

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 2 Governance, Ethics and Professional Norms

Effective educational leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrates the skills to work effectively with the board that promotes each student's academic success and well-being.

Exemplary	The superintendent consistently demonstrates and significantly exceeds the skills to manage the district in an ethical and professional manner that contributes to a highly effective board-superintendent team.
Proficient	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
Area for Growth	The superintendent demonstrates some of the skills to manage the district in an ethical and professional manner which assists his/her work with the board. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 2 may include: Reports, data and information provided to the board related to agenda items requiring approval; Communication log and / or documents between the board and superintendent; Listing of policies and regulations approved by the Board; Communication and documents sent to all those affected by new policies and regulations.

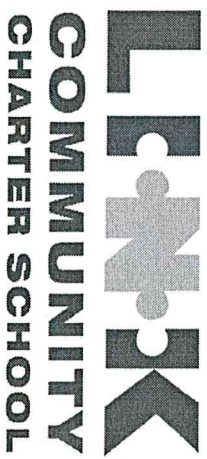
Superintendent Selected Evidence for Standard 2

(Documents provided by Superintendent)

STANDARD 2 INDICATORS		PERFORMANCE LEVEL				
Effective Educational Leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.		Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Provides professional advice and keeps the board regularly informed with data, reports, and information which enables the board to make effective, timely decisions.						
2. Promotes a culture of mutual respect and professionalism in their working relationship with the board.						
3. Actively and continuously encourages board development by seeking and communicating opportunities.						
4. Assists and advises the board in the development and revision of policies and establishes regulations to implement adopted policies.						
5. Supports and enforces all board policies and communicates changes to those who are affected.						
6. Acts ethically and professionally in personal conduct, relationships with others, decision-making, and all aspects of school leadership.						
7. Acts with cultural competence and addresses matters of equity and cultural responsiveness in all aspects of leadership						

BOARD MEMBER ASSESSMENT OF STANDARD 2

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board member comments supporting rating:				



Plans for Expansion and Sustainability

Presented: August, 2019

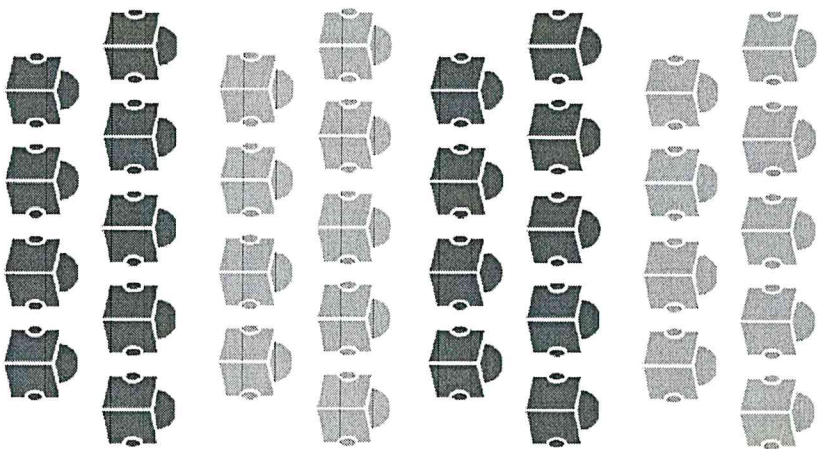
Organic Growth Option

**Phase 3: Increase Class Size to 25 for Existing
5-8 to Serve 400 Students**

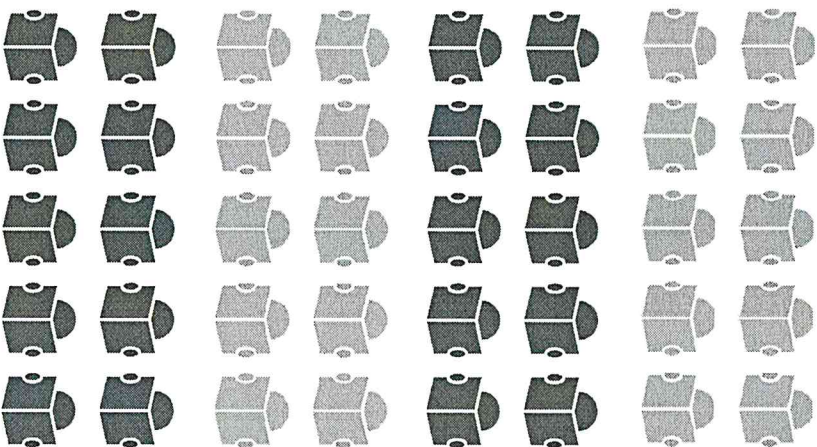
**Phase 4: Build a K-4 Division to
Serve an Additional 500 Students**



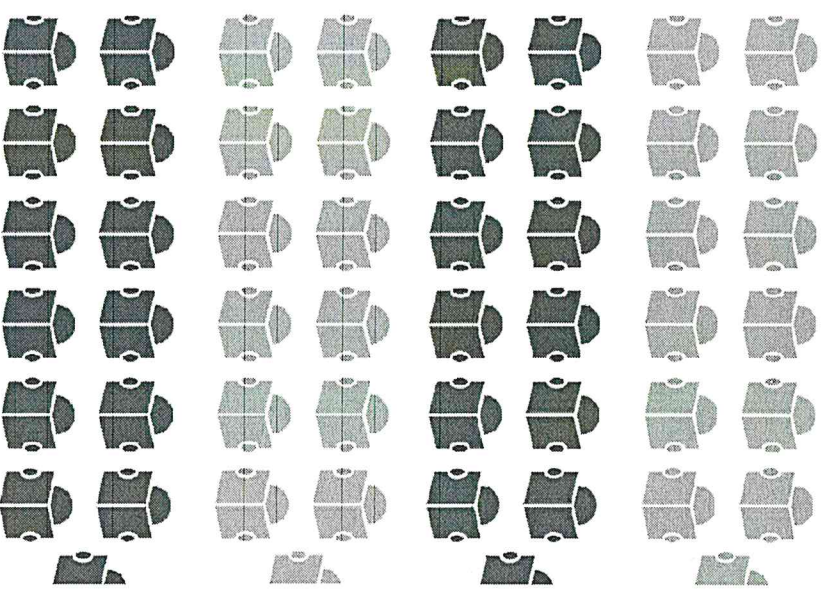
Phase 1 ('14-'15):
18 per class x 4 classes = 72 per grade
238 schoolwide (5th to 8th)



Phase 2 ('18-'19 to '21-'22):
20 per class x 4 classes = 80 per grade
320 schoolwide (5th to 8th)



Phase 3 ('20-'21):
25 per class x 4 classes = 100 per grade
400 schoolwide (5th to 8th)



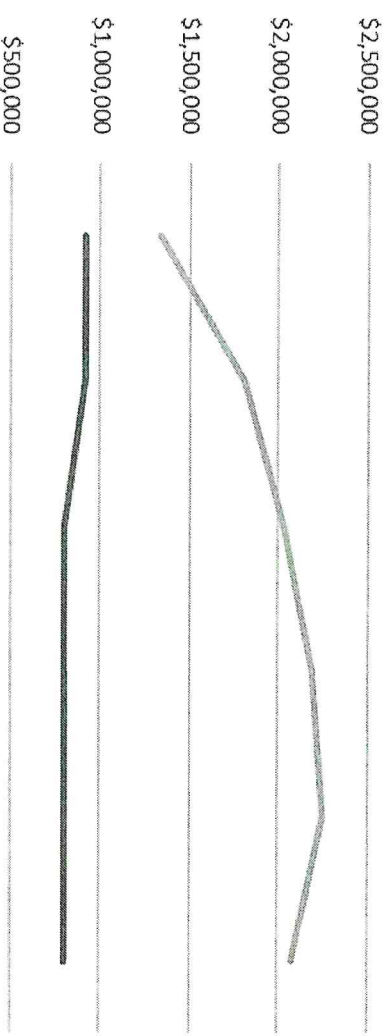
 = 8 students

LINK

Why the Phase 3 expansion supports sustainability:

1. Achieves a surplus of \$1.3M in first year of expansion, and \$2.3M by the 5th year.
2. Minimal capital expenses (i.e. classroom reconfigurations, furniture and technology) as it uses existing facility.
3. Minimal increase in staffing; addition of paraprofessionals and designated staff.

Financial Forecasts for Link's 5-8 Expansion



	FY21	FY22	FY23	FY24	FY25	FY26
LCCS Site #1 (MS) Surplus	\$1,337,745	\$1,810,002	\$2,030,693	\$2,192,831	\$2,255,877	\$2,082,242
LEP FR Goal	\$915,000	\$915,000	\$800,000	\$800,000	\$800,000	\$800,000



**Phase 3: 25 Students in Each Class,
5th to 8th Grades = 100 students per
grade for total of 400 students**

**Step 1: Seek Support and Guidance from
Advocacy Groups**

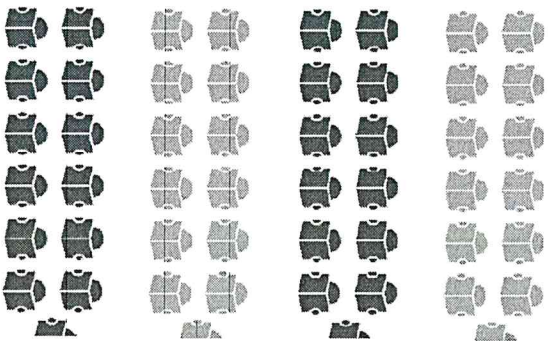
Step 2: Present Plan to LCCS School Board

Step 3: Seek Approval for Expansion

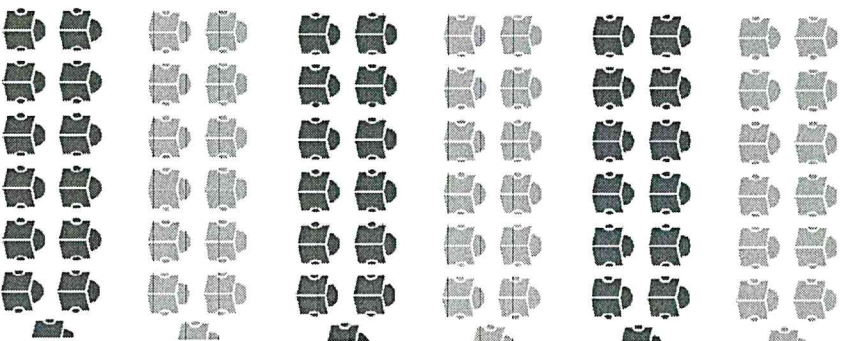
Letter Request due December 1st; Final notice anticipated February 2020



Phase 3 ('20-'21):
400 students at Middle School Site
(5th to 8th)



Phase 4 – Year 1 ('22-'23):
100 students x 2 grades (K-1) =
+200 Students at Elementary Site
600 students district wide



Phase 4 – Year 4 ('25-'26):
100 per grade x 9 grades =
900 students district wide (K-8)



 = 8 students

Phase 4: K-8 Model by FY26
4 classes = 100 students per grade
900 students

Step 1: If LCCS Board Approves Full Expansion,

Apply for Combined K-4 & 5-8

with final notice anticipated by February 2020.

Step 2: Launch \$3 Million Capital Campaign

to build a K-4 school and create a K-8 campus on Pennsylvania Avenue.

Step 3: Financing and Building Construction

for K-4 program model, K-1 in year 1, then phase in one grade level/year.

Step 4: Recruit Staff and Students

for K-4 program model, phase in.

Step 5: Open New Building

and welcome inaugural kindergarten class of 100 students in 7 classes and inaugural 1st grade of 100 students in September 2022, adding one grade per year until full K-8 model with 900 students is achieved in September 2025.



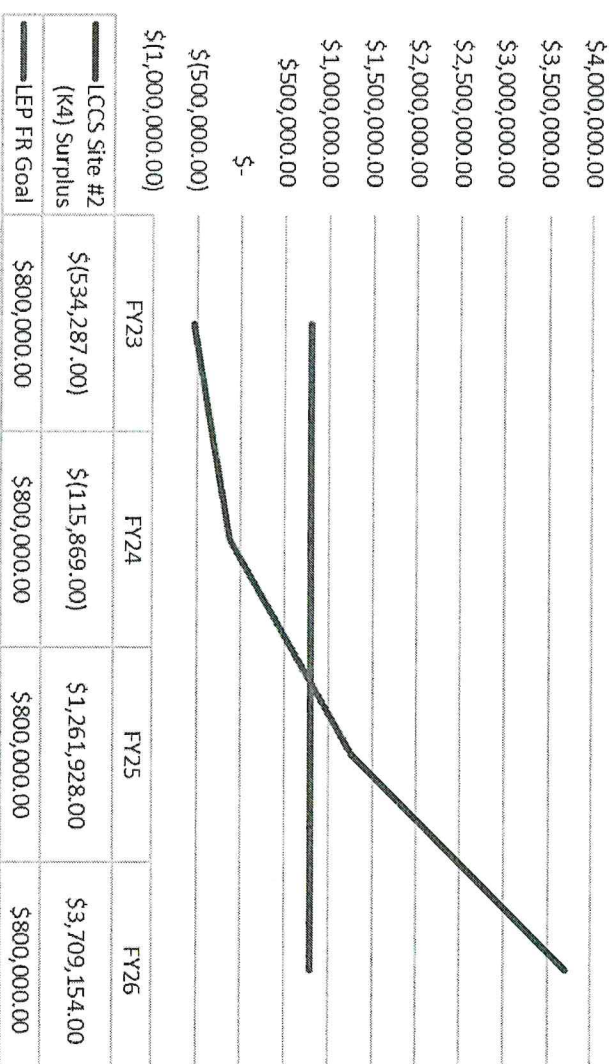
Why the Phase 4 K-8 expansion model provides even greater sustainability:

1. \$7M in capital financing results in a lease payment for the second site of about \$174,000 more annually than what LCCS is currently paying for 23 Pennsylvania.

2. LCCS moves from a deficit of \$500k in year 1 of Phase 4 (FY23) expansion to a \$1.3M+ surplus by year 3 (FY25) and \$3.7M surplus by year 4 (FY26).

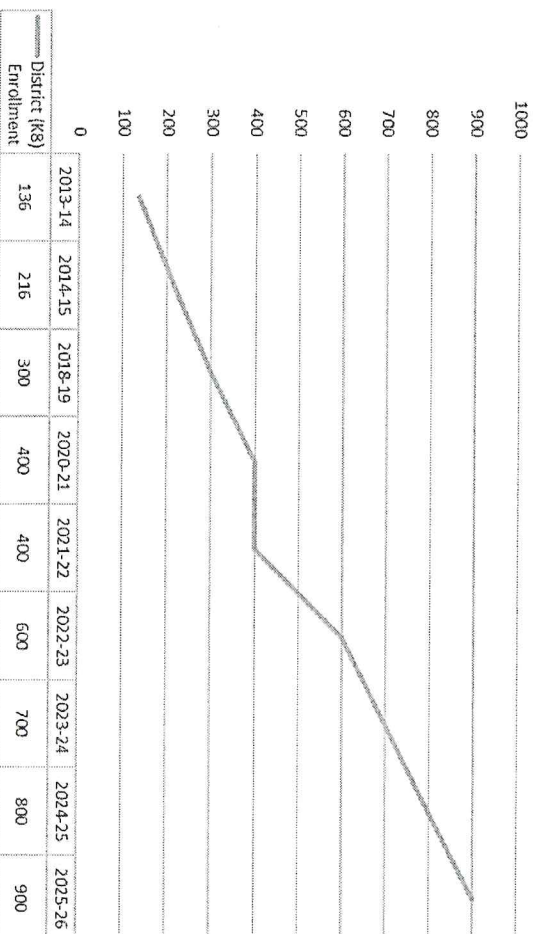
3. LCCS no longer dependent on LEP financially for programming as currently implemented by year 4 (FY26) of expansion when the full K-8 school model with 900 students is achieved.

Financial Forecasts for Link's K-4 Expansion

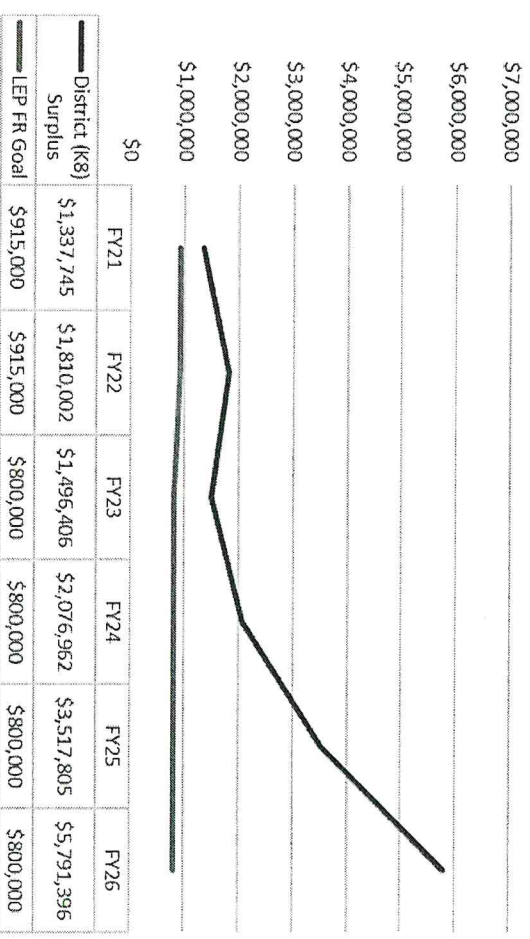


Phases 3 & 4: Multi-Year Growth and District Financial Forecasts

Link's Enrollment by Year



Financial Forecasts for Link's K-8 District Expansion



Impact of Organic LCCS Growth on LCCS

After full expansion, LCCS will be sustainable and have the independence to pursue new initiatives.

Possibilities include: enhanced programming, deeper staffing resources, additional summer programming, community oriented programs.

Impact of Organic LCCS Growth on LEP

Initially, as school enrollment goes to 25 students per class in Grades 5 to 8, LEP could decrease FR goal to \$800,000 annually.

Once LCCS K-4 Program is fully developed, LEP would no longer be needed to fund programming as currently implemented and mission could be re-imagined.

Other Options to Create Growth

Merger with Existing Network

Indications that Link independence and special programming within network will be difficult to secure.

Merger with Existing K-4

School initially examined has indicated desire to remain independent for now.

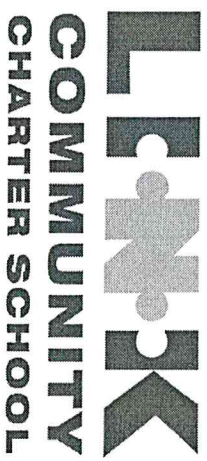
Next Steps Needed To Secure Organic Growth

**1. Present Growth Plan at August '19
LCCS School Board Meeting**

**2. Review of Growth Plan with Advocacy
Groups that Can Guide and Support Plan**

**3. Finalize Decision for Organic Growth and
Prepare and Submit Letter Request
to NJDOE Accordingly**





Questions and Feedback





October 2019 Update

PLANNING FOR GROWTH

December 2019 Request for Amendment to the Charter

Work to Date

- I. Program Development
 - a. Visits to K-4 programs
 - b. Research on programming and developmental stages
 - c. Preparation of Plan for K-1
 - i. Program Goals
 - ii. Curricular Choices
 - iii. Schedule
 - iv. Classroom Design
 - v. Professional Development/Teacher Institute
- II. Finance and Facility Development
 - a. Budget Modeling
 - b. Building Research and Visits
- III. Landscape Preparation
 - a. Exposure to elected officials
 - b. Communication with NJDOE

Key Design Elements

5-8 Program

- Strong and comprehensive middle school program
- Positive school culture
- Inclusive education
- Immersion in the arts
- Personal development
- Exposure beyond the classroom
- Placement in competitive high schools

Kindergarten-4th Grade Program

- Joyful learning
- Developmentally appropriate programming
- Inclusive environment for special needs students
- Focus on literacy (language and math)
- Exposure to creativity and STEM
- Arts programming
- Positive school culture and community
- Link Core Values and personal student development

Preliminary Plan

- By December 1st, apply for amendment to the charter of Link Community Charter School;
- Option I: 4 teams per grade of 25 students in each grade K-4 AND increase of 20 seats in each grade 5-8, with K-1 in Year One
 - Option II: 4 teams per grade of 25 students in each grade K-4, with K-1 in Year One

10 STEPS TO READING SUCCESS
PROGRESSIVE PARENTS PROMOTING LITERACY

10 Steps to Reading Success Progressive Parents Promoting Literacy is a two-hour workshop. Parents will experience practical strategies and engage in hands-on activities that have the potential to improve their child's ability to:

- read fluently;
- comprehend what they read;
- become competent confident readers;
- solve problems;
- communicate effectively.

Topic overview:

literacy definition

reading stamina

print rich environment

motivation tips

libraries and bookstores

children's interests

book club tips

school partnerships

Resources provided:

stamina chart

reading log

reading lists

Contact:

kpcarterwrites23@gmail.com

973.715.8089

Workshop Fee \$500

Board of Trustees Resolution for an Amendment Request

Resolution #112519-03

*Link Community Charter School
23 Pennsylvania Avenue
Newark, NJ 07114*

Subject of Resolution:

It is hereby resolved that the Board of Trustees of the Link Community Charter School approves the following request for an amendment to its charter as detailed in the attached letter request to the New Jersey Department of Education, Commissioner (copied to the four district superintendents of Link's region of residence and the Essex County Superintendent):

Option 1: To add grade levels Kindergarten through 4th grade, with 100 students in each grade and to increase enrollment in grades 6 to 8 to 100 students in each grade level, beginning in September, 2021

Option 2: To add grade levels Kindergarten through 4th grade, with 100 students in each grade level, beginning in September, 2021

Motion made by: _____ Seconded by: _____

Tally of Votes:

Names:

Regina Covington: _____

John Petrillo: _____

Brenda Daughtry: _____

Frances Purefoy: _____

Susana Holguin-Veras: _____

Denise Smith: _____

Richard Marshall: _____

I, Board Recording Secretary, certify that the above resolution was passed by a majority of a quorum of this Board of Trustees, as indicated above.

Signature: _____ Date of Board Meeting: November 25, 2019

Checklist for School Health-Related Closure Plans (Updated May 4, 2020)

***Denotes the required updates/revision/additions to existing plans. Any other component of the existing plan can be updated as appropriate.**

Contact Information

County: Essex

Name of District, Charter School, APSSD or Renaissance School Project: Link Community Charter School

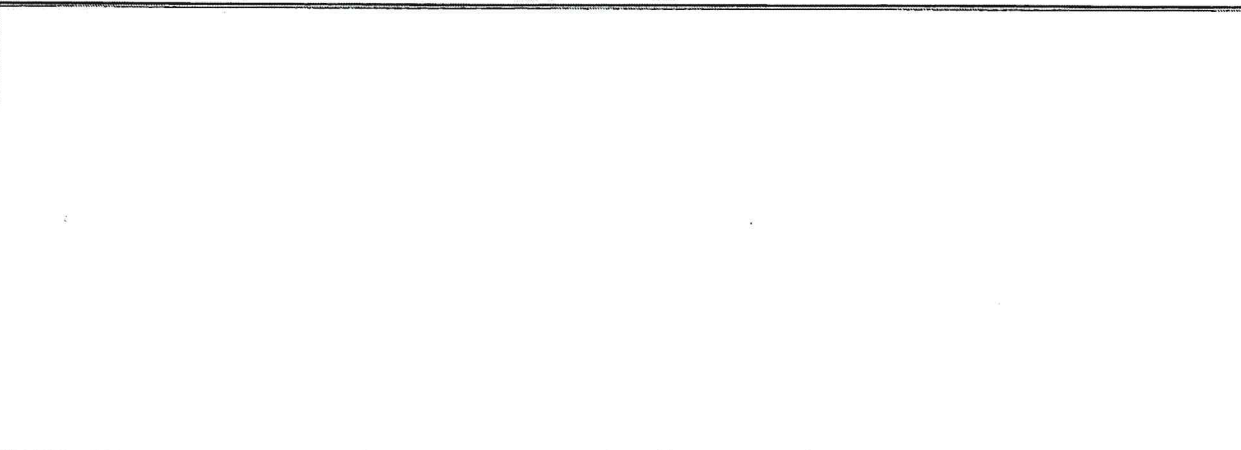
Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Maria Pilar Paradiso

Phone Number of Contact: 908 768 0320

Equitable Access to Instruction Plan Component 1

Question	District Yes or No	County Yes or No
Does the plan include equitable access to instruction for all students?	Y	
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	Y	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	Y	
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	Y	
*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	X	

Notes on Component 1





Addressing Special Education Needs Plan Component 2

Question	District Yes or No	County Yes or No
Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	Y	
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	Y	
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	Y	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Y	

Notes on Component 2

Addressing ELL and Bilingual Needs Plan Component 3

Question	District Yes or No	County Yes or No
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	N	
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	N	
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	N	

Notes on Component 3

LCCS does not have any students receiving ESL, ELL, or Bilingual educational services in the 2019-20 school year, but a plan exists should the need to implement arise.

**Safe Delivery of Meals Plan Component 4**

Question	District Yes or No	County Yes or No
*Does the plan contain how the district will provide continued safe delivery of meals to students?	Y	

Notes on Component 4**Length of Virtual or Remote Instructions Day Plan Component 5**

Question	District Yes or No	County Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? <ul style="list-style-type: none">Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.	Y	

Notes on Component 5

**Attendance Plan Component 6**

Question	District Yes or No	County Yes or No
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?	Y	
*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?	Y	

Notes on Component 6**Facilities Plan Component 7**

Question	District Yes or No	County Yes or No
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	Y	

Notes on Component 7

**Summer Programming Plan Component 8**

Question	District Yes or No	County Yes or No
<p>*Does the plan contain a preliminary outline for the provision of summer services, including:</p> <ul style="list-style-type: none">• Extended School Year (ESY) for students with disabilities including how ESY will be delivered• 21st Century programs• Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery• Assessments of learning loss and an initial plan for potentially addressing learning loss• STEM or other programs using reallocated grant funds• Title 1 extended learning programs• Any preliminary plans for Class of 2020 graduation ceremonies	Y	

Notes on Component 8**Board Approval Component 9**

*Is the plan board approved? ☐ Yes ☒ No

Enter Date (mm/dd/yyyy): _____

Notes on Component 9

The updated plan will be presented at the June 8, 2020 board meeting. The plan shared in March, while not voted on, was presented at a public school board meeting on March 19, 2020.

**Posted on Website Component 10**

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website? ☒ Yes ☐ No

Enter Date (mm/dd/yyyy): 5-22-20

Notes on Component 10

Initial plan was posted on March 20, 2020

Posted on Website Component 11

Question	District Yes or No	County Yes or No
*Does the plan contain a list of essential employees by job title? (can be an addendum)	Y	

Notes on Component 11**APSSD Applicable Only: Sharing Plans Component 12**

*Was the plan shared with all sending districts? ☐ Yes ☐ No

Notes on Component 12

**LINK COMMUNITY CHARTER SCHOOL
HEALTH-RELATED CLOSURE PREPAREDNESS PLAN**

Presented March, 2020

Updated May, 2020



23 Pennsylvania Avenue

Newark, NJ 07114

www.linkschool.org

O: 973-642-0529 F: 973-642-1978 E: link@linkschool.org

General Information on COVID-19 Coronavirus

Guidance for Schools from NJ Department of Health

https://www.nj.gov/health/cd/topics/covid2019_dashboard.shtml

Centers for Disease Control and Prevention Information on Coronavirus

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Signs and Prevention Tips from NJ Department of Health

https://www.nj.gov/health/cd/documents/topics/NCOV/INFOGRAPHIC-covid-19-quick_facts.pdf

Posters placed throughout the building

NJ Coronavirus and Poison Hotline

1-800-222-1222 or 1-800-962-1253 if using out-of-state phone line

LCCS Response to Seasonal Flu and COVID-19 Coronavirus

December 2019 - February 2020	<p>Communications home through Weekly Purple Envelope with school protocols regarding the flu and cold season</p> <p>Placement and continual restocking of hand sanitizers throughout building</p> <p>Continual cleaning and disinfecting of high contact areas throughout the building</p>
March 3, 2020	<p>Letter to school community regarding school response</p> <p>School Leadership Participation in Governor's Coronavirus Preparedness Briefing Call (NJDOH)</p>
March 5, 2020	<p>NJDOE issues guidance on "home instruction" for health related closings</p>
March 6, 2020	<p>Staff Meeting to discuss school response</p>
March 9, 2020	<p>School Leadership Participation on Conference call with NJ Office of Charter and Renaissance Schools</p> <p>Leadership Meeting to discuss school preparedness plan</p> <p>School Board Meeting discussion on preliminary plan and scheduling of emergency board meeting on March 19th via conference call (capacity to handle all school families) with notices posted</p>
March 10, 2020	<p>Creation of dedicated webpage on school site https://linkschool.org/covid-19-resources/</p> <p>Leadership Meeting to continue detailing school preparedness plan and initiate early dismissal on Friday, March 13th for planning and disinfecting.</p> <p>Phone blast to school families to inform of early dismissal</p>
March 11, 2020	<p>School response to email request from County Superintendent</p>

	Leadership Meeting to continue detailing school preparedness plan
March 12, 2020	Planning session with school technology consultant Purchase of emergency chromebooks to deploy to students as needed Leadership Meeting to continue detailing school preparedness plan School response to Technology Survey issued by NJDOE
March 13, 2020	Meeting with Social Workers, Nurse and Deans to discuss School Preparedness Plan Presentation on School Preparedness Plan to all staff Instructional Planning Session for Teachers re: remote learning strategies and review of available tools School response to Meals Survey issued by NJDOE
March 16, 2020	Provided laptops to students who indicated in the Link Technology Survey a need for a laptop Provided all students with packets Last day of in-school programming – Early Dismissal Teachers and staff worked to finalize plans on distance learning
March 17, 2020	Launch virtual/distance learning

School Profile
(added May 20, 2020)

Grade Levels:	5 th to 8 th grades
Student Body:	304 approved students/307 current enrollment
Students with Disabilities:	33 students/approx 11%
Speech Services:	12 students
Counseling Services:	10 students
English Language Learners:	None
Free/Reduced Lunch Eligibility:	80%
Residency Distribution:	Newark East Orange Orange Newark Other towns: North Plainfield, Plainfield, Edison, Linden, Hillside, Union

General School Preparedness

Emergency Preparedness

- This document provides a thoughtful plan to deliver LCCS's mission through a robust instructional program and to meet applicable law and regulations during a health-related closure of the school.
- LCCS' general Emergency Plan remains in effect. The school will use guidance from the NJ Department of Health and its local agencies, as well as the NJ Department of Education in responding to health related emergencies.
- This plan is a living document and will be adapted to respond to changing conditions such a health-related closure.

Building Access

- The school building will be accessible for small groups meeting CDC guidelines for the distribution of school meals and technology. Families are asked to send only 1 person to the school.
- The school building will be staffed by the custodian, and one to two members of the leadership team (in rotation).

Building Maintenance

- The building will be maintained by LCCS' plant manager and a custodian from Link Education Partners, the owner of the school building.
- The school's plant manager has a Black Seal boiler license and will maintain all systems throughout the closure.
- Both the plant manager and the custodian will make minor repairs on the facility, while preparing the building for the return of students and staff.
- As local and state guidance/orders permit, essential renovations and upgrades will also be undertaken to increase safety, security, and overall operations.

Essential Employees

In emergency situations that require the closure of the school, essential personnel may be required to report for regular or adjusted duty to continue essential operations that are critical to the school and its stakeholders, including instructional leadership, fiscal management, cafeteria services, and building maintenance. All other employees may be required to work remotely to meet their responsibilities.

Essential Employees shall be defined as:

- Head of School
- Chief Operating Officer
- School Business Administrator
- Instructional Operations Manager
- Facility Manager

- Principal and Deans
- Cafeteria Manager
- Technology Consultant

Communication

- LCCS will continue to use its School Messenger communication system to send emails, phone calls and text messages to school families and staff with updates regarding school operations and health/safety.
- LCCS developed a dedicated page on the school website to keep the school community informed: <https://linkschool.org/covid-19-resources/>
- LCCS will also use its social media platforms (facebook, twitter) to communicate with the community.
- All staff and students will have access to their LCCS email addresses.
- All communications with stakeholders, the media and the public are directed by the Head of School in collaboration with the Principal, Chief Operating Officer, and the Director of Communication.
- Meetings will be conducted via Google Hangout with Zoom as the backup platform.
- Mobile devices/service will be provided to the school social workers, nurse, deans and director of admission and high school placement for ongoing communication with families and discharge of their duties.

Student Records

- All student and family data may be accessed remotely by school personnel through the Student Information System (PowerSchool) which is hosted off site by Pearson and provides appropriate levels of privacy/confidentiality.
- DeansList is also available to all staff as a communication tool.

School Operations Leadership and Staffing Team

LCCS will continue to function under the leadership of the head of school and the direction of the principal and chief operating officer. During any school closure where operations continue, the following administrators and staff will lead/implement the major areas of the school:

Maria Pilar Paradiso, Head of School

- State and County Level Communication, Coordination, Compliance
- Board Relations/Meetings
- Public Relations and Community Engagement
Sharon Machrone, Director of Communications
- Enrollment, High School Placement, Summer Opportunities
Greg Silver, Director of Admission and HSP

- Transportation, SIS, Enrollment, Student Records
Erica Bradshaw, Instructional Program Operations Manager

Leslie Baynes, Chief Operating Officer and Bima Baje, School Business Administrator

- Food Services
Marlene Wilson, Cafeteria Manager
- Facility Maintenance and Cleaning
Vidal Carrasco, Plant Manager
Building Cleaner (contractual)
- HR, Benefits, Purchasing
Joven Freeman
- Payroll, Accounting, Compliance, Pension
Bima Baje and Leslie Baynes

Kathleen Hester, Principal

- Supplies, Parent Support
Monique Brooks, School Secretary
- Attendance
Monique Brooks, School Secretary
Da'Cheray Thomas-Ruth, Assistant Dean of Students
- Instructional Program Delivery
Detra DeNully, Dean of Students (English Language Arts)
Christine Kelley-Kemple, Science Specialist and Instructional Coach (science & ss)
Danielle Perrota, Math Specialist and Instructional Coach (math)
Christine Lynskey, Special Education Coordinator (special education)
Hannah Kennedy, House Culture Leader (SEL)
- Health and Wellness Checks
Nancy Merwede, school nurse
Karen Hannah, nurse
Dr. Kia Gundry, school physician (for consultation)
- Counseling Services, Speech Services, Crisis/Trauma Support
Erika Turner, School Social Worker/HIB Coordinator/Child Study Team Internal Caseworker

Staffing

- The school will continue to employ its regular staff.

Continuity of Operations

- Payroll and benefit will continue on schedule.
- Staff will have access to SBA (Bima Baje) and Finance and Operations Coordinator (Joven Freeman-Wright) during normal school hours via email.
- LCCS Board of Education meetings will continue as scheduled via conference call with secured conference call number: 857-799-9533. An emergency meeting has been scheduled for Thursday, March 19, 2020, at 6:30 pm, to try out this new structure. The secured conference line can support robust parent participation.
- An additional School Board meeting will be scheduled for April 29th.

Financial Considerations

The School has an appropriate fund balance and cash balance to support temporary disruption to district payments and has secured authority from the school board to explore short term financial options such as a loan and/or line of credit. There are strong concerns about impact of interruption in local funding and reductions in local and state funding of over 5%.

Staff Attendance

All LCCS staff are expected to participate fully during a health-related school closure. Staff will sign in and out through Paylocity with individual IDs to capture attendance. Staff who are ill would communicate via LCCS' Call Out procedure and take a sick day pursuant to school policies. Instructional coverage would be provided for teachers who are sick by the administrator assigned to the teaching team. LCCS staff are expected to check-in with the administrator assigned at least two times per day.

Food Services

LCCS will support families with food through the Federal Lunch Program under the Summer Food Service Program.

- The school will continue to make available breakfast and lunch to families, at least twice per week with up to 3 days worth of breakfast and lunch meals each time.
- LCCS food program participation ensures that any student in Newark can come to Link for meals and that all Link families can access meals for their children at Link.
- Food is prepared off site by Maschio's Food Service and delivered to the school on Tuesdays and Fridays. The schedule will be maintained in a consistent basis except that an adjustment is necessary to comply with the Newark Mayor's "Be Still Monday" initiative.
- Link stores both refrigerated and shelf-stable foods and provides meals to families as they arrive to the school.

Meetings and Planning Sessions

A strong tiered system of supports for teachers will be used to maintain connections, positive spirit and robust instruction.

Instructional Level Administrators will participate in a daily conference at 3:00 pm to address the following preliminary agenda and any other relevant topics with respect to health-related closure activities and programming:

- I. Instructional Delivery Updates and Needs for all Subjects
 - a. Lesson Planning Status Check/Needs
 - b. Teacher Technology Resources Status Check/Needs
 - c. Student Technology Resources Status Check/Needs
 - d. Special Education Status Check/Needs
- II. Attendance Update and Needs
- III. Support Services Update and Needs
 - a. Counseling
 - b. Speech
 - c. Crisis/trauma
- IV. Food and Nutrition Delivery Update/Needs
 - a. Free and Reduced Lunch compliance
 - b. Others
- V. Communication Needs
- VI. Other topics

Ongoing Operations: To keep planning moving forward in anticipation of returning to traditional school operations, Instructional Administrators and other staff will continue to meet regularly to address regular instructional program and curriculum, state assessment, school calendar, summer academy, summer remediation, capacity building/growth, athletics, extracurricular programming, field trips, materials and resources, compliance, enrollment, etc. Meetings to be scheduled via Google Hangout as needed between 8:30 am and 10:00 am.

Leadership Team: LCCS school leadership (head of school, principal and chief operating officer-with SBA as needed) to meet daily via conference call/video.

Plan for Instructional Delivery

Overall Goal: LCCS will provide mission aligned robust instruction with strong student engagement and positive learning outcomes for ALL students during a health-related school closure.

To meet this goal, LCCS will provide

1. **Access** for all students to programs provided during a health-related school closure; including:
 - a. G-Suite Link username and password for all students
 - b. Paper packets to provide no interruption in learning
 - c. Laptops and mobile hotspots for all students without either
 - d. Use of technology platforms and programs that are accessible by all students
 - e. Videotaped and live sessions making access possible at any time of day
 - f. Posted assignments that students can work on on their own or in the class environment.
 - g. Home delivery of materials and supplies needed for elective enrichment programs
2. **Instructional programming** that is robust, standards aligned and developmentally appropriate
 - a. Instruction has been designed with student grade level and development needs in mind and grade levels supports through the Deans, Social Workers, and the Nurses.
 - b. LCCS teacher-developed instruction that meets the school's curriculum/course of study. Instruction will mostly be delivered via Google Classroom and Google Hangout. Instruction will include mini-lessons and independent student work.
 - c. Differentiated learning materials and resources, including digital learning platforms, teacher-created presentations, teacher-created learning packets, independent reading texts, and online access to textbooks, all will maximize student learning.
 - d. Platforms for student engagement that allow students to ask questions, contribute to, and respond to questions/prompts.
3. **Assessment that provides data that a teacher can use for both current planning and evaluation of student progress**
 - a. Throughout the remote learning period, teachers will deliver the curriculum with its existing assessment tools, whenever possible.
 - b. Online platforms will be use for all tested subjects, including Kahn Academy assessments for the current grade level and the upcoming grade level to gauge where each student is.
 - c. Immediate steps will be taken to remediate including use of differentiation of lessons, individuals support and collaboration with the Special Education teachers and paraprofessionals

4. **Technology** tools to support digital learning, including devices (chromebooks) and mobile hotspots/modems to ensure connectivity for all students. Those students without internet and without any laptop access were prioritized.
 - a. A Link family survey revealed specific needs so that Link could respond to individual families immediately.
 - b. Laptops were repurposed as chromebooks and made available to all students who did not have access to one from home. Approximately 1/3 of the school took one in the first days of the closure.
 - c. Chromebooks were purchased so that additional family needs could be met.
 - d. Mobile hot spots were purchased for family and staff who might need connection.
 - e. A dedicated technology line and email provide direct access to technology support.
 - f. The school secretary remains easily accessible through the rerouting of the main school line to a dedicated cell phone provided to her.
5. Ongoing development/planning to increase technology access for ALL students in future closures and for ongoing instructional programming
 - a. Additional Chromebooks are being purchased to create a 2:1 environment so students have access to technology from home and from school.
 - b. Systems and procedures will be developed and implemented during summer program as a pilot so we can launch strong 2:1 program in September
6. Strong weekly **“school to home” communication**
 - a. Advisor and teacher emails
 - b. Immediate transition of “Link to Home” newsletter to electronic format and electronic delivery
 - c. Regular website postings
 - d. Regular monitoring of local and state advisories and information and sharing of such with families through ongoing
7. Regular **Attendance and “Health and Wellness”** checks via phone/video by the social workers, nurse and deans.
 - a. LCCS will use state guidance and its policies to guide attendance procedures.
 - b. Attendance will be monitored through direct class-based teacher/and daily advisor contact.
 - c. Lack of student work or presence online triggers calls home
 - d. Parents will continue to notify Link of absences due to illness, deaths in family, etc.
 - e. LCCS will use a combination of work product and online participation to determine promotion and retention.
8. Ongoing dedication to serving all special needs students through the provisions of their **Individual Educational Plans**
 - a. All students with an IEP will receive direct support from special education teachers and paraprofessionals who will be present for online instruction every day

- b. Special education teachers and paraprofessionals provide all modifications and accommodations included in IEPs during their online sessions with students
 - c. The school case manager (a school social worker) will call the parents of every student with an IEP every week to check in.
 - i. The calls will provide information from families about their perspective on services and learning progress, as well as feedback from teachers.
 - d. Counseling and speech services as provided in IEPs (no other services are currently required by IEPs for the 2019-2020 school year) will be delivered to students via phone conferencing.
 - i. Any missed sessions are documented and will be offered to families.
 - ii. Progress is documented throughout the session by the practitioner/provider.
 - e. The Child Study Team will continue to meet for Annual Meetings, Re-Evaluations and Initials, providing testing when advisable and appropriate, through teleconferencing.
 - i. Due to the nature of testing, it may not be advisable to implement in virtual landscape.
 - ii. Testing that could not be implemented during the closure would be scheduled immediately after reopening or the summer if permissible.
 - iii. The internal case manager and CST Case Manager will continue to collaborate.
9. **Counseling and crisis intervention** as needed by the social workers.
- a. Teacher and staff referrals will continue as needed
 - b. The Social Workers will provide services and direct families to ongoing/outside services as appropriate.
10. **Administrative/instructional support** will be provided to all teachers with content area assignments.
- a. Training and resources for teachers to support digital instruction.
 - b. Visits to virtual classrooms
 - c. Ongoing coaching and support from instructional leaders and the administrative team
 - d. Continuation of grade level meetings

****As LCCS does not have any ESL, ELL or Bilingual students, no services will be provided during the health-related closure**

The instructional program will comprise a minimum of four (4) hours daily with the following course of study:

Lower House: 5th and 6th grade

- English language arts (balanced literacy model)
- math
- science
- computers
- Spanish
- The arts
- life skills/advisory/social emotional learning

- independent reading
- health/physical education

Upper House: 7th and 8th grade

- English
- math
- social studies
- science

- computers
- Spanish
- The arts
- advisory/social emotional learning
- independent reading
- health/physical education

All four grades also participate in advisory and circle, as well as an array of electives that will provide enrichment and exposure, including: Hip Hop Dance, Cooking, Manga Drawing, Calligraphy, Canvas Painting, Introduction to French, and much more.

Plan for Graduation

LCCS will conduct its annual 8th grade graduation and 6th grade moving up ceremony virtually.

Link will create a pre-recorded graduation ceremony to highlight the departure of our 8th grade class as they complete the four year program; involving speakers and presenters, to be made available to families on Thursday, June 18th, at 6 pm (the scheduled date and time for graduation for the Class of 2020). In advance of the June 18th virtual graduation, graduates will receive a box with graduation cap and gown, their diploma and case, their class t-shirt, items to decorate their front doors, and a lawn/window sign.

A similar approach will be taken for the annual Moving Up Ceremony for the 6th grade, with a pre-recorded ceremony that is shared at the regularly scheduled date and time.

Plan for Summer Learning

LCCS in partnership with Link Education Partners will make available to all incoming 5th graders and all returning students a virtual summer learning program. The instructional staff will be Link teachers with the experience and knowledge of the 2019-20 school closure and student progression. All participating students will receive a school laptop/chromebook. Anyone without internet will also receive a mobile hotspot to gain connectivity.

- Incoming 5th graders: Students will be expected to participate actively through a scheduled program from 8:30 am to 3:00 pm from Monday, July 6th to Friday, July 30th. Instruction will be synchronous each day, including English language arts, math, science,

art, yoga and centering practice, advisory and morning circle, and diverse enriching electives.

- Returning students/Rising 6th, 7th, and 8th graders: Students will be expected to participate actively through a scheduled program from 8:30 am to about 2:30 pm from Monday, July 6th to Friday, July 30th. Instruction will be synchronous each day, including English language arts, math, and diverse enriching electives.

Memorandum

TO: LCCS School Board

FROM: Maria Pilar Paradiso, Head of School

DATE: May 6, 2020

RE: PPP Loan Program

In order to stay informed on the PPP Loan Program that LCCS applied to, we are providing updated information and an assessment of possible outcomes and risks given evolving guidance from the Small Business Association, related organizations and school counsel. We are also laying out the steps taken to document compliance to mitigate potential risks. As with much related to COVID-19, the PPP Loan Program guidance and overall situation is very fluid.

Background

The Paycheck Protection Program (PPP) was authorized by the Federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, to support small businesses and non-profits with low-interest loans guaranteed by the U.S. Small Business Administration (SBA), with the prospect of forgiveness if borrowers meet usage requirements. The program outlines eligible organizations and specifically excludes "government owned" entities. Loan amounts are equal to 2 ½ months of payroll expenses (salaries and benefits including employer contributions for healthcare and pension). The loan may only be used to pay such payroll expenses, rent/mortgage, and utilities and must be used during a designated period. Loan payments do not begin until 6 months after the loan is made and are eligible for forgiveness if no more than 25% is used to pay rent/utilities. Any amount not forgiven is to be repaid within 2 years with a 1% interest rate.

The program was designed to help organizations maintain salaries and employees and provide support due to the economic impact of the current COVID-19 health-related crisis.

The SBA has oversight but the banks approve the loans. However, the applicants are on notice that the SBA is relying upon applicant self-certifications to verify that the applicants are eligible entities to receive funding, and that applicants are providing self-certifications under penalty of perjury.

Certifications include the following assertions:

- The Applicant is eligible to receive a loan under the rules in effect at the time this application is submitted that have been issued by the SBA implementing the PPP under Division A, Title I of the CARES Act (the PPP Rule).
- All SBA loan proceeds will be used only for the business related purposes as specified in the loan application and consistent with the PPP Rule.
- Current economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant.

Ineligible PPP borrowers have been granted a safe harbor period until May 7th to return the money.

LCCS' Loan Application

LCCS applied for the PPP Loan on April 6th, 2020 through the online portal at Provident Bank. The loan amount of \$777,846 reflects 2.5 times monthly expenses as follows:

- Wages \$272,428.85
- Taxes \$ 543.08
- Health Care \$ 26,290.33
- PERS Pension \$ 11,876.00

Total monthly expenses totaled \$311,138.60.

LCCS received bank approval and the loan application was sent to the SBA for a loan number. The SBA assigned a number to the loan and it was funded on May 5, 2020.

Outline of Concerns and Risks

The following concerns have been raised with evolving guidance as a result of assurances/certifications provided in the loan application:

- Organizational Eligibility
- Usage of Funds
- Current Economic Uncertainty/Necessity for the Loan

Outcomes include:

- Possible audit and enforcement scrutiny
- Return of funds with or without penalty
- Denial of forgiveness
- Criminal charges and civil penalties
- Personal Liability
- Negative Publicity

Steps Taken to Ensure Compliance

LCCS staff and counsel have worked to provide the following documentation to ensure compliance:

1. Organizational Eligibility
 - a. LCCS has reviewed the following documents to confirm independent corporate status
 1. LCCS organizational documents: Certificate of Incorporation, Bylaws
 2. LCCS 501(c)(3) eligibility: IRS Determination Letter
 3. Auditor filings
 - b. LCCS has reviewed NJ statutes to confirm charter schools are public entities and that the board of trustees are public agents
 - c. LCCS' PPP application while designating the organization as a nonprofit, clearly captures the name as Link Community Charter School and the bank personnel interfacing on the loan have personal knowledge of LCCS as a public school

- d. OUTCOME: gray area but there is supporting documentation for finding that LCCS is eligible as a corporation and a non-profit
- 2. Usage of Funds
 - a. Bank Account and Payroll Processing
 - 1. LCCS opened up a new bank account at Provident Bank to accept the funds and to serve as the account for payroll
 - 2. LCCS has transferred payment of payroll to the new Provident Bank account; Paylocity to continue handling payroll with reports capturing usage
 - b. No more than 25% will be used to pay rent or utilities
 - c. OUTCOME: LCCS is compliant and has the necessary supporting documentation
- 3. Current Economic Uncertainty
 - a. Liquidity
 - i. LCCS has no assets it can liquidate other than school supplies and furniture which if liquidated would prohibit the school from running an in-school program
 - ii. LCCS has no ability to increase revenue as increases in enrollment must be state approved and charters cannot levy taxes or access many funds that district schools can.
 - iii. LCCS has no endowment
 - b. Revenue and Projections
 - i. Annual revenue totals approximately \$ 5.8 million and every dollar is used for general operations. The FY20 Budget Revenue totals \$5,541,190; the Expenses total \$5,548,297; and the fund balance total at the end of the fiscal year will be \$714,645.
 - ii. While currently districts and the state are providing revenue, the state budget has been extended until September 30th, sure to create a cash flow concern as we will not see funding for FY2021 begin until October (3 months later than usual)
 - iii. Charter school have been advised by the NJ Public Charter School Association to project for reductions in public funding for next fiscal year of anywhere from 10% to 20% (\$580,000 to \$1,160,000. Such reductions would be devastating to operations and mission delivery. We are developing budgets under this scenarios and all possible configurations lead to layoffs and severe impact on effectiveness. Families would likely leave as class size would increase to close to 30 students.
 - iv. Significant levels of programming (summer, arts, electives, outdoor education, professional development, instructional coaching, etc.) is supported by LEP, which has had to cancel fundraising events, thereby making future funding tenuous and the possibility of increases in such support highly unlikely.
 - v. While funding concerns impact all public schools in NJ, charters and particularly small independent ones have less ability to raise funds that traditional suburban districts and will possibly see less than districts as the formula and application of the formula support that. Some funding is just not available to charter schools.
 - vi. LCCS will need to continue to invest in technology (chromebooks and hotspots), as well as supplies and summer programming.

- c. Balance Sheet
 - i. Annually LCCS draws down a surplus fund which was provided by Link Education Partners, a public charity that supports LCCS, at the opening of the charter school.
 - ii. Current fund balance is not sufficient for prudent planning and the size of the budget.
- d. Location
 - i. LCCS is located in an urban, low income, high need, underserved community creating a more fragile community.
 - ii. Population density and medical conditions put individuals and the community at great risk of severe health complications from COVID-19
 - iii. NJ has been and continues to be a hot spot, necessitating longer closure
- e. Public Scrutiny
 - i. A number of NJ public charter schools applied, including Achieve in Newark, as well as KIPP Newark and Brick, both CMOs; there is a benefit to being among a number of applicants in the city and the state
 - ii. HOS is prepared to defend the position publically as a thoughtful avenue to safeguarding the school during this crisis
 - iii. Talking points will be developed for board members should there be inquiry in the future.
 - iv. LCCS, along with other public schools (district and charter schools), will also likely be receiving aid under the Education Stabilization Fund under the CARES Act, expected to be equal to about 90% of the Title I funding allocated for FY20
- f. Materiality of Loan
 - i. Link acts like a “service company” and as such has employees working from home. The loan if converted to a grant will provide significant support to the cash flow to secure long-term employment.
- g. Employee Acquisition and Lead Time
 - i. NJ public schools must rehire existing teachers or provide notice of non-renewals by May 15th. That timeline coupled with extension of the fiscal year and potential for reduction in public funding necessitates the use of the PPP Loan Program.
 - ii. Laying off teachers is a huge gamble as they may not be available for rehire in the near future. Operations, mission delivery and enrollment would all be severely impacted
- h. OUTCOME: there is evidence to support each area of inquiry but it’s definitely murky

Penalties and Risks:

PPP loans over \$2,000,000 will be audited. PPP loans between \$700,000 and \$2,000,000 face discretionary audits. All PPP loans may face enforcement scrutiny. The following are potential penalties:

1. Loan rendered ineligible for forgiveness

- a. If PPP funds are used for unauthorized purposes, the SBA will direct the repayment of those amounts.
- 2. Criminal and civil penalties
 - a. If funds are *knowingly* used for unauthorized purposes then there is additional liability, such as, charges for fraud.
 - b. Several criminal statutes apply for providing false information, such as, false statements to federal officials, misrepresentation of size status, and false statements to a lending institution.
 - i. 18 USC § 1001 (false statement to federal officials) makes it a crime punishable by up to 5 years in prison to make any “materially false, fictitious, or fraudulent statement or representation” or to make or use “any false writing or document.”
 - ii. 18 USC § 1014 (false statements to a lending institution) prohibits knowingly making a false statement for the purpose of influencing certain federal agencies or federally insured financial institutions and permits punishment of a fine of up to \$1,000,000 and 30 years in prison.
 - c. Enforcement will also occur under the civil False Claims Act to recover damages for fraud, including, triple damages and per-claim penalties in excess of \$21,000.
 - i. It also provides for a right of action by a private whistleblower.
 - ii. It also includes reverse false claims that imposes liability for retaining overpayments or avoiding an obligation to repay the money, and conspiracy.
 - iii. It does not require specific intent to defraud, but “reckless disregard” or “deliberate ignorance”
- 3. Personal liability
 - a. If one of the board of trustees or school officials uses PPP funds for unauthorized purposes, SBA will have recourse (personal liability) against the individual board of trustee or school official for the unauthorized use.

The SBA has further repeatedly threatened criminal penalties for misrepresentation and false certification. Treasury Secretary Mnuchin has also stated that “the borrowers ... have criminal liability if they made this certification and it’s not true.” Further, he has tweeted that “it has come to our attention that some private schools with significant endowments have taken #PPP loans. They should return them.”

Fraud may happen at any stage, including: the application process; assessing whether to take the loan if approved; spending of the funds; responding to government questions/updates; and responding to audits.