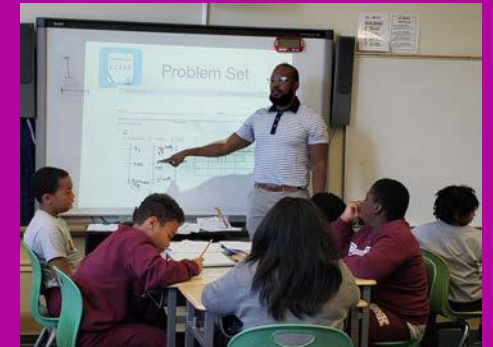


**Annual Report  
to the New Jersey Department of Education,  
Office of Charter and Renaissance Schools**

**August, 2023**





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

**Link Community Charter School  
Annual Report  
August 2023**

## Annual Report Questions

### Basic Information about the School

Fill in the requested information in column 2 of Table 1, below.

**Table 1: Basic Information**

Name of charter school	Link Community Charter School
Grade level(s) to be served in 2023-2024	Kindergarten – Grade 2 and Grades 5 through 8
2022-2023 Total enrollment as of June 30, 2023	326
2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023	43
2022-2023 English language learners (ELL) enrollment as of June 30, 2023	3
Projected enrollment for 2023-2024	380
Current waiting list for 2023-2024 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	Kindergarten - 0 1 <sup>st</sup> grade - 0 2 <sup>nd</sup> grade - 0 5 <sup>th</sup> grade - 0 6 <sup>th</sup> grade - 54 7 <sup>th</sup> grade - 72 8 <sup>th</sup> grade - 28
Waitlist within the district/region of residence	Kindergarten - 0 1 <sup>st</sup> grade - 0 2 <sup>nd</sup> grade - 0 5 <sup>th</sup> grade - 0 6 <sup>th</sup> grade - 54 7 <sup>th</sup> grade - 72

	8 <sup>th</sup> grade - 28
Waitlist of non-resident district/region of residence	0
Website address	www.linkschool.org
Name of board president	Richard Marshall
Board president email address	rmarshall@linkschool.org
Board president phone number	908-838-6714
Name of school leader	Maria Pilar Paradiso
School leader email address	mparadiso@linkschool.org
School leader office phone number and extension	973-642-0529
Name of Title IX McKinney-Vento District Homeless Liaison	Suzanne Dandie-Lashley
Name of School Business Administrator (SBA)	Bima Baje
SBA email address	bbaje@linkschool.org
SBA phone number	847-484-0230

## School Site Information

Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

**Table 2: School Site Information**

Site name	Link Community Charter school – Pennsylvania Avenue
Year site opened	2014
Grade level(s) served at this site in 2022-2023	K - 1, 5-8
Grade level(s) to be served at this site in 2023-2024	K - 2, 5-6
Site street address	23 Pennsylvania Avenue
Site city	Newark
Site zip	07114

Site lead or primary contact's name	2022-23: Kathy Hester, Principal 2023-24: Hannah M. Kennedy, Principal
Site lead or primary contact's office phone number and extension	973-642-0529
Site lead or primary contact cell phone number	Ms. Hester: 908-625-2776 Ms. Kennedy: 862-213-8414
Site lead's email address	<a href="mailto:khester@linkschool.org">khester@linkschool.org</a> <a href="mailto:hkenedy@linkschool.org">hkenedy@linkschool.org</a>

## Organizational Performance Areas

### Education Program and Capacity

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

#### 1.1 Mission and Key Design Elements

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

Link Community Charter School will provide an outstanding elementary and middle school education for learners of all academic abilities by developing the mind, body, and spirit through a strong curriculum, experiential learning, immersion in the arts, and an enduring commitment to Core Values; this will allow them to be successful in competitive high schools and become responsible and resourceful citizens who give back to others.

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

#### **Robust Elementary School Program**

With the addition of Kindergarten in September 2021, Link launched its K-4 elementary school program. These five grade levels are designed to develop a strong foundation for lifelong learning through the acquisition of essential content area skills and knowledge, the engendering of a love of learning, and the instilling of strong Core Values. There is a strong emphasis on numeracy and literacy, as well as science, the arts, physical health and wellbeing, exploring of community and cultures with an eye on diversity, equity, and inclusion, that will prevent or greatly reduce any achievement and gap that would otherwise form.

#### **Strong and Comprehensive Middle School Program**

The middle school grades are ones that will transition over the coming years as the elementary school scholars move up to 5<sup>th</sup> grade. For now, Link's 5<sup>th</sup> and 6<sup>th</sup> grade program is designed to

bridge the gap in achievement and build core skills so that students who enter the 5<sup>th</sup> grade well below grade level may be better prepared for 7<sup>th</sup> grade and better prepared to meet grade level expectations by the time they graduate the 8<sup>th</sup> grade. Link's 7<sup>th</sup> and 8<sup>th</sup> grade program is designed to provide exposure to eye-opening experiences and a rigorous academic program that prepares students for acceptance and success in competitive high schools. Link uses best practices and strong curricula, including EngageNY Math for all grades, EngageNY English language arts for 7<sup>th</sup> and 8<sup>th</sup>, and Readers and Writers Project/Units of Study for 5<sup>th</sup> and 6<sup>th</sup> grades to build core skills and challenge students.

### **Positive School Culture**

Link has purposely designed a warm, respectful, and inviting environment for all scholars where the school's Core Values are the foundation and the guiding force for everyone. The Core Values and continuous implementation of strong systems and expectations support a positive school culture where all students, as well as stakeholders, feel emotionally and physically safe. The Core Values are at the heart of Link's decades-long focus on social emotional learning. Restorative Justice provides a framework for resolution and growth when conflicts occur.

### **Inclusive Education**

Talented special education teachers and paraprofessionals work to provide an inclusion model so that classified students join their peers in the classroom and receive additional supports as needed to maximize an inclusion setting. Special needs students gain confidence and develop essential academic and social skills. Pull-out support is also employed to provide targeted assistance.

### **Immersion in the Arts**

The Arts help support creative energy and the development of the brain, as well as provide opportunities for artistic expression. Every student is exposed to art, music and performing arts. For some, the arts draw them in and keep them excited about the day and engaged in school. For others, the arts are an outlet for expression and coping with challenges they may experience. For all students, the arts help build well – rounded scholars.

### **Personal Development and Social Emotional Learning**

Through advisory sessions, morning circle, and the Core Values, students develop their moral core and a strong character that they will use for the rest of their lives. Non-cognitive or soft skills, including confidence, self-awareness, risk-taking, hard work, perseverance, and teamwork are developed throughout the four-year program at Link, through high expectations, outdoor adventure education, daily centering/mindfulness practice, advisory, and other activities.

### **Exposure Beyond the Classroom**

Link believes learning should be extended beyond the classroom, where opportunities exist for real world and hands-on experiences. Therefore, students are immersed in a project-based STEM culminating activity in the 6<sup>th</sup> and 7<sup>th</sup> grades, discern their own limitless potential in outdoor adventure trips, explore new activities in varied electives, gain hands-on experience with scientists and researchers at programs such as - Novartis Pharmaceuticals, and experience the arts in the real world while attending and participating in exhibits and performances.

### **Placement in Competitive High Schools**

Link strives to not only prepare Link scholars for success in high schools and beyond but actually make the choice of attending a great high school possible. Students are enrolled in a high school placement class where they are exposed to a variety of secondary school types and to specific high performing schools so they can begin to broaden their minds to these options. Students and their parents meet with the director of high school placement individually to discuss options and plan for the admissions process. Students also research options and narrow down a list of best matches, attend a Link-hosted High School Night or a virtual counterpart, prepare for entrance exams and interviews, complete the applications, write personal essays, request and follow up on teacher recommendations, write thank you notes, prepare for scholarship organizations, apply for financial aid with their parents, and make selections to identify the best fit. Throughout this process, students are gathering evidence of their abilities and talents; building communication skills and increasing confidence; learning to advocate for themselves; and critically evaluating their choices—all skills that they will employ throughout their lives, including applying to college and employment.

- 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.

Not applicable.

### Guidelines

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

**Table 3: Format**

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the participation and passing rates on AP tests.
Target	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2021-2022 to 2022-2023.
Actual Outcome	Ex: In 2021-2022, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2022-2023, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. <b>Goal has been met.</b>

### 1.2 Curriculum

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

### 1.3 Instruction

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

At Link, high quality instruction constitutes engaging students and inviting them to lead the process of learning actively rather than being recipients of information. Fidelity to high quality instruction results in strong student growth and achievement. It instills in students a love for learning. At Link, we look for the following elements of high-quality instruction:

- Engagement
- Student centered instruction
- Research based standards aligned curriculum
- Rigor
- Student growth



- Data driven instruction
- Blended learning/digital learning

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

Strong systems and procedures both inside and outside the classroom leading to a structured and engaging school environment.

- Co-teaching, when available, maximizes the teachers and offers strong differentiation to support individual student growth. Kindergarten uses the model of two teachers in the classroom; 5<sup>th</sup> grade will incorporate an assistant teacher; many classrooms benefit from a special education or ESL teacher in the classroom to support special needs students.
- A strong practice of inclusion provides for diverse class communities that include special needs students, who are supported through a “push in” model, with limited pull-out instruction with small groups.
- Student-centered focus brings student learning rather than teacher instruction to the foreground. While retaining short direct instruction, teachers plan structured and highly engaging activities for students that use movement, cooperation, and technology.
- Blended learning capitalizes on the high interest factor in technology and uses programs with strong success to deepen learning and provide regular practice. Link uses programs such as Mindplay, Learning.com, and Stora for digital/blended learning.
- Experiential Education supports instruction with a purpose. Students develop self-reliance, teambuilding, creativity, and trust while engaging in real-world learning—learning by doing. Examples are found in an extensive electives program and numerous extracurricular programs throughout the school year. Elective classes include modern dance, drumming, photography, food and culture, hands-on science, and much more.
- Field trips offer eye-opening experiences. In 2022-23, Link was able to bring back some wonderful field trips and looks forward to increasing the array of offerings in 2023-2024.
- Summer Learning keeps students actively engaged during the summer months. New students to Link are expected to participate in a Summer Academy. For the Summer of 2023, Link also launched a CampLink program for scholars entering 1<sup>st</sup> and 2<sup>nd</sup> grades.
- Welcome/assessment session for incoming Kindergarteners.
- School Break/Out of School Learning (during holiday/summer breaks) allows students to practice skills and builds strong habits around hard work, independent learning, and time management through projects and independent work. Students are provided with packets in math and English language arts, as well as information about activities in the area to broaden their horizons. All students are also provided with books of their choice from a wide array of donated books.
- Project-Based Learning helps students make real world connections and brings together multiple disciplines. These projects reveal students' depth of knowledge, ability to apply skills and knowledge, and forces students to cooperatively work together toward a common goal. This area is growing as we further develop the

avenues for this important mode of instruction.

- c) Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

Link Community Charter School has addressed learning loss during the 2022-23 school year by supporting both scholars and teachers/staff in the following new ways:

- Supporting the Social Emotional Needs of students with the addition of a school psychologist to provide counseling and a behaviorist to support classroom engagement.
- Supporting the Social Emotional Needs and Instructional Coaching Needs of teachers with self-care support, safety protocols, increased teacher coaching
- Adding opportunities for small group instruction in dedicated class periods-WIN periods
- Hiring a literacy specialist to serve in the role of interventionist for 5<sup>th</sup> and 6<sup>th</sup> graders
  - Providing guidance and training for tiering scholars and delivering interventions in the classrooms

Areas of strength include:

- Link teachers and staff's dedication and willingness to adjust to meet changing needs of the times/scholars.
- Parental support for student learning/growth
- Link's math and language arts NJSLA scores demonstrate a positive overall trajectory

Opportunities remain in:

- hiring additional interventionists in math and ELA
- acquiring additional support/intervention tools and resources
- strengthening the use of co/assistant teachers
- partnering with families

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2022-2023 school year.

Thankfully we did not have much quarantining this past year, and when we did we provided work packets and scaffolded instruction when they returned.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2022-2023 school year. What supports will the school provide in the 2023-2024 school year?

Kindergarten – 3 scholars

1<sup>st</sup> grade – 4 scholars

2<sup>nd</sup> Grade – 0 scholars

5<sup>th</sup> Grade – 3 scholars

6<sup>th</sup> Grade – 2 scholars

7<sup>th</sup> Grade – 0 scholars

8<sup>th</sup> Grade – 3 scholars

Scholars will be supported with intervention tools that are delivered by math and literacy intervention teachers, to specific scholars who are tiered based on benchmark assessments.

#### 1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2022-2023 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.
- b) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.

**Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022**

Assessment	Below (%)	On (%)	Above (%)
ELA K			
ELA 1			
ELA 2			
ELA 3			
ELA 4			
ELA 5			
ELA 6			
ELA 7			
ELA 8			
ELA 9			
ELA 10			

Assessment	Below (%)	On (%)	Above (%)
ELA 11			
ELA 12			
MAT K			
MAT 1			
MAT 2			
MAT 3			
MAT 4			
MAT 5			
MAT 6			
MAT 7			
MAT 8			
Algebra I			
Geometry			
Algebra II			

**Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2023**

Assessment	Below (%)	On (%)	Above (%)
ELA K			
ELA 1			
ELA 2			
ELA 3			
ELA 4			
ELA 5			
ELA 6			

Assessment	Below (%)	On (%)	Above (%)
ELA 7			
ELA 8			
ELA 9			
ELA 10			
ELA 11			
ELA 12			
MAT K			
MAT 1			
MAT 2			
MAT 3			
MAT 4			
MAT 5			
MAT 6			
MAT 7			
MAT 8			
Algebra I			
Geometry			
Algebra II			

c) Identify the type of assessments used for interim assessment data:

Assessment Type (interim assessment)	✓ or X
Solely charter created	
Vendor and charter created	
Combination of solely charter and vendor and charter created	X

d) Identify the type of assessments used for end of year assessment results:

Assessment Type (end of year)	✓ or X
Solely charter created	
Vendor and charter created	
Combination of solely charter and vendor and charter created	X

**Table 5: Proficiency Rates on NJSLA Assessments**

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 3		
ELA 4		
ELA 5	39.2	64.58
ELA 6	38.0	32.69
ELA 7	57.3	65.47
ELA 8	44.3	53.84
ELA 9		
ELA 10		
MAT 3		
MAT 4		
MAT 5	5.9	20.83
MAT 6	6.3	7.54
MAT 7	15.8	13.09
MAT 8	7.6	20.51
Algebra I		
Geometry		

<b>NJSLA Assessment</b>	<b>2021-2022  Percentage of students who met or exceeded expectations</b>	<b>2022-2023  Percentage of students who met or exceeded expectations</b>
Algebra II		

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

In both math and ELA, LCCS saw a positive upward trajectory, especially in 5<sup>th</sup> and 8<sup>th</sup> grades. Link has always hired strong teachers but for 2022-23 was unable to fill all instructional positions in the middle school. We also saw the departure of two teachers during the year and three teachers take maternity leave. We adjusted by stretching our teachers and hiring long-term subs, but this is not sustainable and certainly impacted student growth.

For the 2023-24 school year, we have filled all special education and ELA roles. We also have 3 interventionists on board. We are continuing to work on hiring to fill all math roles and two remaining interventionist roles.

- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2022-2023 year.

Grades 5 – 8, ELA: Literably, MAP, Units of Study and EngageNY

Grades 5 -8, Math: IXL; Eureka Math2

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

Results directly tied to blended learning lesson delivery for scholars in need of additional practice and tiering of scholars for small group instruction.

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

LCCS utilizes assessments directly from the curriculum in EngageNY, Units of Study, and Eureka Math2 and MAP, Literably, and IXL that are standards aligned and provide good insight into NJSLA performance.

- i) Compare student results on locally administered assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.
- j) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

NJSLA student reports were mailed to all families; local assessment results were discussed with families at report card conferences.

## 1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership.

**Table 6: School Leadership/ Administration Information**

Administrator Name	Title	Start Date	Annual Salary
Maria Pilar Paradiso	Head of School	7/1/14	\$158,140
Leslie M. Baynes	Chief Financial Officer	7/1/14	\$119,760.16
Kathleen M. Hester	Principal	7/1/14	\$150,604.38
Bima Baje	School Business Administrator (P/T)	8/26/14	\$45,016.11

## School Culture & Climate

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

### 2.1 School Culture and Climate

- a) Fill in the requested information in Table 7 below regarding learning environment at the school.

**Table 7: School Culture and Climate Learning Environment**

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	93.8
Elementary School Attendance Rate (grades K-5)	93.28
Middle School Attendance Rate (grades 6-8)	95.06
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	10:1

- b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

**Table 8: School Culture and Climate Professional Environment**

Teacher Retention Rate from SY 2021-2022 to 2022-2023	84.6
Total Staff Retention Rate from SY 2021-2022 to 2022-2023	81.3
Frequency of teacher surveys and date of	Annually 1-2 times, June '23



last survey conducted	
Percent of teachers who submitted survey responses	68%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	90%

- b) What were the three main positive aspects teachers identified in the latest survey?
- Support from the administration/principal
  - Student growth
  - Amazing team of colleagues
- c) What were the three main challenges that teachers identified in the latest survey?
- Student behavior was challenging this year and we need more consistency in implementing our systems and procedures
  - As we grow, there is some disconnect between the newer grades and the middle school, so we need to intentionally build-in opportunities for engagement across the entire school.
  - Communications need to be more timely and more proactive
  - Parent involvement needs to be strengthened.
- d) Fill in the requested information below regarding the school's discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

**Table 9: Discipline Environment 2022-2023**

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	39	1	0
1	36	0	0
2	n/a	n/a	n/a
3	n/a	n/a	n/a

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
4	n/a	n/a	n/a
5	53	12	0
6	53	6	0
7	80	16	0
8	78	13	0
9			
10			
11			
12			

There were noticeable increases in 5<sup>th</sup> and 7<sup>th</sup> grades. Both grades had some long-term substitute teachers and suffered gaps in learning and exposure due to the pandemic. Social media and societal influences impacted student behavior.

## 2.2. Family and Community Engagement

- Fill in the requested information in Table 10 below regarding family involvement and satisfaction.

**Table 10: Family Involvement and Satisfaction**

Number of parents/guardians currently serving on the school's board, out of the total number of board members	1 trustee out of 9 is a current parent. That parent stepped down at the end of the term in June and another parent will be voted in August or September. There is also one former parent/parent of an alumnus and one alumna serving on the board.
Frequency of parent/guardian surveys	At least one per year.
Date of last parent/guardian survey conducted	July 2023
Percent of parents/guardians completing the survey (consider one survey per household)	20%

Percent of parents/guardians that expressed satisfaction with the overall school environment	98%
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- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Academic growth/performance of children
  - Communications
  - Personal development and Core Values
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- Behavioral/social issues between students
  - Limited extra-curricular offerings after school
  - Positions filled by substitutes rather than certificated teachers
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.
- Back to School Nights, all grades, virtual
  - Family Orientation Night, in person
  - Family Literacy (Write) Night, in-person
  - Meetings for parents with Inspiring Young Minds, NJ SEEDS, and Wight Foundation, virtual
  - Report Card Conferences, all grades, in-person
  - End of Year Awards assemblies, all grades, in-person
  - Stepping Up and Awards Ceremony for 6<sup>th</sup> graders as they move to the Upper House, in-person
  - 8<sup>th</sup> Grade Awards Ceremony, in-person
  - 8<sup>th</sup> Grade Graduation Ceremony, in-person
  - Black History Month Program, all grades, in-person
  - Island School Parent Meetings, one for all 7<sup>th</sup> and 8<sup>th</sup> grade parents was virtual and two for parents of participants were in-person
  - 8<sup>th</sup> Grade Parent Meeting regarding year end expectations/activities, virtual
  - Women's Month Program for female students in grades 5-8 and their mothers or other female figure in their lives, in-person
- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.
- Black Business Exposition
  - Juneteenth Celebration support

- f) Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

**Table 11: Community Involvement with Education Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Lumen Group	Consulting, guidance on strategic planning, CSP grant	Approximately 25-30 hours of meetings with leadership and staff
Relay Graduate School of Education	Professional development, training, and certification	1 teacher in Year II of the Relay Residency/MAT program
Inspiring Young Minds	Program to prepare rising 8th graders to apply for competitive boarding schools.	Organizational leaders visited Link and met with some students and the Director of High School Placement.
NJ SEEDS	Academic Program to prepare rising 8 <sup>th</sup> graders for high school	After school, weekends and summer sessions at NJSEEDS' location
The Wight Foundation	Academic program to prepare rising 8 <sup>th</sup> graders for competitive high schools	After school, weekends and summer sessions at Wight's location
Youth Development clinic	In school student counseling services, professional development for staff, self-care for staff. Behaviorist to support scholars in need.	2.5 days per week, 1 YDC school psychologist on site  Multiple days per week

**Table 12: Community Involvement with Community Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Newark School of the Arts	Artists-in-residence for elective classes	Provided 2-3 elective classes for 4 academic quarters occurring one class period per week for about 8 weeks (about 7 hours of instruction) for approximately 15 students per class
Newark Yoga Movement	Yoga and mindfulness lessons for students	Provided centering activities and electives throughout the year, including 1 elective class in 2 academic quarters
Streams of Creativity	Theatre Arts Teaching Artist in Residence	Provided 1 artist in residence all year to impact all students in grades 5 through 8

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Jim Peck	Elective Class Instructor	Provided 1 elective classes in 3 academic quarters occurring one class period per week for about 8 weeks (about 7 hours of instruction) for approximately 15 students per class
Terdooh Nwadoah	Elective Class Instructor	Provided 1 elective class in 4 academic quarters occurring one class period per week for about 8 weeks (about 7 hours of instruction) for approximately 15 students per class
Newark Public Library	Elective Instruction – American Sign Language  Field Trip Location	Provided 1 instructor for 1 elective class in 4 academic quarters occurring one class period per week for about 8 weeks (about 7 hours of instruction) for approximately 20 students per class.  Provided a one-hour library experience/library cards to grades K-1.
Glassroots	Elective Instruction – Glass Mosaics	Provided 1 elective class in 4 academic quarters occurring one class period per week for about 8 weeks (about 7 hours of instruction) for approximately 15 students per class
STEAM Urban	Elective Instruction	Provided 1- 2 instructors for 1 elective class in 4 academic quarters occurring one class period per week for about 8 weeks (about 7 hours of instruction) for approximately 15 students per class
Brick4Kids	Elective Instruction – Robotics and Legos	Provided 1 instructor for 1 elective class in 4 academic quarters occurring one class period per week for about 8 weeks (about 7 hours of instruction) for approximately 15 students per class
Jazz House Kids	Music Teaching Artist in Residence; Link Choir Director; Elective Instructor	Provided 1 artist in residence all year to impact all students in grades 5 through 8; provided 1 artist for the school choir; provided 1 artist for elective class in 1 academic quarter for about 8 weeks (about 7 hours of instruction) for approximately 15 students per class
Mighty Writers	Literacy partnership	Collaborated with K-1 staff on Family Write Night (2 hour program that served

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
		about 25 families); provided classes at their location for about two hours for all K-1 students

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

Link is uniquely positioned with 50+ years of experience with partnerships to provide scholars with opportunities to stretch themselves, explore new horizons and enrich their creative spirit. Partnerships provide access to high quality, authentic experiences both in the school and outside the school that bridge the opportunity and achievement gaps, supporting the development of mind, body and spirit. This year, we worked hard to engage many of our partners and provided the tools to our scholars so we could continue to offer the elective program. Partnerships also enhance our staff with training, professional development and teambuilding.

## Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

### 3.1 Board Capacity

- a) Fill in the requested information in Table 13 below regarding board governance.

**Table 13: Board Governance**

Number of board members required by the charter school's bylaws	9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )	06/12/23
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	06/26/23
If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO)  (include a copy of the board's evaluation tool for this contracted organization as <b>Appendix D</b> )	Not applicable

- b) List the amendments to bylaws that the board adopted during the 2022-2023 school year.  
The following bylaws were revised during the 2022-23 school year:

Link Community Charter School Annual Report  
NJDOE Department, Office of Charter and Renaissance Schools  
August, 2023

0144	Board Member Orientation and Training
0163	Quorum
0162	Notice of Board Meetings
0155	Board Committees
0152	Board Officers
0161	Call, Adjournment, and Cancellation
0162	Notice of Board Meetings

The following bylaw was added during the 2022-23 school year:

0510	Revocation/Surrender of Charter School's Charter
------	--

- c) List the critical policies adopted by the board during the 2022-2023 school year.

The following policies, mandated by the state, were revised or added during the 2022-23 school year:

P 1511	Board of Education Accessibility (Mandated, Revised)
P 2415	Every Student Succeeds Act (Mandated, Revised)
P 2415.04	District Wide Parent and Family Engagement (Mandated, Revised)
P 2415.50	School Parent and Family Engagement (Mandated, New)
P 2417	Student Referral and Intervention Services (Mandated, Revised)
P 2423	Bilingual and ESL Education (Mandated, Revised)
P 2425	Emergency Virtual or Remote Instruction Program (Mandated, Revised)
P 5200	Attendance (Mandated, Revised)
P5305	Health Services Personnel, Mandated, Revised
P 5308	Student Health Records, Mandated, Revised
P 5310	Health Services (Mandated, Revised)
P 5460	Graduation from 8 <sup>th</sup> Grade (Mandated, Revised)
P 5512	Harassment, Intimidation, or Bullying (Mandated, Revised)
P 8140	Student Enrollments (Mandated, Revised)
P 8330	Student Records (Mandated, Revised)
P 5513	Care of Property (Mandated, Revised)
P 5722	Student Journalism (Mandated, New)
P 6112	Reimbursement of Federal and Other Grant Expenditures (Mandated, Revised)
P 6115.04	Federal Funds – Duplication of Benefits (Mandated, New)
P 7440	School District Security (Mandated, Revised)

- d) What were the main strengths of the board identified in the latest board self-evaluation?

- Collaboration with each other and the administration
- Commitment to the mission and work of the school to ensure student achievement/success
- Understanding of students, community, and stakeholders they serve
- Diversity in experience/professional backgrounds
- Supporting school staff

- e) What were the three main challenges identified in the latest board self-evaluation?

- More training and development for board members
- Better understanding of financial reports

- Support the implementation of the school's strategic plan

### 3.2 Board Compliance

- a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

**Table 14: Board of Trustee Information**

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Alecia Barnett	8/22/22	6/30/23	Member	abarnett@linkschool.org	7/15/22	Gov 1 – Not completed
Brenda Daughtry	7/1/19	6/30/22	Chair	bdaughtry@linkschool.org	10/7/15	Gov 1 – 7/15/15 Gov.2 – 2/22/17 Gov 3 – 9/13/17 Gov 4 – 6/21/20
Shawna Ebanks	11/25/19	6/30/25	Member	sebanks@linkschool.org	2/14/20	Gov 1 - 6/19/20 Gov 2 – 6/24/21 Gov 3 – 3/29/22 Gov 4 – 3/24/23
Marcina Fox	9/26/22	6/30/23	Member	mfox@linkschool.org	9/9/22	Gov1 – 6/28/23
Jeff Key	8/22/22	6/30/25	Member	jkey@linkschool.org	8/9/22	Gov1 – Not completed
Richard Marshall	7/1/21	6/30/24	Member	rmarshall@linkschool.org	7/2/19	Gov1- 7/31/19 Gov2- 7/27/20 Gov3- 6/28/21 Gov 4 – 4/26/22
Kaitlin Barkely	12/1/20	6/20/23	Member	<a href="mailto:Kbarkely@linkschool.org">Kbarkely@linkschool.org</a>	1/13/21	Gov 1 - 6/19/21 Gov 2 -



Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
						4/18/22 Gov 3 – 5/16/23
Revelle Clarke-Avignant	11/8/22	6/30/23	Member	<a href="mailto:Rclarke-avignant@linkschool.org">Rclarke-avignant@linkschool.org</a>	8/23/22	Gov 1 – 4/3/22 Gov 2 –
Garth Naar	4/1/22	6/30/24	Member	gnaar@linkschool.org	6/24/22	Gov 1 – 4/2/23

- 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://linkschool.org/board-meeting-minutes/>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.

Website - June 26, 2023

NJ Homeroom -June 2023

- d) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix E** the board policy for the establishment of the grievance committee.

## Access and Equity

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

### 4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2022-2023.

**Table 15: School Year 2022-2023 Application Process Timeline**

Date the application for school year 2022-2023 was made available to interested parties	October 15, 2021
Date the application for school year 2022-2023 was	March 15, 2022

due back to the school from parents/guardians	
Date and location of the lottery for seats in school year 2022-2023	March 15, 2022

- 1 Provide the URL to the school's application for prospective students for school year 2022-2023. As **Appendix F**, provide a copy of the application in as many languages as available.

<https://linkschool.org/enrollment/application-process/>

- 2 List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2022-2023.
  1. Link Community Charter School Website
  2. Link Community Charter School Main Office
- 3 List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

English, French, Spanish, Portuguese

- 4 List all ways in which the school advertised that applications for prospective students for school year 2022-2023 were available prior to the enrollment lottery.
  - Postcard mailings to homes in the four districts of residence
  - Signs on and in public buses
  - Billboards
  - Link Community Charter School Website
  - Meetings in the districts of residence and early childhood education centers
  - Facebook Campaign
  - Ads in local paper, print and online
  - Flyers to early childhood education centers/schools
  - Flyers posted around the neighborhood
  - Flyers to current families to help recruit

- 5 Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2022-2023.
- 6 Explain the school's enrollment backfilling policy, then, as **Appendix G**, include the school's board-approved policy.

If a student space becomes vacant during the school year, Link Community Charter School will fill such spaces using the Waiting List. If no waiting list exists, the school extends an invitation to the next scholar to submit an application.

## 7 Table 16: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2022-2023	Number of students retained in 2022-2023 for the 2023-2024 school year
K	8	7	3
1	2	4	4
2	n/a	n/a	n/a
3	n/a	n/a	n/a
4	n/a	n/a	n/a
5	8	7	3
6	2	2	3
7	1	10	n/a
8	3	4	3 students not advanced to 9 <sup>th</sup> grade
9			
10			
11			
12			

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

## Compliance

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

### 5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 17 below and fill it out for each school site if the school has more than one site.

**Table 17: School Site Facility Information**

Site name	Link Community Charter School
Facility lease information	23 Pennsylvania Avenue, Newark, Nj 07114

Landlord name	Link Education Partners, Inc.
Lease commencement date	July 1, 2020
Lease termination date	June 30, 2023
2022-2023 annual lease cost	\$352,000
Facility mortgage/bond information	n/a
Purchase date	n/a
Mortgage lender/Bond Issuer(s)	n/a
Outstanding loan amount as of July 1, 2023	n/a
Latest date of appraisal	n/a
Appraised value of property	n/a

**Table 18: School Site Facility Information Lease Summary**

Total number of leased facilities	1 site in 2022-23 2 sites planned for 2022-24
Total annual cost of all leases	\$352,000 in 2022-23 \$652,000 in 2023-24
Total lease amount budgeted for 2023-2024	\$700,000

**Table 19: School Site Facility Information Mortgage/Bond Summary**

Total number of mortgaged facilities	0
Total mortgage/bond amount	n/a
Mortgage principal budgeted for 2023-2024	n/a
Mortgage payment interest budgeted for 2023-2024	n/a

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

### 5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.

Link Community Charter School has implemented the Stronge Evaluation System, a comprehensive system that provides uniform evaluations for teachers, educational specialists and leaders. Each educator is evaluated on the following six research-based standards:

- Professional knowledge
- Instructional planning
- Instructional delivery
- Assessment of/for learning
- Learning environment
- Professionalism

Standards are clearly outlined and provide the major expectations and responsibilities. Performance indicators are included to provide examples of observable behaviors. Through the use of multiple data sources, including observations and artifacts, the educator and evaluator work together to assess performance and growth, and identify areas for further development. Using a rubric, the evaluator determines the educator's overall performance and a resulting single summative score is derived.

- b) Provide a description of the school leader evaluation system that the school has implemented.

Link Community Charter School has implemented the NJ School Board's Association's Chief School Administrator Evaluation Tool for the evaluation of the Head of School. It includes the Head of School Self Evaluation of progress on goals and an assessment by board members. The latter measures the head's leadership in the following areas: Mission, Vision and Core Values; Governance, Ethics, and Professional Norms; Operations Management; Curriculum, Instruction, Assessment, and School Improvement; Community of Care/Family Engagement; and Professional Capacity/Community of School Personnel. The school leader provides evidence of each standard by providing documentation that the board members can review.

- c) As **Appendix H**, provide the board resolution approving the teacher and school leader evaluation systems.



Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder "Annual Report 2023." 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)
<b>Instructional Providers</b> 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.	✓
<b>Background Checks; Fingerprinting</b> 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>	✓
<b>Educational Program</b> The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.	✓
<b>Student Disciplinary Code</b> 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.	✓
<b>Provision of Services</b> 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	✓



Statement	Confirm Compliance (Add ✓ or X)
applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> , and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.	
<b>Facility Location</b> 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.	✓

### School Official/School Lead

Signature of School Official (School Lead):

*Maria Pilar Paradiso*

Date:

*July 28, 2023*

Print/Type Full Name:

*Maria Pilar Paradiso*

Title:

*Head of School*

### Signatory Office (President, Board of Trustees)

Signature:

*Richard Marshall*

Date:

*7/28/23*

Print/Type Full Name:

*Richard Marshall*

Title:

*Board Chair*

**Q1. MISSION, VISION, AND GOALS:** The Board of Trustees is responsible for ensuring the school has a sound mission, vision, and strategic plan for the continuous improvement of student progress.

About the Board	Commendable	Good	Adequate	Unsatisfactory	Not Observed	Total	Weighted Average
A. Has a common and consistent understanding of the mission and vision of the school as outlined in the original charter.							
B. Works together with the school leader to determine a strategic plan to accomplish the mission.							
C. Using relevant data, engages in continuous improvement by annually setting school goals through collaboration with our school leader.							
D. Ensures action plans are developed by the school leader and are consistently monitored by the Board using appropriate data to support the achievement of the school goals.							
OVERALL RATING							

About You, the Board of Trustee Member – As a Board of Trustee Member, I:	Commendable	Good	Adequate	Unsatisfactory	Total	Weighted Average
1. Understand and support the school's mission, vision, and strategic 5-year plan.						
2. Can articulate the school goals and the necessity of them.						
3. Understand how the ongoing review of data contributes to the continuous improvement of our strategic vision and goals.						
4. Fully review data and use this knowledge to monitor the progress and achievement of the school goals.						
OVERALL RATING						

#	Comments and Examples to Support Rating
1	
2	
3	



# Link Community Charter School Board Self-Evaluation

**Q2 CAPACITY:** The Board recognizes that effective leadership is essential to the performance of the school.

About the Board - Our Board:	Commendable	Good	Adequate	Unsatisfactory	Not Observed	Total	Weighted Average
A. Recruits, maintains and trains members with appropriate skills, experience and expertise to govern the school. Professional skills include legal, fiscal, educational, community and board leadership/governance.							
B. Membership represents racial, ethnic, and gender diversity.							
C. Engages in professional development to ensure continuous improvement in our governance practices.							
D. With fellow trustees, develops board goals and a professional development plan for the achievement of the board's goals.							
E. Uses a systematic approach to evaluate the school leader and/or management organization at least annually on achievement of school goals/priorities and is aligned to pertinent school policies.							
F. Annually uses a performance-based evaluation to assess its own performance.							
OVERALL RATING							

About You, the Board of Trustee Member – As a Board of Trustee Member, I:	Commendable	Good	Adequate	Unsatisfactory	Total	Weighted Average
1. Participate fully in the evaluation of the school leader.						
2. Work collaboratively with my fellow board members and school leader.						
3. Pursue professional development that increases my personal knowledge and understanding of education that will further the progress of our school.						
4. Participate fully in the achievement of the board's goals.						
OVERALL RATING						

#	Comments and Examples to Support Rating
1	
2	

# Link Community Charter School Board Self-Evaluation

## Q3 BOARD COMPLIANCE AND OPERATIONS: The Board recognizes that a highly functioning Board contributes directly to student achievement.

About the Board - Our Board:	Commendable	Good	Adequate	Unsatisfactory	Not Observed	Total	Weighted Average
A. Meetings are compliant with the Open Public Meetings Act, have clear agendas, are well organized and focused on student achievement.							
B. Receives and reviews sufficient information prior to the meeting to facilitate questions and discussion.							
C. Uses parliamentary procedure and provides a climate that allows for open, orderly and respectful discussion by all members.							
D. Members are in compliance with all state requirements including training, financial disclosure, criminal background checks and conflicts of interest.							
E. Regularly has a quorum that enables the board to legally conduct its business.							
F. Regularly (at least annually) updates policies and bylaws to ensure compliance with all applicable requirements and operate in accordance with all bylaws and policies.							
G. Operates in accordance with the School Ethics Act and the Code of Conduct.							
OVERALL RATING							

About You, the Board of Trustee Member – As a Board of Trustee Member, I:	Commendable	Good	Adequate	Unsatisfactory	Total	Weighted Average
1. Make every effort to attend all meetings of the Board as well as appropriate school events.						
2. Come prepared and fully participate in meetings.						
3. Have completed my mandatory training requirements in accordance with state statute and filed my financial disclosure statement on time.						
4. Am familiar with the Board's policies and bylaws and operate within the guidelines set forth.						
5. Adhere to ethical standards and avoid even the appearance of impropriety or conflict of interest.						
OVERALL RATING						

**Link Community Charter School Board Self-Evaluation**

#	Comments and Examples to Support Rating
1	
2	

## Link Community Charter School Board Self-Evaluation

**Q4 STUDENT ACHIEVEMENT:** The Board recognizes that its highest priority is the advancement of student achievement.

About the Board - Our Board:	Commendable	Good	Adequate	Unsatisfactory	Not Observed	Total	Weighted Average
A. Promotes a culture of high expectations for all students.							
B. Understands the school's process of selecting, developing, reviewing, and revising the curriculum.							
C. Requires written curriculum with specific evaluation components in accordance with all statutes.							
D. Ensures the school has a comprehensive professional development program that improves the development and implementation of the curriculum and instructional practices.							
E. Regularly reviews assessment data to determine the quality of the educational program.							
F. Monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other relevant data.							
G. Ensures that our school is serving and meeting the needs of all of our students.							
<b>OVERALL RATING</b>							

About You, the Board of Trustee Member – As a Board of Trustee Member, I:	Commendable	Good	Adequate	Unsatisfactory	Total	Weighted Average
1. Carefully and completely review data on student progress.						
2. Understand the process of curriculum development, review, selection and evaluation.						
3. Focus on improving student achievement as a basis in my educational decision-making.						
<b>OVERALL RATING</b>						

#	Comments and Examples to Support Rating
1	
2	

## Link Community Charter School Board Self-Evaluation

### **Q5 RESOURCE MANAGEMENT AND COMPLIANCE: The Board exercises oversight of resource management to ensure near-term and future viability.**

About the Board - Our Board:	Commendable	Good	Adequate	Unsatisfactory	Not Observed	Total	Weighted Average
A. Considers fiscal expertise in its recruitment, has among its members sufficient financial expertise and trains its members to have the appropriate knowledge to govern the school's financial operations.							
B. Is in compliance with all financial statutory, regulatory, and charter requirements and has updated internal control policies and procedures in place.							
C. Oversees timely submission of an independent annual audit, budget, and periodic financial reports.							
D. Helps ensure that the school has competent and effective resource development capacity.							
E. Develops a budget that reflects the school's mission and priorities.							
F. Understands and monitors the viability of the school's near-term and future financial health.							
G. Oversees the completion of facilities, safety, and health requirements in a timely manner.							
<b>OVERALL RATING</b>							

About You, the Board of Trustee Member – As a Board of Trustee Member, I:	Commendable	Good	Adequate	Unsatisfactory	Total	Weighted Average
1. Help to raise funds and utilize my contacts to help the school meets its financial goals.						
2. Understand the budgeting process and the relationship between our budget and our school's mission and goals.						
3. Understand and review the monthly financial reports.						
4. Understand and review the results of the annual audit.						
5. Can explain the school's near-term and long-term financial viability.						
<b>OVERALL RATING</b>						

#	Comments and Examples to Support Rating
1	
2	

# Link Community Charter School Board Self-Evaluation

## Q6 STAKEHOLDER RELATIONSHIPS/ENGAGEMENT: The Board engages families and the community to become active partners in the achievement of the school's mission

About the Board - Our Board:	Commendable	Good	Adequate	Unsatisfactory	Not Observed	Total	Weighted Average
A. Ensures that interactions among stakeholders are respectful and supportive.							
B. Promotes active engagement and development of partnerships with families and communities.							
C. Partners with organizations that align to the school's mission and educational program.							
D. Has an established procedure for the public to comment at our meetings.							
E. Ensures the school has an effective process to communicate with stakeholders.							
F. Ensures that our actions and decisions are quickly and effectively communicated.							
G. Ensures the school has working relationships with families/guardians that support student academic and social growth.							
OVERALL RATING							

About You, the Board of Trustee Member – As a Board of Trustee Member, I:	Commendable	Good	Adequate	Unsatisfactory	Total	Weighted Average
1. Use and abide by the chain of command.						
2. Listen to and encourage community input.						
3. Promote the positive image of the school within the community.						
4. Actively advocate for our school in the community and the state.						
5. Work to develop partnerships aligned with strategic plan goals and priorities that will benefit our students.						
OVERALL RATING						

#	Comments and Examples to Support Rating
1	

## Link Community Charter School Board Self-Evaluation

### Q7 What do you consider to be the Board's (3) greatest strengths?

#	
1	
2	
3	
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7	
8	

### Q8 In maintaining our appropriate role as a policy-making body through effective oversight, what (3) areas of governance will we need to focus on this upcoming year to improve our governance capacity as a Board of Trustees?

#	
1	
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7	

### Q9 What additional information or support is needed for our Board of Trustees to be a more effective team?

#	
1	
2	
3	

# SUPERINTENDENT GOALS ASSESSMENT

Appendix C

GOAL 1		SUPERINTENDENT SELF-RATING		
Description of goal:		Achieved	Satisfactory Progress made	Little or no progress made
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 1		BOARD MEMBER RATING		
		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				
Insert comment here				

GOAL 2		SUPERINTENDENT SELF-RATING		
Description of goal:		Achieved	Satisfactory Progress made	Little or no progress made
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 2		BOARD MEMBER RATING		
		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				
Insert comment here				



# SUPERINTENDENT STANDARDS ASSESSMENT

## STANDARD 1 Mission, Vision, and Core Values

Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.

<b>Exemplary</b>	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
<b>Proficient</b>	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
<b>Area for Growth</b>	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<b>Unsatisfactory</b>	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
<b>Not Observed</b>	Insufficient personal experience to evaluate – neither positive nor negative.

**Sample Resources for Standard 1 may include:** Communication regarding Mission Statement, Vision Statement and connections to district initiatives; Agendas/minutes from meetings where statements were developed, reviewed and/or updated; connections between allocation of resources in budget for Mission and Vision statement; agendas where data was used to review attainment toward district goals.

### Superintendent Selected Evidence for Standard 1

*(Documents provided by Superintendent)*

STANDARD 1 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student’s academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Has strong shared beliefs and values and a vision of high expectations about what is possible for students and their ability to learn.					
2. In collaboration with the board, creates processes to ensure that the district’s vision, mission and goals establish priorities, drives decisions and allocation of resources, and reflects student achievement expectations.					
3. Leads in the ongoing development and review of the district’s vision, mission, and both long- and short-term goals; and engages stakeholders in the process.					
4. Collects, uses, and shares data to identify goals; assess organizational effectiveness; and promote organizational learning.					
5. Creates, shares and implements plans to achieve district goals.					
6. Commits to continuous and sustainable improvement through a systemic evaluation process that regularly monitors progress toward achieving district goals.					
7. Ensures that the vision, mission and goals are clearly articulated and known to all stakeholders in the community.					

### BOARD MEMBER ASSESSMENT OF STANDARD 1

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:

# 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.

<b>Exemplary</b>	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.
<b>Proficient</b>	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
<b>Area for Growth</b>	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.
<b>Unsatisfactory</b>	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
<b>Not Observed</b>	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
○	○	○	○	○
Board member comments supporting rating:				

# SUPERINTENDENT STANDARDS ASSESSMENT

## STANDARD 3 Operations Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

<b>Exemplary</b>	The superintendent consistently and significantly exceeds the management of school district operations and resources in a manner that focuses on and enhances student success.
<b>Proficient</b>	The superintendent manages school district operations in a manner that promotes student success.
<b>Area for Growth</b>	The superintendent has had uneven success in the operations management of the district. Progress is anticipated in this standard. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<b>Unsatisfactory</b>	The superintendent does not manage school district operations in a manner that promotes student success.
<b>Not Observed</b>	Insufficient personal experience to evaluate – neither positive nor negative.

**Sample Artifacts for Standard 3 may include:** Mission and vision statement, district and superintendent goals, long range facilities plan, budget and associated community presentations, strategic plan, referendum, technology initiatives and purchase orders, audit, and committee agendas.

### Superintendent Selected Evidence for Standard 3

*(Documents provided by Superintendent)*

STANDARD 3 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders manage school district operations and resources to promote each student's academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Develops and executes plans, procedures, routines and operational systems that promote the vision, mission, goals, and the day-to-day operations of the district.					
2. Promotes appropriate financial control of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.					
3. Takes budget actions that balance both current and long-range financial needs of students and remains fiscally responsible to the community.					
4. Develops and manages a comprehensive approach to personnel that aligns to the district vision, strategies, and goals.					
5. Promotes safety across the district by keeping abreast of current facilities usage and planning for future needs.					
6. Employs technology to improve the quality and efficiency of operations and management.					

### BOARD MEMBER ASSESSMENT OF STANDARD 3

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○

Board member comments supporting rating:

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# SUPERINTENDENT STANDARDS ASSESSMENT

## STANDARD 4 Curriculum, Instruction, Assessment and School Improvement

Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.

<b>Exemplary</b>	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student's academic success and well-being.
<b>Proficient</b>	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
<b>Area for Growth</b>	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<b>Unsatisfactory</b>	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
<b>Not Observed</b>	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 4 may include: Curriculum documents showing alignment to standards and the district mission/vision; allocation of resources (including staff) to maximize success for all students; implementation of technology plan for digital learning, mentor plan, professional development plan and strategic plan; and sharing of data analysis related to academic achievement.

### Superintendent Selected Evidence for Standard 4

*(Documents provided by Superintendent)*

STANDARD 4 INDICATORS		PERFORMANCE LEVEL				
Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.		Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Aligns systems of curriculum, instruction, programs, and assessment across grade levels to promote the mission, vision, and core values of the district and enables student academic success.						
2. Ensures that each student has equitable access to a thorough and efficient education, effective teachers, learning opportunities, academic and social support, and other resources necessary for success.						
3. Promotes the effective use of technology in the service of teaching and learning.						
4. Uses assessment data to monitor student progress and improve instruction.						
5. Recommends and implement the district's professional development and mentoring plan.						
6. Engages others in an ongoing process of district improvement.						
7. Develops and promotes educational leadership among teachers and staff for inquiry, experimentations, and innovation.						

### BOARD MEMBER ASSESSMENT OF STANDARD 4

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:

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# SUPERINTENDENT STANDARDS ASSESSMENT

## STANDARD 5 Community of Care, Equity and Family Engagement

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

<b>Exemplary</b>	The superintendent consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engage families and the community in mutually beneficial manner to promote each student's success and well-being.
<b>Proficient</b>	The superintendent has cultivated and promoted an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students.
<b>Area for Growth</b>	The superintendent has some success in cultivating and promoting an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<b>Unsatisfactory</b>	The superintendent does not have success in cultivating and promoting an inclusive, caring and supportive school community for students nor in engaging families for the success and well-being of students.
<b>Not Observed</b>	Not observed – neither positive nor negative.

Sample Resources for Standard 5 may include: School safety plan, school culture surveys, character education curriculum and/or programs, PD on cultural awareness for all staff, positive behavioral programs, meeting schedule for community meeting and events, articles and posts advocating for students, families and community.

### Superintendent Selected Documentation for Standard 5

*(Documents provided by Superintendent)*

STANDARD 5 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating and inclusive, caring and supportive school community that promotes the academic success and well-being of each student.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Builds and maintains a safe, caring and healthy school environment.					
2. Ensures that each student is treated fairly in a positive and unbiased manner with an understanding of each student's culture and context.					
3. Promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.					
4. Cultivates and reinforces positive student conduct.					
5. Engages in regular and open two way communications with families and the community about the district, students' needs, challenges and accomplishments to foster parental involvement and community support.					
6. Maintains an accessible presence in the community to understand its strengths and needs, develop productive relationship and engage its resources for the district.					
7. Advocates publicly for the needs and priorities of students, families and the community at the local, state and federal levels.					

### BOARD MEMBER ASSESSMENT OF STANDARD 5

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○
Board member comments supporting rating:				

# SUPERINTENDENT STANDARDS ASSESSMENT

## STANDARD 6 Professional Capacity/Community of School District Personnel

Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.

<b>Exemplary</b>	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
<b>Proficient</b>	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
<b>Area for Growth</b>	The superintendent has some success in developing the professional capacity/community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<b>Unsatisfactory</b>	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
<b>Not Observed</b>	Insufficient personal experience to evaluate – neither positive nor negative.

**Sample Resources for Standard 6 may include:** : Job postings, interview questions and/or tasks, board resolution for hire, resolution for re-appointment of staff, evaluation spreadsheet, job descriptions, personnel policies, collective bargaining proposal, collective bargaining agreement, and recognition of staff or other relevant data or documents.

### Superintendent Selected Evidence for Standard 6

*(Documents provided by Superintendent)*

STANDARD 6 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders develop the professional capacity and practice of school personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Consistent with Board of Education polices, recruits, hires and retains personnel and provides a system of support, supervision and consistent evaluation.					
2. Ensures that all staff are evaluated in accordance with established procedures.					
3. Recommends employees for contract renewal or tenure in a timely manner.					
4. Develops workplace conditions for teachers and other professional staff that promotes effective professional development, practice and student learning.					
5. Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.					
6. Provides direction and supervision in the development and implementation of sound personnel policies, including clearly defined roles and job descriptions.					
7. Supervises administration of the collective bargaining agreement and serves as a resource in negotiations.					

### BOARD MEMBER ASSESSMENT OF STANDARD 6

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:

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**Contracted Education Service Provider Evaluation Tool**

Not applicable

# POLICY

## LINK COMMUNITY CHARTER SCHOOL BOARD OF EDUCATION

Bylaws  
0155/Page 1 of 4  
BOARD COMMITTEES

### 0155 BOARD COMMITTEES.

#### A. Establishment

The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of Link Community Charter School. Minutes of each committee meeting should be taken and submitted to the Secretary of the Board within two weeks of the meeting date.

#### B. Standing Committees

Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. The Chairperson of the Board of Trustees shall be an ex officio member of each committee. The Head of School of Link Community Charter School shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salaries are to be deliberated. The Chairperson of the Board of Trustees and the Head of School, in their roles of ex officio members of each committee, shall not count towards a quorum for such committee meetings. Standing committees may include:

##### 1. Governance Committee

Prior to the annual meeting each year, the Officers of the Board of Trustees shall select, based on skill set and interest to serve, a Governance Committee from the membership of the Board of no less than one voting Trustee and appointed non-voting committee members. The members of the Governance Committee shall serve for a term of one year, with the possibility of being asked to serve on this same committee the following year. It shall be the duty of the Governance Committee to receive names in nomination and to prepare a slate of nominees for the election to the Board and as Officers at the annual meeting. The Board may place additional names in nomination at the annual meeting. The Governance Committee shall also be responsible to receive names in nomination for election to the Board when there is a Board vacancy during the year. The Governance Committee is also responsible for conducting Board orientation for new Trustees, and ensuring that Trustees meet any training requirements of the New Jersey School Board Association. Additionally,





this committee will review policies and bylaws amendments and additions before presentation to the Board as a whole.

2. Education Committee

The Officers of the Board of Trustees shall select, based on skill set and interest to serve, an Education Committee from the membership of the Board. The members of the Education Committee shall be composed of at least one voting Trustee and appointed non-voting committee members. The Education Committee shall serve for a term of one year, with the possibility of being asked to serve on this same committee the following year. It will assist the Head of School with his/her academic responsibilities, acting as resource persons in whatever way possible. The Education Committee will also be responsible for advising the Head of School in setting measurable academic goals and monitoring and reporting to the Board on goal attainment. The Principal will serve as ex-officio, non-voting members of this committee.

3. Finance and Facilities Committee

The Officers of the Board of Trustees shall select, based on skill set and interest to serve, a Finance and Facilities Committee from the membership of the Board. The members of the Finance and Facilities Committee shall consist of at least one voting Trustee, one of whom is the Treasurer, and appointed non-voting committee members. The Finance and Facilities Committee shall serve for a term of one year, with the possibility of being asked to serve on this same committee the following year. The Committee makes recommendations to the Board on matters of financial administration, including annual operating and capital budgets, major financial transactions, and oversight of property maintenance. It may carry on other functions as assigned by the Board of Trustees. The School Business Administrator/Board Secretary and the Chief Operating Officer shall be ex-officio, non-voting members of the Finance Committee.

4. Grievance Committee

In accordance with New Jersey law (N.J.S.A. 18A:36A-15), the Board of Trustees shall establish a Grievance Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Trustees concerning the disposition of complaints. The Grievance Committee will be a six member committee of three parents and three



teachers selected by their peers. Terms of service will be for one year, and the committee will be elected annually before the start of each school year.

The Committee will investigate complaints and make non-binding recommendations to the parties involved and to the Board concerning the disposition of the complaint. The Committee must meet within seven business days of the complaint submission date to open an investigation.

Testimony will be taken in investigating the complaint. Upon completion of its investigation, the Committee will prepare and submit a written, non-binding recommendation to the parties involved within a reasonable timeframe, usually fourteen days. If the parties choose not to accept the recommended course of action, they may appeal to the Board of Trustees.

The Board may uphold the Grievance Committee's recommendation, or make another recommendation. Ultimately, parties may seek legal remedy if they remain unsatisfied or appeal the decision to the Commissioner of Education.

This process will be outlined in the student, parent, and employee handbooks.

C. Non-Trustee Committee Members on Standing Committees

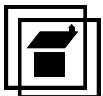
In addition to sitting Trustees who have voting power on the Board, standing committees may also have participating non-trustee committee members from the community, which may include faculty, staff, advisors, and other stakeholders.

As paid employees, staff and faculty may not have voting powers; however, in order to ensure stakeholder representation in school business they will be recruited as working members of each standing committee of the Board.

D. Temporary Ad Hoc Committees

The Board of Trustees will have the power to form temporary or ad hoc committees to address specific projects or challenges. These temporary or ad hoc committees shall have a charge specific to permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved.

Members of ad hoc committees shall be drawn from the Board and from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Ad hoc committees shall be made up of no less than three and

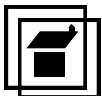


no more than nine members. One such temporary committee is the Personnel Committee, which shall be activated by the Board from time to time to and shall function as follows:

1. Personnel Committee

The Personnel Committee shall consist of at least three members and will be established as needed to advise the Head of School on hiring plans, compensation packages, etc.). The members of the Personnel Committee shall serve for a term of one year, with the possibility of being asked to serve on this same committee the following year. The Committee may carry on other functions as assigned by the Board of Trustees.

Adopted: 26 March 2014  
Revised: 19 October 2015  
Revised: 10 December 2018



**ENROLLMENT APPLICATION****STUDENT INFORMATION**

What grade is your child currently in? \_\_\_\_\_ What grade is your child applying for? \_\_\_\_\_

Student's Name \_\_\_\_\_

Last

First

Middle

Mailing Address (if different from the address on the right side of this form: \_\_\_\_\_

P.O. Box # or Number/Name of Street

City, State, Zip Code

**PARENT INFORMATION**

Check one:

☐ Mother ☐ Stepmother ☐ Legal Guardian

Check one:

☐ Father ☐ Stepfather ☐ Legal Guardian

Full Name \_\_\_\_\_

Full Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

(if different from student's address) \_\_\_\_\_

(if different from student's address) \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Cell Phone \_\_\_\_\_

Email Address \_\_\_\_\_

**SIBLING INFORMATION***Sibling Policy: Preference will be given to siblings of enrolled students (N.J.S.A. 36-A-8c). Once a student is admitted, if a student has a sibling who has also applied for admission, the sibling will be automatically admitted, as space allows.*Does the student have brothers or sisters currently enrolled in Link Community Charter School? Yes ☐ No ☐

If yes, please list: (use back of form if more space is needed):

Student NameCurrent Grade\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_Does the student have a brother or sister who is also applying to Link Community Charter School? Yes ☐ No ☐  
(Note: You must complete a separate application for each child applying.)

How did you learn about Link Community Charter School?

Internet ☐ Friend/Family ☐ Mailing ☐ Child's Current School/Teacher ☐ Press ☐ Bus Signs/Posters ☐

Other (describe): \_\_\_\_\_

**Notice of Nondiscriminatory Policy as to Students***Link Community Charter School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.***PARENT/GUARDIAN SIGNATURE**

By signing your name below, you are ensuring that the information you provided is true and correct.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Address	STUDENT'S First name	Middle Name	Last Name	Birth date	Age	Gender
City, State, Zip	Home Phone			Parent/Guardian Cell Phone		

## DEMANDE D'ADMISSION

### INFORMATION DE L'ÉLÈVE

Année en cours à l'école \_\_\_\_\_ Appliquer pour \_\_\_\_\_

Nom de l'étudiant \_\_\_\_\_  
Nom Prénom Deuxième prénom

Adresse postale (si différent de l'adresse indiquée sur le côté droit de cette forme):

P.O. Box # ou Nombre / Nom de la rue Ville, État, Code postale

### INFORMATION DES PARENTS INFORMATION DES FRATRIE

Sélectionner un:

☐ Mère ☐ Belle-mère ☐ Tuteur légal

Nom complet \_\_\_\_\_

Adresse Postale \_\_\_\_\_

(si différente de l'adresse de l'étudiant)

Sélectionner un:

☐ Père ☐ Beau-père ☐ Tuteur légal

Nom complet \_\_\_\_\_

Adresse Postale \_\_\_\_\_

(si différente de l'adresse de l'étudiant)

Téléphone du maison

Téléphone du travail

Téléphone du maison

Téléphone du travail

Téléphone cellulaire

E-mail

Téléphone cellulaire

E-mail

*Politique fratrie: La préférence sera accordée aux frères et sœurs des élèves inscrits (N.J.S.A. 36-A-8c). Une fois qu'un étudiant est admis, si un élève a un frère qui a également demandé l'admission, les fratrie seront automatiquement admis comme l'espace le permet.*

L'élève a des frères ou des sœurs déjà inscrits à Link Community Charter School? Oui ☐ Non ☐

Si oui, quels sont leurs noms?:

Nom
Annee

L'élève a-t-il un frère ou une sœur qui applique aussi à Link Community Charter School? Oui ☐ Non ☐

(Note: Vous devez remplir une demande distincte pour chaque enfant qui applique.)

Comment avez-vous entendu parler de Link Community Charter School?

Internet ☐ Amis/Famille ☐ Courrier ☐ École actuelle de l'enfant/Professeur ☐ Presse ☐ Signes du bus/Affiches ☐

Autre (Décrire) \_\_\_\_\_

#### Notice of Nondiscriminatory Policy as to Students

Link Community Charter School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

### SIGNATURE DU PARENT/TUTEUR LÉGAL

En signant votre nom ci-dessous, vous vous assurez que les informations fournies sont véridiques et exacts.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Prénom d'étudiant \_\_\_\_\_  
Deuxième prénom \_\_\_\_\_  
Nom \_\_\_\_\_  
Date de naissance \_\_\_\_/\_\_\_\_/\_\_\_\_  
L'âge \_\_\_\_\_  
Sexe \_\_\_\_\_

Adresse Postale \_\_\_\_\_

Ville, État, Code postale \_\_\_\_\_

Téléphone du maison \_\_\_\_\_

Téléphone cellulaire du parent \_\_\_\_\_

## MATRÍCULA

### INFORMAÇÃO SOBRE O ALUNO

Grau atual na escola \_\_\_\_\_

Para o ano letivo \_\_\_\_\_

Nome do aluno \_\_\_\_\_  
Sobrenome \_\_\_\_\_ Nome \_\_\_\_\_

Endereço para correspondência (caso este seja diferente do endereço listado na lateral deste documento):

Caixa postal ou endereço \_\_\_\_\_ Cidade, Estado e CEP \_\_\_\_\_

### INFORMAÇÃO SOBRE OS PAIS

Selecione uma opção:

☐ Mãe ☐ Madrasta ☐ Responsável

Nome completo \_\_\_\_\_

Endereço \_\_\_\_\_  
(caso seja diferente do endereço do aluno)

Selecione uma opção:

☐ Pai ☐ Padrastra ☐ Responsável

Nome completo \_\_\_\_\_

Endereço \_\_\_\_\_  
(caso seja diferente do endereço do aluno)

Tel. de casa \_\_\_\_\_ Tel. de trabalho \_\_\_\_\_ Tel. de casa \_\_\_\_\_ Tel. de trabalho \_\_\_\_\_

Celular \_\_\_\_\_ Email \_\_\_\_\_ Celular \_\_\_\_\_ Email \_\_\_\_\_

### INFORMAÇÃO SOBRE IRMÃOS DO ALUNO

Preferência é dada para irmãos de alunos já matriculados na escola (N.J.S.A. 36-A-8c.) Irmãos ou irmãs dos alunos da escola que se inscrevem para matrícula são admitidos automaticamente quando há disponibilidade de vagas.

O aluno tem algum irmão ou irmã que já está estudando na Link Community Charter School? Sim ☐ Não ☐

Em caso de sim, liste os nomes:

Nomes	Série
_____	_____
_____	_____

Tem algum irmão ou irmã que também está se inscrevendo para a Link Community Charter School? Sim ☐ Não ☐

(Atenção: é necessário completar um documento de matrícula separado para cada um dos estudantes.)

Como você descobriu a Link Community Charter School?

Internet ☐ Amigo/família ☐ Correio ☐ Atual professora do filho ☐ Jornal ☐ Anúncios nas ruas ☐

Outro (descreva): \_\_\_\_\_

#### Notice of Nondiscriminatory Policy as to Students

Link Community Charter School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

### ASSINATURA DOS PAIS OU RESPONSÁVEL

Ao assinar este documento, você está confirmando que todas as informações aqui contidas estão corretas.

Assinatura \_\_\_\_\_ Data \_\_\_\_\_

Nome do Aluno \_\_\_\_\_

Nome do Meio \_\_\_\_\_

Sobrenome \_\_\_\_\_

Data de nascimento \_\_\_\_\_  
/ /

Idade \_\_\_\_\_

Sexo \_\_\_\_\_

Endereço

Cidade, Estado, CEP

Tel. de casa

Cel dos pais

## SOLICITUD PARA MATRÍCULA

### INFORMACIÓN DEL ESTUDIANTE

Grado actual en la escuela: \_\_\_\_\_ Aplicar para \_\_\_\_\_

Nombre del estudiante \_\_\_\_\_  
Apellido Primer nombre Segundo nombre

Dirección postal (en caso de ser diferente a la dirección que aparece en el lado derecho de este formulario):

P.O. Box # o No. /Calle

Ciudad, estado, código postal

### INFORMACIÓN SOBRE LOS PADRES

Seleccionar uno:

☐ Madre ☐ Madrastra ☐ Representante legal

Nombre completo \_\_\_\_\_

Dirección \_\_\_\_\_

(En caso de ser diferente a la dirección del estudiante)

Seleccionar uno:

☐ Padre ☐ Padrastro ☐ Representante legal

Nombre completo \_\_\_\_\_

Dirección \_\_\_\_\_

(En caso de ser diferente a la dirección del estudiante)

Tel. de casa

Tel. del trabajo

Tel. de casa

Tel. del trabajo

Celular

Correo electrónico

Celular

Correo electrónico

### INFORMACIÓN SOBRE LOS HERMANOS

*Política sobre hermanos: Se dará preferencia a los hermanos de estudiantes matriculados (N.J.S.A. 36-A-8c). Una vez que el estudiante haya sido aceptado, si el estudiante tiene un hermano que también ha aplicado para matricularse, ese hermano será aceptado automáticamente siempre y cuando el cupo lo permita.*

¿Tiene el estudiante hermanos o hermanas que actualmente asisten a Link Community Charter School? Sí ☐ No ☐

¿Si es así, cuáles son sus nombres?

Nombre

Grado

¿Tiene el estudiante algún hermano o hermana que también esté aplicando para Link Community Charter School?

Sí ☐ No ☐

¿Cómo se enteró de Link Community Charter School?

Internet ☐ Amigo/familiar ☐ Correo ☐ Escuela/maestra actual de su niño ☐ Periódico ☐

Anuncios/pósters en los buses ☐ Otro (Describir) \_\_\_\_\_

#### Notice of Nondiscriminatory Policy as to Students

*Link Community Charter School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.*

### FIRMA DEL PADRE/REPRESENTANTE LEGAL

Al firmar este formulario, usted asegura que toda la información es correcta y verás.

Firma \_\_\_\_\_ Fecha \_\_\_\_\_

Dirección postal

Primer nombre del estudiante

Segundo nombre

Apellido

Ciudad, estado, código postal

Tel. de casa

Fecha Nac.

Edad

Género

Celular del padre/Rep. legal

# POLICY

## LINK COMMUNITY CHARTER SCHOOL BOARD OF EDUCATION

Students  
5111/Page 1 of 4  
ADMISSIONS (M)

### 5111 ADMISSIONS (M)

#### M

The Board of Trustees follows the following process for student recruitment and enrollment to the school:

Link Community Charter School's recruitment and marketing plan reflects the school's mission to provide an outstanding education for students of all abilities in the school's region of residence, which includes Newark, East Orange, Orange, and Irvington. The school's recruitment plan has been designed to ensure that the school's population is representative of the communities it serves in terms of academic, racial, ethnic and socio-economic backgrounds as well as including at-risk, special needs and English language learning students. Additionally the plan has been developed with the intent to not only comply with Federal and State statutes and administrative codes regarding discrimination, but to eliminate local influences that might either prejudice the admissions/enrollment process or lead parents/guardians to believe there is limited opportunity of enrollment for their child.

To ensure that the school represents a cross-section of the communities it serves, Link Community Charter School will adhere to the following policies in its recruitment of students:

- Recruitment and marketing will be accomplished throughout the school's region of residence only.
- All interested students in Kindergarten through eight will be encouraged to apply. No child will be excluded based on "intellectual or athletic ability, measures of achievement or aptitude, status as a disabled person, proficiency in the English language, or any other basis that would be illegal if used by a school, either by policy or any other means."
- The admissions application will request the student's name, address (residency), contact information, parent/guardian names, sibling names (if applicable), grade level leaving and grade level applying for, date of the application and the parent/guardian signature. The application will not contain any information that could be considered to be discriminatory in any way.
- During the admissions process, the only criteria for evaluating students to be admitted to the charter school will be proof of residency and age.





There will be no information collected that could be interpreted as prejudicial or favorable to one student or another.

- If the number of applications for a grade level exceeds the number of student seats available, a lottery drawing will be utilized for enrollment selection. It will be conducted publicly and will be facilitated by an impartial representative who has no vested interest in the outcome of the drawing.

To recruit a cross-section of the Kindergarten through eight student population in the school's region of residence without discrimination and eliminating the potential for exclusion of applicants, Link Community Charter School will have a comprehensive marketing and information campaign in place. The campaign will use several strategies for reaching out to parents/guardians encouraging them to apply for their children and to help them make an informed choice about enrolling their child in the school.

Link Community Charter School's outreach campaign will include information packets, Open Houses, information sessions throughout the school's region of residence, direct mailings to residences in the four schools the school will serve, press releases and feature articles, advertisements (print and online media sources, public locations), and public service announcements on radio and cable television. Additionally the school will use social media, the school's website as well as Facebook, for recruitment purposes. Each year Link Community Charter School will review the recruitment and marketing plan and make adjustments as needed.

The admissions policies and practices of Link Community Charter School ensure that all students entering Kindergarten through grade eight from the school's region of residence will have equal access to enrollment, regardless of race, color, national origin, creed, sex, ethnicity and sexual orientation and with no prejudice based on "intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a school, either by policy or any other means."

## Admissions

Link Community Charter School will encourage, through its comprehensive marketing and information campaign, all families in the school's region of residence with children in Kindergarten through grade eight to apply to the school. The school will give enrollment preference to families residing in Newark, East Orange, Orange, and Irvington as well as siblings of currently enrolled students.



The school will require that a family submits a Registration for the Lottery Form for each child applying to the school. The application will include only basic information (student's name, address (residency), contact information, parent/guardian names, sibling names if applicable, grade level this child is in currently and grade level applying for, date of the application and the parent/guardian signature.)

Link Community Charter School will enforce the same requirements and procedures followed by the school schools with regard to health records, immunization records, birth certificates, verification of residency, and student educational records, as well as guardianship documentation.

The school will not evaluate or assess applicants in any way during the admissions process. (Enrolled students will be assessed to determine their needs and strengths to provide them with proper instruction, including remediation and other resources if needed.)

At the time of conversion, Link Community Charter School will retain the students currently enrolled in Link Community School, regardless of residence. Siblings of current students will receive preference prior to the lottery for new students.

## Lottery

Link Community Charter School will continue to accept applications until all of its seats are filled. If the school receives more applications for any grade than seats available, applicants will be entered into a lottery drawing, administered by an individual with no vested interest in the lottery. (N.J.A.C. 6A:11-4.4) The school will publicly announce the date, time and place of the lottery or lotteries.

The lottery will take place no later than March 15 of a given year. Additional lotteries may be run if space is still available. Families and their school schools (for transportation purposes) will be notified as quickly as possible after the lottery.

As a student's name is drawn and the student enrolls, all siblings otherwise eligible for enrollment will be automatically enrolled, assuming the availability of a seat in the grade required.

Once all seats are filled, a family orientation session will be held during which families will receive important information prior to the start of the new school year. All new students to the school will enter the summer semester.

## Waiting List



Link Community Charter School will draw all students' names in the lottery, but once the number of available seats has been filled, the remainder of the student names will be placed, in sequential order as drawn, on the Waiting List. The Waiting List is valid for the rest of the academic year and will be the only list from which students will be placed should a seat become available during the school year.

If a student withdraws from enrollment or if a student drops out during the school year, the parent/guardian of the next student on the Waiting List is contacted, and so on, until the seat is filled.

## Open Recruitment

If there are not enough applications to hold a lottery for a particular grade, Link Community Charter School may open enrollment to students from the school's region of residency who did not participate in the lottery and students from schools outside the region of residence who have indicated an interest in attending the school. However, Link Community Charter School will not recruit outside its region of residence.

Adopted: 10 June 2014  
Revised: 14 March 2022



**LINK COMMUNITY CHARTER SCHOOL**  
**Board of Trustees**  
**23 Pennsylvania Avenue, Newark NJ 07114**

**Resolution #060223A-26 Approval of evaluation systems**

Resolution #060223A-26: to approve the My Learning Plan/Stronge Evaluation system for all certified positions as recommended by the head of school and the NJSBA Charter School Board Self Evaluation for the LCCS board and NJSBA Chief School Administrator Evaluation for the head of school position, for the 2023-2024 school year, as recommended by the Governance Committee.

I hereby certify that these resolutions were adopted by the Board of Trustees of Link Community Charter School, Inc. at its regular meeting held on June 12, 2023.



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Debra Paczkowski, Board Recording Secretary

# Link Community Charter School – Approved Calendar 2023-2024

First Day of School: 9/5/23 Last Day of School: 6/20/24

Student Days: \*183 Staff Days: \*193 \*Does not include Summer Academy

<div>Students:0</div> <div>Staff: 6</div>							<div>Students: 19</div> <div>Staff: 19</div>														
July '23							August '23							September '23							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
		26	27	28	29	30	1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	
30	31																				
<div>Students: 21</div> <div>Staff: 21</div>							<div>Students: 18</div> <div>Staff: 19</div>							<div>Students: 15</div> <div>Staff: 15</div>							
October '23							November '23							December '23							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
1	2	3	4	5	6	7				1	2	3	4						1	2	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	
														31							
<div>Students: 20</div> <div>Staff: 21</div>							<div>Students: 19</div> <div>Staff: 19</div>							<div>Students: 20</div> <div>Staff: 20</div>							
January '24							February '24							March '24							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
	1	2	3	4	5	6						1	2	3					1	2	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	10	11	12	13	14	15	16	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	17	18	19	20	21	22	23	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	24	25	26	27	28	29	30	
28	29	30	31				25	26	27	28	29			31							
<div>Students: 16</div> <div>Staff: 17</div>							<div>Students: 22</div> <div>Staff: 22</div>							<div>Students: 13</div> <div>Staff: 14</div>							
April '24							May '24							June '24							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
	1	2	3	4	5	6				1	2	3	4							1	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	
														30							



School Closed/ Holidays

Building Closed to All

No School; building open for  
12 month employees

New Staff Orientation

Teacher Boot Camp



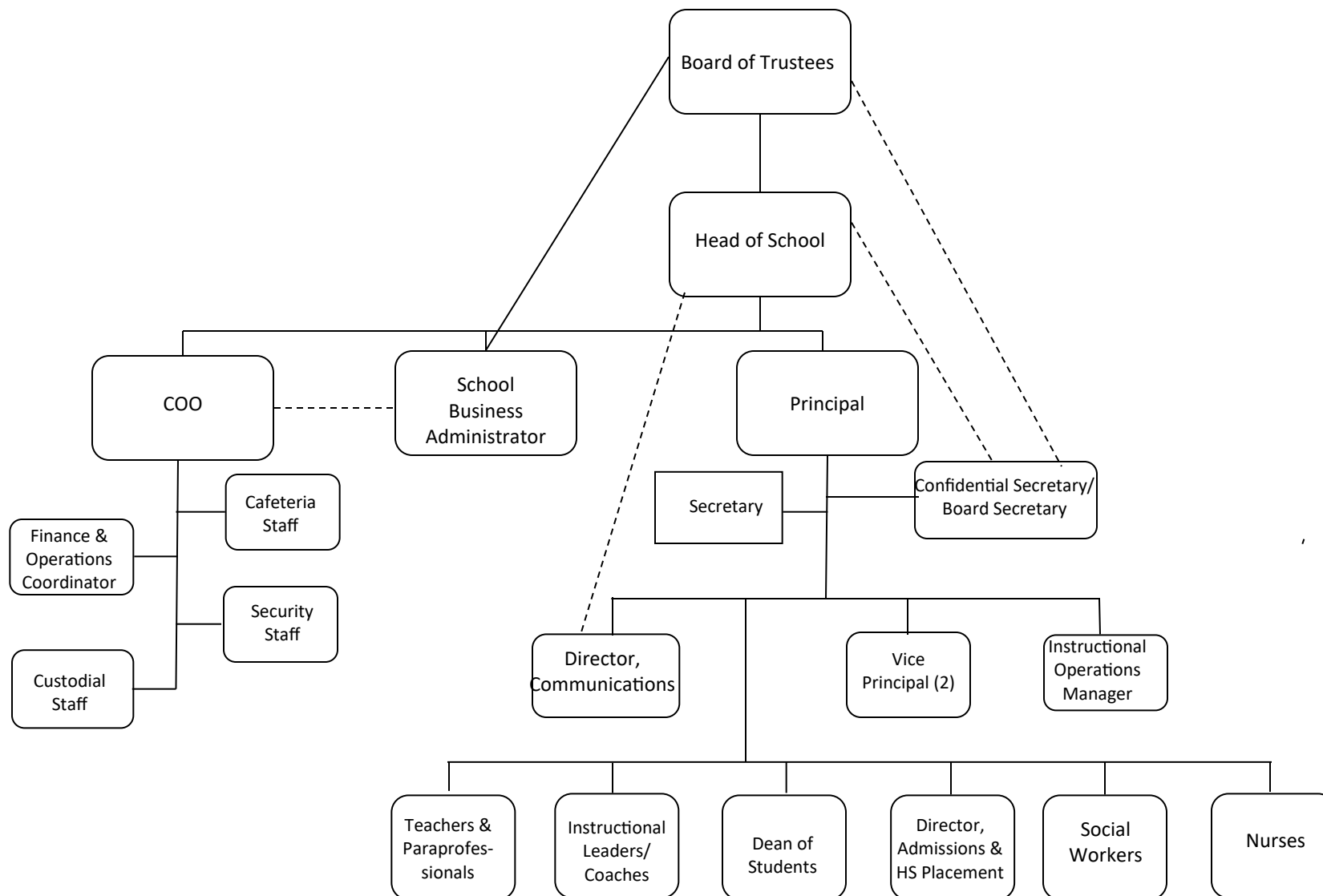
Link Summer Academy

Staff Planning/PD Day (no school for students)

Early Dismissal for All, 12pm

Early Dismissal for students; 12:45pm;  
Staff Planning/PD Day, 1:15-4:30pm;  
Graduation, June 20 (all staff must attend)

LINK COMMUNITY CHARTER SCHOOL  
Organization Chart 2022-2023



# POLICY

## LINK COMMUNITY CHARTER SCHOOL BOARD OF EDUCATION

Students  
5410/Page 1 of 2

### PROMOTION AND RETENTION (M)

#### 5410 PROMOTION AND RETENTION (M)

M

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

Standards for student promotion shall be related to the New Jersey Core Curriculum Content Standards and school goals and objectives and to the accomplishments of students. A student in the elementary or intermediate grades (K-8) will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parents as appropriate. Parent and students shall be regularly informed during the school year of the student's progress toward meeting promotion standards.

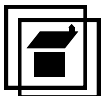
A teacher who determines that a student's progress may not be sufficient to meet promotion standards shall notify the parent and the student and offer immediate consultation to the student's parent. Every effort shall be made to remediate a student's deficiencies before retention is recommended. The parent and, where appropriate, the student shall be notified of the possibility of the student's retention at grade level in advance and, whenever feasible, no later than two weeks prior to the end of the school year.

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

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

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

Adopted: 10 June 2014



# POLICY

## LINK COMMUNITY CHARTER SCHOOL BOARD OF EDUCATION

Students

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PROMOTION AND RETENTION (M)

Revised: 11 July 2022





# POLICY

## LINK COMMUNITY CHARTER SCHOOL BOARD OF EDUCATION

Students

5460/Page 1 of 1

### GRADUATION FROM 8TH GRADE (M)

#### 5460 GRADUATION FROM 8TH GRADE (M)

#### **M**

In order to graduate from Link Community Charter School, a student must demonstrate scholastic and personal achievement worthy of a Link Community Charter School diploma. To be awarded a diploma, an eighth-grade student must meet the standards for promotion pursuant to Policy 5410 Promotion and Retention.

Only those 8<sup>th</sup> grade students who meet the standards for promotion will be allowed to participate in the graduation ceremony, dance, class trip, or other graduation activities. Also, to receive a diploma, a student must meet all financial obligations to the school, such as fees for lost or damaged books, etc. and provide all required school documents.

Parents and guardians will be informed that their student is not meeting the standards for promotion in sufficient time so that both students and parents clearly know their current status and have time to improve their work and grades.

N.J.S.A. 18A:7C-1 et seq.; 18A:35-1;

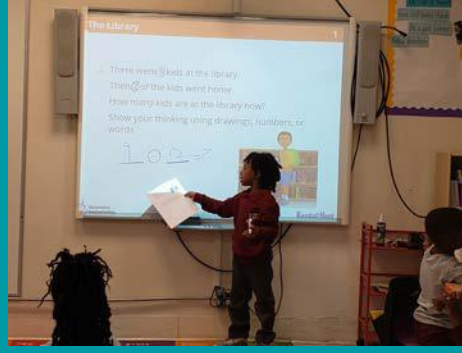
18A:35-4.9; 18A:35-7; 18A:36-17

N.J.A.C. 6A:8-1 et seq.; 6A:8-5.1; 6A:8-5.2; 6A:14-4.11 et seq.

Adopted: 8 September 2014

Revised: 12 September 2022





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