

N.J.A.C. 6A:8-5.1

Graduation requirements

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

Cross References:

- *5113 Absences and excuses
- *5120 Assessment of individual needs
- *5124 Reporting to parents/guardians
- *6142 Subject fields
- *6142.2 English as a second language; bilingual/bicultural
- *6143 Curriculum guides
- *6145 Extracurricular activities
- *6146 Graduation requirements
- 6146.1 Acceleration
- *6147 Standards of proficiency
- *6147.1 Evaluation of individual student performance
- *6171.1 Remedial instruction
- *6171.3 At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

GRADUATION REQUIREMENTS

In order to be graduated from the Red Bank Charter School, and be promoted to the high school, students shall meet both state and school proficiency standards in the New Jersey Student Learning Standards.

Successful completion means that the student has demonstrated the degree of proficiency required by the school to indicate achievement of the school goals for the particular course, and has attended the required number of course sessions.

The lead person shall put into effect the procedures necessary to assess each student upon entry into the system, and, annually thereafter, to identify those students not meeting the state or school proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Students who do not pass the New Jersey Department of Education approved statewide proficiency assessments shall be provided appropriate remediation.

Students with Limited English Proficiency

Students with limited English proficiency must be provided with the program opportunities required by law.

Special Education Students

A student who qualifies may take the Department of Education approved alternate proficiency assessment, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the student's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the student exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and school graduation requirements New Jersey Department of Education approved statewide proficiency assessments, along with the rationale for the exemptions. The exemptions must be approved in writing by the lead person.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

Proficiency

In consultation with appropriate professional staff, the lead person shall develop and present to the board for

GRADUATION REQUIREMENTS (continued)

adoption indicators of achievement, and standards of proficiency and attendance, demonstrating successful completion of each course offered.

The subject matter and standards of proficiency shall be articulated with the receiving high school.

Adopted: April 1, 2003

NJSBA Review/Update: November 2016, September 2019

Readopted: March 28, 2017

Reviewed and Readopted:

Key Words

High School Graduation, Early Warning Test, Proficiency Assessment, Graduation, Graduation Requirements, Option 2

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:425	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:7C1	Commissioner of education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7C4.1	Operation Recognition; purpose; eligibility; application procedure
	<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
	<u>N.J.S.A.</u> 18A:7F-46	Review, update of the NJSLs; Educational Adequacy Report
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:3617	Credit of seniors in active military and naval service, etc.
	<u>N.J.A.C.</u> 6A:81.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.2, -2.1, -3.1, -3.3, -4.1, -4.2, -4.3, -5.1, -5.2	
	<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
	<u>N.J.A.C.</u> 6A:14-4.11	Graduation
	<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the New Jersey Student Learning Standards

The Department of Education Website, <http://www.nj.gov/njded/assessment/>
(Lists the state assessment components)

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*1120	Board of trustee meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5127	Commencement activities
	6000	Concepts and roles in instruction

GRADUATION REQUIREMENTS (continued)

- *6010 Goals and objectives
- *6122 Articulation
- *6140 Curriculum adoption
- 6141.4 Independent study
- *6142 Subject fields
- *6142.2 English as a second language; bilingual/bicultural
- *6142.6 Basic skills
- *6145 Extracurricular activities
- *6147 Standards of proficiency
- *6154 Homework/makeup work
- *6171.4 Special education
- *6200 Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual.

25-26 LinkIt C

Assessment	Below (%)	On (%)	Above (%)
ELA K	63%	37%	-
ELA 1	53%	47%	-
ELA 2	86%	14%	-
ELA 3	50%	43%	7%
ELA 4	88%	6%	6%
ELA 5	74%	26%	-
ELA 6	89%	6%	5%
ELA 7	57%	29%	14%
ELA 8	58%	42%	-

Assessment	Below (%)	On (%)	Above (%)
MAT K	36%	46%	18%
MAT 1	47%	53%	-
MAT 2	86%	14%	-
MAT 3	42%	58%	-
MAT 4	87%	13%	-
MAT 5	74%	26%	-
MAT 6	94%	6%	-
MAT 7	88%	12%	-
MAT 8	100%	-	-
Algebra	60%	40%	-

Board of Trustees Information

Name	Address	Email	Term Expiration	Parent/ Board Seat
Patrick Dorsey President	Red Bank	p.dorsey@redbankcharterschool.com	June 30, 2027	Parent Seat
Barbara O'Donnell Vice President	Rumson	b.odonnell@redbankcharterschool.com	June 30, 2029	Board Seat
Matthew Taetsch	Red Bank	m.taetsch@redbankcharterschool.com	June 30, 2028	Parent Seat
Kerri Darling	W. Long Branch	k.darling@redbankcharterschool.com	June 30, 2028	Board Seat
Lara Garrett	Red Bank	l.garrett@redbankcharterschool.com	June 30, 2027	Board Seat
John LeFever	Red Bank	j.lefever@redbankcharterschool.com	June 30, 2028	Board Seat
Jayla Berry	Neptune	j.berry@redbankcharterschool.com	June 30, 2029	Board Seat
Anna-Maria Pittella	Red Bank	a.pittella@redbankcharterschool.com	June 30, 2027	Board Seat
Jocelyn Rojas	Red Bank	j.rojas@redbankcharterschool.com	June 30, 2029	Parent Seat
Dr. Kristen Martello		k.martello@redbankcharterschool.com	Head of School	