

**LINK COMMUNITY CHARTER SCHOOL
BOARD OF TRUSTEES MEETING
March 14, 2022, 6:30 PM
In-Person and Via Zoom
Link Community Charter School
23 Pennsylvania Avenue, Newark, New Jersey 07114**

Approved Minutes

LINK COMMUNITY CHARTER SCHOOL 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.

CALL TO ORDER

This meeting was called to order at 6:38 pm by Brenda Daughtry, board chair.

FLAG SALUTE

OPEN PUBLIC MEETINGS NOTICE: READING OF THE “SUNSHINE LAW” STATEMENT

Adequate notice of this meeting of the LCCS Board of Trustees, setting forth time, date and location, was provided by placing a notice with the New Jersey *Star Ledger* and *nj.com*, *Irvington Herald*, *East Orange Record*, *Orange Transcript*, and *Essex Daily News* on February 15, 2022; by email to the city clerks of the four districts of residence and the county superintendent of education on February 15, 2022; by posting notice on the school website; and by communicating same to the Board of Trustees.

ROLL CALL

Member	Present	Absent
Barkley, Ms.		√
Clarke-Avignant, Mrs.		√
Covington, Mrs.	√	
Daughtry, Mrs.	√	
Ebanks, Ms.	√	
Holguin-Veras, Mrs.	√	
Marshall, Mr.	√	
Petrillo, Mr.	√	
Smith, Mrs.	√	

IN ATTENDANCE: NON-VOTING STAFF/BOARD ATTORNEY

Maria Pilar Paradiso, Head of School
Debbie Paczkowski, Board Recording Secretary
Bima Baje, School Business Administrator
Christine Martinez, Esq., Board Attorney
Arian Rouzbehnia, Esq., Board Attorney
Sharon Machrone, Director of Communications

APPROVAL OF MINUTES

Resolution #031422-01: Be it Resolved that the Board of Trustees accepts and approves the minutes of the regular board meeting held on February 14, 2022.

Moved by Mrs. Smith

Second by Mrs. Covington

Vote: Voice; passed unanimously

APPROVAL OF AGENDA

Resolution #031422-02: Be it Resolved that the Board of Trustees accepts and approves the agenda for the regular board meeting on March 14, 2022.

Moved by Mrs. Smith

Second by Mr. Covington

Vote: Voice; passed unanimously

PRESENTATION

- 7th & 8th Grade High School Placement curriculum, Mr. Greg Silver, Director of Admissions

PUBLIC COMMENT

During the course of the board meeting the Board of Trustees offers members of the public an opportunity to address issues regarding the operation of LCCS. The Board reminds those individuals to take this opportunity to identify themselves by name and address and to limit their comments to items listed on the agenda and/or items directly related to the operation of the LCCS. Issues raised by members of the public may or may not be responded to by the Board. All comments will be considered, and a response will be forthcoming if and when appropriate. The Board asks that members of the public be courteous and mindful of the rights of other individuals when speaking. Specifically, comments regarding students and employees of the Board are discouraged and will not be responded to by the Board. Students and employees have specific legal rights afforded by the laws of New Jersey. The Board bears no responsibility, nor will it be liable for any comments made by members of the public. Members of the public should consider their comments in light of the legal rights of those affected or identified in their comments and be aware that they are legally responsible and liable for their comments. Comments by each member of the public choosing to speak are limited to 3 minutes.

CLOSING OF PUBLIC COMMENT

Seeing no members of the public, Mrs. Daughtry closed the public comment portion of this meeting.

ACKNOWLEDGMENT OF CORRESPONDENCE

None

HEAD OF SCHOOL

- **Monthly School Update**
See attached report.

Approval of curriculum for grades 7-8

Resolution #031422-03: Be it Resolved that the Board of Trustees approves the revised curriculum for 7th & 8th Grade High School Placement, as recommended by the head of school.

Moved by Mrs. Smith

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

Approval of Approval of short-term disability

Resolution #031422-04: Be it Resolved that the Board of Trustees approves paid short-term disability with benefits for Employee Number 107 effective March 18, 2022, until approximately April 25, 2022, as recommended by the head of school.

Moved by Mrs. Smith

Second by Ms. Ebanks

Approval to amend Resolution #031422-04

Resolution #031422-04A: Be it Resolved that the Board of Trustees approves unpaid short-term disability with benefits for Employee Number 107 effective March 22, 2022, until approximately April 25, 2022, as recommended by the head of school.

Moved by Mrs. Smith

Second by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

Approval of Approval of short-term disability

Resolution #031422-05: Be it Resolved that the Board of Trustees approves an extension of unpaid short-term disability with benefits for Employee Number 158 effective March 28, 2022, until April 22, 2022, as recommended by the head of school.

Moved by Mrs. Smith

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

Approval of new hire

Resolution #031422-06: Be it Resolved that the Board of Trustees approves the hiring of Shannon Ryan as part-time nurse, with starting dates on or about March 14, 2022, with an hourly rate of \$45.00, as recommended by the head of school.

Moved by Mrs. Smith

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

Approval of field trips

Resolution #031422-07: Be it Resolved that the Board of Trustees approves the following field trips, with contracted school bus transportation to and from site, as recommended by the head of school.

Grade	Trip	Date/Time	Location	Funded by
7 th -8 th Grades	American Sign Language Elective Class Trip	March 29, 2022	Deaf Delights Cafe 2 Treat Pl., Newark, NJ	LEP

7 th -8 th Grades	American Sign Language Elective Class Trip	March 30, 2022	Deaf Delights Cafe 2 Treat Pl., Newark, NJ	LEP
Kindergarten	Science Trip	May 03, 2022	Turtle Back Zoo 560 Northfield Ave, West Orange, NJ	LEP Transportation & LCCS admission
5 th Grade	Science Trip	May 09, 2022	Meadowlands Environmental Center, 2 De Korte Park Plaza, Lyndhurst, NJ	LEP transportation & LCCS admission
5 th Grade	Outdoor Education Trip	May 24, 2022	Project U.S.E. Branch Brook Park, Park Avenue & Lake St, Newark, NJ	LEP
6 th Grade	Outdoor Education Trip	May 25, 2022	Project U.S.E. Branch Brook Park, Park Avenue & Lake St, Newark, NJ	LEP
7 th Grade	Outdoor Education Trip	May 26, 2022	Project U.S.E. Branch Brook Park, Park Avenue & Lake St, Newark, NJ	LEP
Kindergarten	Outdoor Education Trip	June 01, 2022	Project U.S.E. Branch Brook Park, Park Avenue & Lake St, Newark, NJ	LEP
6 th Grade	Science Trip	June 02, 2022	Liberty Science Center, 222 Jersey City Blvd, Jersey City, NJ	LEP transportation & LCCS admission
8 th Grade	Outdoor Education Trip	June 02, 2022	Project U.S.E. Wildcat Mountain Wilderness Center	LEP
7 th -8 th	American Sign Language Elective Class Trip	June 08, 2022	Deaf Delights Café, 2 Treat Pl., Newark	LEP
K, 5 th -8 th	Field Day	June 10, 2022	Liberty State Park, 200 Morris Pesin Drive, Jersey City, NJ	LEP
7 th Grade	Science Trip	June 14, 2022	Sandy Hook, 128 South Hartshorne Drive, Highlands, NJ	LEP transportation & LCCS admission

Moved by Mrs. Smith

Second by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

Approval of extension of employment contract

Resolution #031422-08: Be it Resolved that the Board of Trustees approves the following contract extension for the 2021-2022 school year, as recommended by the head of school.

Name	Position	Duration	Full-time/ Part-time	Start Date	SY2021-22 Salary Annualized	SY2021-22 Actual Salary for April – June, 2022
Sharon Machrone	Director of Communications	3 Month Renewable	F/T	03/01/22	\$36,876.06	\$9,219.00

Moved by Mrs. Covington
Second by Mrs. Smith
Discussion: None
Vote: Roll Call; passed unanimously

Education Committee

- **Committee Report**
None

Governance Committee

- **Committee Report**
See attached report.

PRESENTATION

- Presentations on evaluations, Mrs. Sharon Machrone, Director of Communications Postponed until the March 28, 2022 meeting. Mrs. Machrone advised the board she will be sending them an email prior to the meeting with some information.

Approval of first reading of policy and regulation changes

Resolution #031422-09: Be it Resolved that the Board of Trustees approves the first reading of the revisions to the following, as recommended by the Governance Committee:

P 2415.05 Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment (M) (R)
P 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries
R 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries (M) (R)
P 2622 Student Assessment (M) (R)
R 2622 Student Assessment (M) (R)
P 3233 Political Activities (R) (R)
P 5541 Anti-Hazing (M) (N)
P 8465 Bias Crimes and Bias-Related Acts (M) (R)
R 8465 Bias Crimes and Bias-Related Acts (M) (R)
P9560 Administration of School Surveys (M) (R)

Moved by Mrs. Smith
Second by Mr. Marshall
Discussion: None
Vote: Roll Call; passed unanimously

Approval of second reading and adoption of policy and regulation changes

Resolution #031422-10: Be it Resolved that the Board of Trustees approves the second reading and adoption of the revisions to the following, as recommended by the Governance Committee:

P 1140 Affirmative Action Program (M)
P 2412 Home Instruction Due to Health Condition (M)
R 2412 Home Instruction Due to Health Condition (M)
R 2414 Programs and Services for Students in High Poverty and High Needs Schools (M)
R 2423 Bilingual and ESL Education (M)
P 2430 Co-Curricular Activities (M)
P 2431.4 Prevention and Treatment of Sports- Related Concussion and Head Injuries
P 2460 Special Education (M)

R 2460.1 Special Education – Location, Identification, and Referral
P 2560 Live Animals in School
P 5111 Admissions (M)
P 5120 Assignment of Students (M)
R 5310 Health Services (M)
P 5339 Screening for Dyslexia (M)
R 5550 Disaffected Students (M)
R 5550 Disaffected Students (M)
P 5560 Disruptive Students (M)
P 5610 Suspension (M)
P 5620 Expulsion (M)
P 8140 Student Enrollment (M)
R 8140 Student Enrollment (M)
P 8601 Student Supervision After School Dismissal (M)

Moved by Mrs. Smith

Second by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

Approval of special meeting

Resolution #031422-11: Be it resolved that the Board of Trustee approves a special meeting on Monday, March 28, 2022, at 6:30pm, to be held virtually and in person, to address the Updated 2022-2023 School Year Budget and other business, as recommended by the Governance Committee.

Moved by Mrs. Smith

Second by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

Finance Committee

- **Committee Report**
See attached report.

Approval of financial reports

Resolution #031422-12: Be it Resolved that the Board of Trustees accepts and approves the Board Secretary Report and the Treasurer's Report for the month ending February 28, 2022, as recommended by the school business administrator.

Moved by Mrs. Smith

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

Approval of bills for payment

Resolution #031422-13: Be it Resolved that the Board of Trustees approves for payment the bills for goods and services provided to Link Community Charter School as listed in the attached Bill List, as recommended by the school business administrator.

Moved by Mrs. Smith

Second by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

Approval of budget transfer

Resolution #031422-14: Be it Resolved that the Board of Trustees approves the attached budget transfer, as recommended by the school business administrator.

Moved by Mrs. Smith

Second by Mr. Petrillo

Discussion: None

Vote: Roll Call; passed unanimously

OLD BUSINESS

None

NEW BUSINESS

None

ANNOUNCEMENTS

A special board meeting will be held on Monday, March 28, 2022, and then the next regular meeting will be held on Monday, April 18, 2022.

Mrs. Paradiso thanked Mrs. Regina Covington for her service to the Link Community School Board. She also acknowledged all of her talent, passion, time and energy will be missed.

MOTION TO ADJOURN

Moved by Mrs. Smith

Second by Mr. Petrillo

Vote: Voice; passed unanimously

The meeting was adjourned at 8:22pm.

These minutes represent a record of actions taken by the Board of Trustees during the meeting and a summary of the discussions that took place. The minutes are not intended to be, nor are they, a verbatim record of the discussion on a particular item.

A handwritten signature in dark ink, appearing to read 'Debra Paczkowski', with a long horizontal stroke extending to the right.

Debra Paczkowski, Board Recording Secretary

Date: March 14, 2022

Approved by the Link Community Charter School Board of Trustee March 28, 2022



LINK COMMUNITY CHARTER SCHOOL High School Placement

Board Presentation March 14, 2022
Greg Silver, Director of Admission & HSP



At LCCS, scholars are prepared for a rigorous application process to high schools (independent day and boarding, magnet, and Catholic) beginning in 7th grade with a High School Placement (HSP) Class, ongoing counseling and guidance from the HSP Director, partnerships with scholarship organizations, and admissions testing.

High School Placement (HSP) Class

High School Placement (HSP) course description-

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Structure of HSP class:

*8th Grade: 1st & 2nd Quarters

*7th Grade: 3rd & 4th Quarters

*Classes meet for 50 minutes, twice per week.

While classes are part of the weekly routine for students, the class structure adapts to the needs of the students and families, depending on what phase of the process they are in, for the specific schools in which the students are applying. Each type of school follows different schedules and systems of application steps, deadlines, exams, and decision dates. HSP class is differentiated so each student can use the class time to best explore a wide-range of opportunities, work on applications, prepare for exams and interviews, and make educated decisions after acceptances and financial aid and/or scholarship awards are shared with families.

Curriculum at a glance... 7th Grade Q3

In Class Topics:

Student Profiles; Outline Categories of Schools; Teacher Recommendations

Out of Class Topics:

Apply to independent school prep programs

Curriculum at a glance... 7th Grade Q4

In Class Topics:

Entrance Exam & Test Taking Strategies; Interview Prep;
High School research & Application Platform research

Out of Class Topics:

Parent Conferences; Independent School prep programs

Curriculum at a glance... 8th Grade Q1

In Class Topics:

HS Night prep; Entrance Exam prep; HS Applications

Out of Class Topics:

Parent Conferences; School Visits; HS Night

Curriculum at a glance... 8th Grade Q2

In Class Topics:

HS Applications; Interview Prep; Scholarship Applications

Out of Class Topics:

School Visits; Financial Aid Applications, School Interviews

Pre & Post Curriculum Topics & Tasks...

8th Grade:

High School Admissions Decision Days (varies for each category of schools)

High School Registration

Financial Aid Applications & Scholarship Opportunities

7th Grade:

Exploring and applying to independent school prep programs (Wight Foundation, SEEDS, Inspiring Young Minds, A Better Chance)

High School Opportunities for Link Scholars

Independent Boarding Schools (SAO, Gateway To Prep, individual applications)

Independent Day Schools (SAO, Ravenna, individual applications)

Private Catholic Schools (online and/or hard-copy individual applications)

Public Magnet Schools (NPS universal enrollment application)

Public Speciality Schools (NPS universal enrollment application)

Public Charter Schools (NPS universal enrollment & individual applications)

County Vocational-Technical Schools (online applications)

2022 Independent Boarding Schools

acceptances...

Cate School (CA)

Deerfield Academy (MA)

Indian Springs (AL)

Masters School (NY)

Northfield Mount Hermon (NH)

Peddie School (NJ)

Pomfret School (CT)

St. Mark's School (MA)

St. Mary's School (NC)

Sun Valley Community School (ID)

Virginia Episcopal School (VA)

Webb Schools (CA)

Westtown School (PA)

Independent Day Schools...

2022 ACCEPTED:

Montclair Kimberley Academy, Montclair

Morristown-Beard School, Morristown

Pingry School, Basking Ridge

Other Day Schools our scholars apply to:

Delbarton School, Morristown (boys)

Dwight-Englewood School, Englewood

Gill St. Bernard's School, Gladstone

The Hudson School, Hoboken

Kent Place School, Summit (girls)

Newark Academy, Livingston

Private Catholic/Parochial Schools...

Immaculate Conception, Montclair (co-ed)

Lacordaire Academy, Upper Montclair (girls)

St. Benedict's Preparatory, Newark (boys & girls programs)

St. Peter's Preparatory, Jersey City (boys)

St. Vincent Academy, Newark (girls)

Seton Hall Preparatory, West Orange (boys)

Union Catholic High School, Scotch Plains

....and many more!

Public Magnet Schools...

American History High School, Newark

Arts High School, Newark

Bard High School Early College, Newark

Science Park High School, Newark

Technology High School, Newark

University High School, Newark

Cicely Tyson School of Performing & Fine Arts, East Orange

S.T.E.M. Academy, East Orange

S.T.E.M. Innovation Academy of the Oranges, Orange

Public Specialized Schools...

Newark School of Data Science & Information Technology

Newark School of Fashion & Design

Newark School of Global Studies

Newark Vocational High School

Eagle Academy For Young Men

County Vocational-Technical Schools...

Newark Tech (Essex County Schools of Technology)

Payne Tech (Essex County Schools of Technology)

West Caldwell Tech (Essex County Schools of Technology)

Union County Vocational Technical Schools

Public Charter Schools...

Great Oaks Legacy Charter High School

KIPP-NJ (Newark Collegiate Academy, KIPP Newark Lab School)

Marion P. Thomas Charter High School

North Star Academy

People's Prep Charter High School

Strengths & Challenges...

- *Individual Attention to EVERY family essential.
- *Trust between family and HSP Director allows for sustainable progress & exemplary results.
- *Students having opportunities at Link to shine and build self-confidence increases the amount of high school options.
- *Link's relationships with schools, admissions teams, and independent school prep programs help a wider range of students applying to elite schools.
- *Students would benefit from additional SSAT prep opportunities.
- *Parents would benefit from technology education experiences in the years BEFORE 8th grade.



Head of School Report
March 14, 2022

Link Enrollment:

Grade Level	Approved Enrollment	21/22 Enrolled & Attending	Enrollment in process	22/23 Enrollment Update
K	50	25	0	Class of 2031: 41 new
1	50	0	0	Class of 2030: 10 new
5	50	52	0	Class of 2026:63 new
6	80	80	0	Class of 2025:28 new + 1 on waitlist 30 declined in 21/22
7	80	82	0	Class of 2024: 11 new + 11 waitlist 21 declined in 21/22
8	80	79	0	Class of 2023: 3 new + 43 waitlist 9 declined in 21/22
Total	340 (100 K-5 span) (240 6-8 span)	318 (77 K-5 span) (241 6-8 span)		

Staffing:

- We have posted open teaching positions on a number of sites, including: Nemnet, Get Selected, Teach for America, Applitrack and are attending job fairs
- We have hired two nurses on an hourly rate to cover when the nurse is out

Student Recruitment and Enrollment:

- Our new operations manager is working with the pro bono marketing firm on all the assets to support K-1 and 5th grade enrollment
- Operations Manager is also working with PowerSchool to improve efficiency by utilizing additional modules
- We are holding our first lottery on Tuesday, March 15th and scheduling registration day in May.

COVID Update:

- Vaccination Clinic scheduled for 3/25
- Protocols are mostly in place; removed daily health check
- Looking to keep masks in place until one week after Spring Break and to reassess after receiving test results that week; communications going out soon to staff and to families.
- Barriers to stay in place until the end of the school year.

Summer Program

- Planning is underway
- LEP board approved summer program funding

March 8th Visit from Lumen Group for the CSP Grant - Feedback

- We have an exceptional team of teachers and staff
- We have built a welcoming and positive school community with great energy
- Our students both feel supported and able to ask for support knowing their teachers will be there to provide it
- Our upper house scholars exhibit confidence and they engage in higher order thinking as evidenced by classroom conversations.
- Questions about small group instruction and interventions to support COVID and traditional achievement gaps

School Activities

- Pi Day
- Math Night
- Author Visits

Transitioning back to traditional school structures

- Removed daily survey last week
- Transitions this week increase
- Lunchroom meals begin again next week

School Growth

- Kindergarten:
 - Planning an opportunity to do a deep dive into program evaluation
 - Examining student readiness for 1st grade
- 1st Grade:
 - Program and curriculum development happening now

7th and 8th Grade HSP

Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: 7th Grade Quarter 3	3 lessons
<input type="checkbox"/> Unit 2: 7th Grade Quarter 4	3 lessons
<input type="checkbox"/> Unit 3: 8th Grade Quarter 1	3 lessons
<input type="checkbox"/> Unit 4: 8th Grade Quarter 2	3 lessons

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

STANDARDS ADDRESSED

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.SL.8.1b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

DESIRED RESULTS

Established Goals

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Through small group and independent research, students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs, and help students establish personalized criteria for program selection. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Transfer

Students will be able to independently use their learning to...

1. Develop student profiles through personal and academic reflection, transcript analysis, and profile evaluation.
2. Identify and differentiate between different categories of high schools through presentation and independent research.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Personalized student profiles with strong artifacts are necessary for successful high school enrollment.**
- **There are many different types of High School Programs, each able to fit unique needs for students and their families (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools)**

Essential Questions

Students will keep considering...

- **What do I need to successfully enroll in a choice High School program?**
 - **What are the components of an academic profile?**
 - **What smart goals can I set in my personal and academic life to strengthen my profile?**
 - **How do strong and weak academic profiles have positive and negative affects on high school applications?**

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

Meaning	
<ul style="list-style-type: none">• Academic Recommendations reflect a student's middle school experience, and are a deciding factor in admissions and scholarship processes.	<ul style="list-style-type: none">• What type of high school is the right fit for me and my family?<ul style="list-style-type: none">◦ How do the attributes of different high school categories (like Independent Day and Catholic) differ from one another?◦ What elements of the high school experience matter most to my family and I in the enrollment process? (i.e., Academic Offerings, Sports Programs, Campus Life, Diversity, Cost and Financial Aid, Location, Alumni experiences, etc.)◦ Which categories of schools are the best fit for my family and I to apply to next year?• How can teacher recommendations strengthen my candidacy for spaces in high school programs and consideration for scholarship opportunities?<ul style="list-style-type: none">◦ What is a recommendation? When and how will I need to get one?◦ Which current or former teachers and coaches should I contact for academic recommendations?◦ How do strong and weak recommendations impact enrollment and scholarship opportunities in differing ways?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Academic Profiles are used by high schools to determine if candidates are good fits for their institutions.• The components of Academic Profiles include, but are	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Identifying components of Academic Profiles.• Determining the relative strengths and weaknesses of sample Academic Profiles.

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

Acquisition	
<p>not limited to: Transcripts, Standardized Test Scores, Personal Development Scores, and Extracurriculars.</p> <ul style="list-style-type: none">There are many different types of High School Programs, each able to fit unique needs for students and their families (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools)Teacher Recommendations reflect a students' personal, extracurricular and academic experience in middle school.Recommendations can give admissions officers a view of the "whole scholar" and are determining factors in enrollment and scholarship processes.	<ul style="list-style-type: none">Comparing and contrasting the attributes of different categories of High School Programs.Creating personalized criteria for schools that reflect the personal, communal, cultural, and financial needs of their families.Determining categories of schools to apply to in 8th grade based on self-selected criteria.Identify potential teachers for writing recommendations in 8th grade.Determine the impact of positive and negative recommendations on the high school enrollment process.

STANDARDS

New Jersey Common Core - Grade 8 - English Language Arts ELA
CCSS.ELA-Literacy.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.SL.8.1b

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.


CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

ATTACHMENTS

 HSP_organizer_2020-21.docx

 HSP Unit Plan: 7th Q3

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Develop Student Profiles:</p> <ul style="list-style-type: none">- Students will compile personal Academic Profiles following a pre-generated checklist (6th and 7th Grade Report Cards, Standardized Test Scores, Personal Development Scores, Extracurriculars).- After, students will reflect on their own personal academic transcripts and assess how they are impacted by academic performance and personal development. We will discuss the relationship between effort ratings and grades and the control/power students have in creating positive changes.- Finally, students will evaluate how each of these components creates a strong or weak overall profile. <p>Outline of Categories of Schools</p> <ul style="list-style-type: none">- Students will conduct independent research on each category of high school, and complete an organizer determining the pros and cons of each school type. School categories include: Public Charter, Public Magnet and Vocational, Catholic Schools, Co-Ed and Single Gender, Independent Day, and Independent Boarding Schools.- Students will participate in whole and small group discussion, sharing which category they feel would best meet the needs of they and their families. <p>Click here to view all categories of schools (masterlist shared with students and their families).</p> <p>Teacher Recommendations:</p> <ul style="list-style-type: none">- Students will be introduced to recommendations, their role in the admissions process, and ways to gain support from teachers, advisors, and faculty.- After reviewing examples of recommendations, we will discuss the importance of a strong, positive recommendation and how it can serve to reinforce strengths and counter weaker parts of the overall transcript.
	<p>Other Evidence:</p> <ul style="list-style-type: none">- Formal and Informal Whole Group Discussions- Exit Tickets- Student and Parent Surveys

STANDARDS

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

New Jersey Common Core - Grade 8 - English Language Arts ELA	
CCSS.ELA-Literacy.RL.8.1	
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
CCSS.ELA-Literacy.RI.8.4	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
CCSS.ELA-Literacy.RI.8.7	
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
CCSS.ELA-Literacy.W.8.1d	
Establish and maintain a formal style.	
CCSS.ELA-Literacy.W.8.2d	
Use precise language and domain-specific vocabulary to inform about or explain the topic.	
CCSS.ELA-Literacy.SL.8.1b	
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Note: HSP Classes meet one to two times per week for two quarters in 7th and 8th grade; each unit takes place over 10-15 class periods. Additionally, because the high school admissions process is so personalized, components of each unit will occur at the same time: For example, one student may need to use independent work time to complete recommendation requests, while another may need to research financial aid and scholarship programs for the same school. Some Key Learning Events will be repeated when appropriate because they occur throughout multiple lessons or units.

Unit Length: 15 Days

Days 1-5 : Student Profiles

Days 6-12: School Category Research

Days 13-15: Teacher Recommendations

STANDARDS

New Jersey Common Core - Grade 8 - English Language Arts ELA
CCSS.ELA-Literacy.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.W.8.1d
Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.2d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.SL.8.1b
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - *Last Updated on July 12, 2021*

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS



Differentiated_Instruction_Document_.pdf

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

STANDARDS ADDRESSED

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

DESIRED RESULTS

Established Goals

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Through small group and independent research, students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs, and help students establish personalized criteria for program selection. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Transfer

Students will be able to independently use their learning to prepare themselves for the admissions process for Boarding, Catholic, Independent, and Public Schools through test preparation, interview practice, and independent research. Students will be able to establish criteria for choosing potential high schools, research the programs and campus life of schools of interest, and investigate the admission requirements for each program.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• High Schools require entrance exams of different kinds for their admissions processes, each of which have unique preparation and testing conditions.• Interviews are a necessary element of the high school admissions process, that allow interviewers to get to know scholars as a whole.• There are many different types of High School Programs, each able to fit unique needs for students and their families (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What steps are necessary for me to gain entrance into the high school of my choice?<ul style="list-style-type: none">◦ How do institutions use entrance exams use Entrance Exams to determine candidacy for high school admissions?◦ How can interviews have positive and/or negative impacts on my overall application?◦ How can scholars prepare ahead of time for entrance exams and interviews?• What type of high school is the right fit for me and my family?

Unit 2: 7th Grade Quarter 4

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Meaning	
schools)	<ul style="list-style-type: none">How do the attributes of different high school categories (like Independent Day and Catholic) differ from one another?What elements of the high school experience matter most to my family and I in the enrollment process? (i.e., Academic Offerings, Sports Programs, Campus Life, Diversity, Cost and Financial Aid, Location, Alumni experiences, etc.)Which categories of schools are the best fit for my family and I to apply to next year?


Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">Entrance Exams and Interviews are used to determine admissions eligibility and course placement at various high schools.Different entrance exams are used at a variety of high schools, each with their own content and preparation process (HSPT/COOP Exam, SSAT, and other independent tests).There are many different types of High School Programs, each able to fit unique needs for students and their families (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools)	<p>Students will be skilled at...</p> <ul style="list-style-type: none">Identifying the tests they will take in their 8th grade year based on schools they will apply to.Applying, and practicing test-taking strategies, in mock exams in the HSP course and in other subject areas.Applying proper "interview etiquette" in practice and real world settings, including: prepared responses; eye contact; firm handshake; greeting etiquette; tone and clarity of voice.Comparing and contrasting the attributes of different categories of High School Programs.Determining categories of schools to apply to in 8th grade based on self-selected criteria.Conducting online research on schools, their admissions processes, course offerings, and financial aid using whole group and self-selected criteria.

Unit 2: 7th Grade Quarter 4

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Acquisition	

ATTACHMENTS

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 HSP Unit Plan: 7th Q4

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Classes will review the purpose of standardized testing and its role in providing information about relative strengths and weaknesses.</p> <p>- After, students will be given a brief overview of each of the major entrance exams (HSPT/COOP exam, SSAT, and other individual HS entrance exams that differ by institution) and which students should be preparing to take them. (Example: Boarding Schools require additional test scores that public magnet schools do not).</p> <p>-To prepare for these exams:</p> <ul style="list-style-type: none">• Students will learn, apply, and practice test-taking strategies.• Classes will be administered at least one complete mock COOP test under exam conditions and compare results to initial pre-test profiles.• Grade level teachers will encourage students to apply their strategies across curriculums <p><i>Note: These skills will be reviewed in 8th Grade Quarter 1 in Preparation of High School Night.</i></p> <ul style="list-style-type: none">• Students will learn about and practice appropriate interview skills using mock interviews with their teacher and “speed-dating” style student interviews. Students will model and practice appropriate greeting etiquette; eye-contact; posture; tone and clarity of voice to be used throughout the interview.• Students will collaboratively research and develop interview questions to ask admissions directors about high schools of interest, their programs, and admissions process.• Classes will review “after interview etiquette,” including but not limited to: final statements and expression of interest in the institution; verbal thank you and hand shake; and thank-you notes, written in the days following. <ul style="list-style-type: none">• Students will review the categories of schools

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

	<p>previously introduced to them in Quarter 3, and decide with their parents/guardians which kind(s) of schools would be a best fit for their family. (Boarding, Independent, Catholic, Public, Charter, etc.)</p> <ul style="list-style-type: none">• Classes will discuss the things they are looking for and that are important to them in potential high schools, like athletics programs, class sizes, and tuition and financial aid. From those attributes, students will develop questions about schools of interest that they will research to determine if they want to apply to them.• Students will spend ample in class time researching various high schools, their programs, campus life, and admissions requirements, to determine 1.) if they are a good fit for the scholar and their family, and 2.) if the scholar believes they are a good candidate for admission.
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Note: HSP Classes meet one to two times per week for two quarters in 7th and 8th grade; each unit takes place over 10-15 class periods. Additionally, because the high school admissions process is so personalized, components of each unit will occur at the same time: For example, one student may need to use independent work time to complete recommendation requests, while another may need to research financial aid and scholarship programs for the same school. Some Key Learning Events will be repeated when appropriate because they occur throughout multiple lessons or units.

Unit Length: 10 Days

Day 1-3: Entrance Test Prep

Day 4-5: Dedicated Interview Prep


Day 6-7: Dedicated High School Program Research

Day 8-10: Differentiated Interview Prep and High School Program Research (based on student needs and school choices)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

STANDARDS ADDRESSED

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.8.1a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

DESIRED RESULTS

Established Goals

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Through small group and independent research, students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs, and help students establish personalized criteria for program selection. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Transfer

Students will be able to independently use their learning to develop interview skills necessary for High School Night and Interview Process through whole class review and simulation; and work collaboratively with their families and teachers to apply to high schools of their choice, both during and out of class.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• High School Night occurs on the Third Tuesday of September, and allows students and their families to make first connections with a wide variety of schools and get their foot in the admissions process.• Continued from Unit 2: Interviews, entrance exams, and online applications are a necessary element of the high school admissions process, that allow admissions offices to get to know scholars as a whole.• Parent Conferences with Link's High School Admissions Director provide students with	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How can first impressions with admissions officers and school faculty on HSN impact my High School Placement Journey?<ul style="list-style-type: none">◦ How can I apply interview skills to this new environment?◦ What questions or information do I want to know about my high schools of interest that will be present at HSN?• How can interviews and entrance exams have positive and/or negative impacts on my overall application?

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

Meaning	
<p>individualized assistance in applying to specialized high schools; each student's family must schedule an individual conference with Mr. Silver before October 15.</p>	<ul style="list-style-type: none"> How can scholars prepare ahead of time for entrance exams and interviews? How do I navigate the applications of different types of schools? What documents are necessary for complete high school applications, and how do I acquire them? What role do students, families, and teachers play in the application and enrollment process? <ul style="list-style-type: none"> How can these groups work together to support our scholars? What deadlines and processes do individual families need to adhere to outside of HSP classes that are necessary for successful placement?


Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> High School Night occurs once per year, and allows scholars to make first impressions with recruiters and admissions officers at their schools of choice. Continued from Unit 2: Entrance Exams, Online Applications, and Interviews are used to determine admissions eligibility and course placement at various high schools. Each school has their own admissions requirements (example: requiring the HSPT/COOP Exam, SSAT, or other independent tests). Parents work hand in hand with their scholar and HSP director to ensure a successful High School Transition 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Applying their interview skills in a new environment (i.e. prepared responses; eye contact; firm handshake; greeting etiquette; tone and clarity of voice). Identifying the tests they need to take in order to apply to their schools of choice. Applying, and practicing test-taking strategies, in mock exams in the HSP course and in other subject areas. Applying proper "interview etiquette" in practice and real world settings, including: prepared responses;

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

Acquisition	
<p>to their school of choice.</p> <ul style="list-style-type: none">• Parents have individual deadlines they must meet for financial aid, applications, and interview scheduling to ensure their scholar is eligible for consideration at various high schools.• Consistent, timely communication with Link's HSP Director (from both scholars and their families) is NECESSARY for successful high school placement.	<p>eye contact; firm handshake; greeting etiquette; tone and clarity of voice.</p> <ul style="list-style-type: none">• Navigating online platforms to fill out high school enrollment applications and scholarship applications.• Communicating with parents, teachers, and other stakeholders effectively via email for matters related to high school applications and enrollment.• Setting real-world deadlines tailored to their unique goals for High School Enrollment, including but not limited to: application submissions, teacher recommendations, interviews, and financial aid and Scholarship opportunities.• Collaborating with parents and Link Staff to schedule and attend interviews and school visits.

ATTACHMENTS

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 HSP Unit Plan: 8th Q1

Unit 3: 8th Grade Quarter 1

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Lesson 1: High School Night Prep</p> <p><i>Note: This is time sensitive (High School Night traditionally occurs on the Third Tuesday of September).</i></p> <ul style="list-style-type: none">- Students will be introduced to the purpose of High School Night, the schools in attendance, and the role and responsibility of students and families at the event.- Students will review protocols for interviewing admissions directors and school recruiters, proper attire for the occasion, and timing.- Students will review appropriate interview skills using mock interviews with their teacher and “speed-dating” style student interviews. Students will model and practice appropriate greeting etiquette; eye-contact; posture; tone and clarity of voice to be used throughout the interview.- Students will collaboratively research and develop interview questions to ask recruiters about high schools of interest, their programs, and admissions process.- Classes will review “after interview etiquette,” including but not limited to: final statements and expression of interest in the institution; verbal thank you and hand shake; and thank-you notes, written in the days following. <p>Lesson 2: High School Applications, Interview Prep, and Test Prep</p> <p>Classes will learn about the process & requirements for most applications.</p> <p>Throughout the application process, students will learn and develop effective means of managing and meeting important application deadlines (e.g. personal timelines; to-do lists, use of calendars).</p> <p>Through small group simulation, students will practice crafting responses to sample short answer questions and essay questions seen on applications.</p> <p>As students begin their applications to high schools of choice, they will share their login information with Mr. Silver- <i>just in case</i>.</p> <p>Finally, students will begin to submit recommendation requests from their academic teachers and mentors; Mr. Silver will clarify for students when it is appropriate to request a recommendation from content area teachers, and when they should request recommendations from former teachers and outside mentors.</p> <p>Lesson 3: Parent Conferences with HSP Director</p> <p>In order for Link to provide students with individualized</p>

Unit 3: 8th Grade Quarter 1

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	<p>assistance in applying to specialized high schools, each student's family <u>must</u> schedule an individual conference with Mr. Silver before October 15.</p> <p>During a conference Mr. Silver, the scholar, and their family will:</p> <ol style="list-style-type: none">1. Create a High School List for each student (all schools they plan to apply to, made collaboratively with families and Mr. Silver)2. Emphasize the importance of email communication and regularly checking for and responding to high school related emails in a timely manner (from Mr. Silver and prospective institutions). This is critical for a successful transition to choice schools.3. Set a realistic and deliverable timeline for parent responsibilities for the High School Placement process. This will differ by student, and is dependent on the deadlines relevant to their schools of interest, financial need, involvement in NJ SEEDs or Wight Foundation, and academic history.<ul style="list-style-type: none">◦ Parent Responsibilities include: Questionnaires, High School Apps, Scholarship Apps, and other student or program-specific needs.4. Determine next steps for students and families in the application process, and if another conference is required.
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Note: HSP Classes meet one to two times per week for two quarters in 7th and 8th grade; each unit takes place over 10-15 class periods. Additionally, because the high school admissions process is so personalized, components of each unit will occur at the same time: For example, one student may need to use independent work time to complete recommendation requests, while another may need to research financial aid and scholarship programs for the same school. Some Key Learning Events will be repeated when appropriate because they occur throughout multiple lessons or units.

Unit Length: 10 Days

Day 1-4: High School Night Preparation.

Day 5-10: High School Applications, Interview Prep, and Test Prep.

Throughout Unit: Parent Conferences with HSP Director occur during and outside of class time.

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - *Last Updated on July 26, 2021*

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS



Differentiated_Instruction_Document_.pdf

Unit 4: 8th Grade Quarter 2

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STANDARDS ADDRESSED

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unit 4: 8th Grade Quarter 2

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DESIRED RESULTS

Established Goals

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Through small group and independent research, students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs, and help students establish personalized criteria for program selection. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Transfer

Students will be able to independently use their learning to set SMART goals for the high school application process unique to their schools of interest/ program requirements, and use class time to help them accomplish them; and to collaboratively with their families and teachers to apply to high schools of their choice, both during and out of class.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">Continued from Unit 3: Interviews, entrance exams, and online applications are a necessary element of the high school admissions process, that allow admissions offices to get to know scholars as a whole.Interviews are a necessary element of the high school admissions process, that allow interviewers to get to know scholars as a whole.Scholarship and Financial Aid Programs make it possible for a wide variety of students and their families to attend their schools of choice, each having different offerings and requirements unique to both the institution and students applying.	<p>Students will keep considering...</p> <ul style="list-style-type: none">How can interviews and entrance exams have positive and/or negative impacts on my overall application?<ul style="list-style-type: none">How can scholars prepare ahead of time for entrance exams and interviews?How do I navigate the applications of different types of schools?What documents are necessary for complete high school applications, and how do I acquire them?What steps are necessary for me to gain entrance into the high school of my choice?<ul style="list-style-type: none">How can interviews have positive and/or negative

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

Meaning	
	<p>impacts on my overall application?</p> <ul style="list-style-type: none">◦ How can scholars prepare ahead of time for entrance exams and interviews?• What financial assistance will my family need in order to enroll at my school of choice, and what programs and scholarships are available to me to help?<ul style="list-style-type: none">◦ What scholarship and financial aid programs are offered by my schools of choice, and how do I ensure I am a candidate for them?◦ How do I locate and apply for credible independent scholarships from trusts, foundations, and other third party institutions?◦ How do I navigate and complete scholarship and financial aid applications?


Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Continued from Unit 3: Entrance Exams, Online Applications, Teacher Recommendations and Interviews are used to determine admissions eligibility and course placement at various high schools. Each school has their own admissions requirements (example: requiring the HSPT/COOP Exam, SSAT, or other independent tests).• Interviews are scheduled with admissions officers at schools of interest, and give interviewers a view of the "whole scholar." They are used to determine admissions eligibility and course placement at various high schools.• Scholarship and Financial Aid Programs available to	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Applying, and practicing test-taking strategies, in mock exams in the HSP course and in other subject areas.• Communicating with teachers and mentors to acquire Teacher Recommendations.• Setting and meeting self-determined deadlines tailored to their high school application requirements.• Applying proper "interview etiquette" in practice and real world settings, including: prepared responses; eye contact; firm handshake; greeting etiquette; tone and clarity of voice.• Navigating online platforms to fill out high school enrollment applications and scholarship applications.

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

Acquisition	
students are unique dependent on their schools of interest, academics, extracurriculars, family background, financial needs, and student profile; not all programs will serve each student, but all students are eligible for some programs.	<ul style="list-style-type: none">• Collaborating with parents, teachers, and peers to schedule and practice for high school placement interviews.• Applying proper "interview etiquette" in practice and real world settings, including: prepared responses; eye contact; firm handshake; greeting etiquette; tone and clarity of voice.• Determining their eligibility for financial aid and scholarship programs.• Meeting self-determined deadlines tailored to real-world program requirements.• Communicating with teachers, families, and other stakeholders to submit necessary program documentation.

ATTACHMENTS

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 HSP Unit Plan: 8th Q2

Unit 4: 8th Grade Quarter 2

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Lesson 1: Interview Preparation</p> <ul style="list-style-type: none">Students will learn about and practice appropriate interview skills using mock interviews with their teacher and “speed-dating” style student interviews. Students will model and practice appropriate greeting etiquette; eye-contact; posture; tone and clarity of voice to be used throughout the interview.Students will collaboratively research and develop interview questions to ask admissions directors about high schools of interest, their programs, and admissions process.Classes will review “after interview etiquette,” including but not limited to: final statements and expression of interest in the institution; verbal thank you and hand shake; and thank-you notes, written in the days following.Students will spend time in-class preparing for each interview independently, but are also encouraged to do so ahead of time at home.Depending on the time and date of each interview, students and families must let Link’s main office know if students will miss school in order to attend (doing so will allow their absence to be excused). <p>Lesson 2: High School Applications</p> <p><i>Note: Applications happen on a rolling basis, with different deadlines dependent on school; this is a continuation of concepts from Unit 3..</i></p> <p>Throughout the application process, students will learn and develop effective means of managing and meeting important application deadlines (e.g. personal timelines; to-do lists, use of calendars).</p> <p>Through small group simulation, students will practice crafting responses to sample short answer questions and essay questions seen on applications.</p> <p>Finally, students will begin to submit recommendation requests from their academic teachers and mentors; Mr. Silver will clarify for students when it is appropriate to request a recommendation from content area teachers, and when they should request recommendations from former teachers and outside mentors.</p> <p>Students and their families will work together to complete high school applications and parent questionnaires before</p>

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

	<p>established deadlines, following checklists made with Mr. Silver during Parent Conferences.</p> <p>Lesson 3: Scholarships and Financial Aid</p> <p>Scholarship Applications</p> <ul style="list-style-type: none">• Students will differentiate between academic and financial scholarships and the importance of pursuing these opportunities as another source of financial aid.• Classes will also identify the differences between scholarships, financial aid packages, and private loans. Students will review the scholarship application requirements (like gpa or athletic contingencies) carefully before making the decision to apply.• As needed, students will make additional recommendation requests to teachers dependent on scholarship application requirements. <p>Financial Aid Applications</p> <ul style="list-style-type: none">• As students complete their applications, families will aid their scholars in filling out financial aid applications for each program.• Families are expected to keep the deadlines for their preferred programs in mind as they complete each application. Financial Aid applications are included within the timelines each family set with Mr. Silver during their Parent conference, and should be completed within the window agreed upon to ensure the best possible outcome for their scholar.• Additionally, parents and guardians should communicate frequently with Mr. Silver throughout the process. This includes regularly checking and responding to high-school related emails from Mr. Silver and prospective institutions in a timely manner.
	<p>Other Evidence:</p>

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Note: HSP Classes meet one to two times per week for two quarters in 7th and 8th grade; each unit takes place over 10-15 class periods. Additionally, because the high school admissions process is so personalized, components of each unit will occur at the same time: For example, one student may need to use independent work time to complete recommendation requests, while another may need to research financial aid and scholarship programs for the same school. Some Key Learning Events will be repeated when appropriate because they occur throughout multiple lessons or units.

Unit Length: 8 Days

Day 1-3: Interview Preparation and High School Applications (differentiated based on student need)


Day 4: Scholarship and Financial Aid Programs (All Students)

Day 5-8: High School Applications, Scholarship and Financial Aid Programs (differentiated based on student need)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Link Community Charter School
Board of Trustees
Governance Committee Report
March 09, 2022

Attendees: B. Daughtry, M. Paradiso, D. Paczkowski, S. Machrone

- ❖ Mrs. Machrone reviewed the policies and regulations that need to be revised/added. These will be presented to the board at the March 14th meeting.
- ❖ Mrs. Paradiso advised of a board member candidate, Mr. Garth Naar, to be nominated at an upcoming board meeting to fill the vacancy left by Mrs. Covington who resigned effective March 31, 2022. Other candidates are being interviewed by Mrs. Daughtry and Mrs. Paradiso to fill vacancies left by other members who will not be returning in 2022-2023.. Current board members will be asked to continue to make recommendations. Candidates may be asked to join board committees.
- ❖ The committee discussed board leadership for 2022-2023, and will offer nominations to the board at the June meeting.
- ❖ Mrs. Machrone presented a proposed timeline for Board Self Evaluations as well as the HOS evaluation to which the committee agreed. She will present the timeline to the board at the March 14th meeting, as well as an overview of the evaluation process and forms.
- ❖ Mrs. Paradiso stated that the request for this year's Financial Disclosures was late. (Usually the request comes at the end of January.) Members should receive an email from the state to complete the disclosure, with the deadline of April 30. Mrs. Paradiso will ask Mrs. Baje to confirm this.
- ❖ Mrs. Paradiso will ask Mrs. Baje to provide members with the information they need to complete this year's Governance training. She suggested members be asked to complete their training by April 30.
- ❖ Mrs. Paradiso asked the committee to recommend that the board approve an additional board meeting on Monday, 03/28/22 to approve the budget for next fiscal year. The state is releasing numbers now and Link probably won't be ready as of March 14th to present the budget to the board. The meeting announcement will also include that other business may be transacted at the meeting.
- ❖ The committee discussed board meeting structure, whether to continue hybrid or return to fully in-person, beyond the April board meeting. The decision will be made in April.

SUMMARY OF POLICY AND REGULATIONS REVISIONS/ADDITIONS FOR THE LCCS BOARD MEETINGS ON MARCH 7, 2022 AND APRIL 18, 2022

- P 2415.05 Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment (Mandated) (Revised)**
This policy, which addresses the issue of a school administering a survey, analysis, etc. funded in whole or in part by a program of the USDOE, has been rewritten to provide additional detail based on Federal Code requirements and replaces the original policy.
- P & R 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries (Mandated) (Revised)**
This policy and regulation have been rewritten to address the revisions in NJ law to include intramural sports along with interscholastic sports and cheerleading programs. In addition, the new law requires schools to implement a graduated, six-step return-to-competition process developed by the CDC, which are incorporated in the regulation guide. The policy and regulation cover Kindergarten through 8th grade at Link. These documents replace the current ones.
- P & R 2622 Student Assessment (Mandated) (Revised)**
This policy has been rewritten to reflect recent revisions in the NJ Administrative Code. Also Strauss Esmay developed a new regulation guide which aligns to the revisions in the code. The NJDOE is implementing an approved English language proficiency assessment for English Language Learners with IEPs. Another change is that the Head of School is now required to report only the final results of the annual assessments to the Board and public.
- P3233 Political Activities (Recommended) (Revised)**
This policy has been revised to change the term “County Board of Chosen Freeholders” to Board of County Commisioners,” based on administrative code revisions. Other minor wording revisions have been included.
- P5541 Anti-Hazing (Mandated) (New)**
A new state law that went into effect on March 1, 2022 requires schools, including middle schools, to adopt an anti-hazing policy. This new policy includes definitions of hazing, reporting, investigations, involvement of law enforcement, and penalties. (If, after investigation, an incident appears to be HIB, the school would conduct a separate investigation for that. Also note that the NJDOE did not provide a lot of detail on investigating incidents, so Strauss Esmay recommends hazing claims be investigated using the same procedures as student code of conduct violations in Policy 5600. If the state releases additional guidance, Strauss Esmay will update the policy accordingly.
- P & R 8465 Bias Crimes and Bias-Related Acts (Mandated) (Revised)**
These have been updated to align with NJ administrative code and the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials addendum regarding bias acts. “Gender identification” and “national origin” have been added to the protected classes. “School property” has been changed to “school grounds.” Reporting to law enforcement is now “prompt” instead of “immediate.” (Note: there are some difference between the code and the MOU. Strauss Esmay has revised the guides to reflect the administrative code.)
- P9560 Administration of School Surveys (Mandated) Revised)**
When Strauss Esmay set up our policies and regulations in 2014, they duplicated P 2415.05 (see above). They are now separating the two documents – 2415.05 addresses Federal law and 9560, State Law. The policy has been re-written based on a new state statute allowing schools to

administer anonymous, voluntary surveys, evaluations, etc. concerning student health, behaviors, and relationship questions but only with parental permission. The new policy includes the process for informing parents and the topics that can be asked.

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Student Surveys, Analysis, ~~and/or~~ Evaluations,
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M

2415.05 STUDENT SURVEYS, ANALYSIS, ~~AND/OR~~ EVALUATIONS, EXAMINATIONS, TESTING, OR TREATMENT

The Protection of Pupil Rights Amendment (PPRA) (20 USC §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education (USDOE). The PPRA requires written consent from parents or the emancipated student the opportunity to opt out of participation in a survey, analysis, evaluation, examination, testing, or treatment funded in whole or in part by a program of the United States Department of Education that concerns one or more of the areas outlined in this Policy.

A. Definitions

“Instructional material” means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments. 20 USC §1232h(c)(6)(A).

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. 20 USC §1232h(c)(6)(B).

“Prior consent” means prior consent of the student, if the student is an adult or emancipated minor or prior written consent of the parent, if the student is an unemancipated minor. 34 CFR §98.4(b).

“Psychiatric or psychological examination or test” means a method of obtaining information, including a group activity, that is not directly related to academic instruction and that is designed to elicit information about attitudes, habits, traits, opinions, beliefs, or feelings. 34 CFR §98.4(c)(1).



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Student Surveys, Analysis, ~~and/or~~ Evaluations,
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“Psychiatric or psychological treatment” means an activity involving the planned, systematic use of methods or techniques that are not directly related to academic instruction and that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group. 34 CFR §98.4(c)(2).

“Research or experimentation program or project” means any program or project in any program that is funded in whole or in part by the Federal Government and is designed to explore or develop new or unproven teaching methods or techniques. 34 CFR §98.3(b).

B. Parents’ or Emancipated Students’ Right to Inspection of Materials -
34 CFR §98.3 and 20 USC §1232(c)

1. All instructional material, including teachers’ manuals, films, tapes, or other supplementary instructional material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program or any research or experimentation program or project shall be available for inspection by the parents of the children engaged in such program or project in accordance with 20 USC §1232h(a) and 34 CFR §98.3(a).
 - a. The district shall provide reasonable access to instructional material within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(C)(ii).
2. The parent shall have the right, upon request, to inspect a survey created by a third party before the survey is administered or distributed to their student pursuant to 20 USC §1232h(c)(1)(A)(i).
 - a. The district shall provide reasonable access to such survey within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(A)(ii).



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Student Surveys, Analysis, and/or Evaluations,
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3. The parent shall have the right, upon request, to inspect any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), before the instrument is administered or distributed to their student pursuant to 20 USC §1232h(c)(1)(F)(i).
 - a. The district shall provide reasonable access to such instrument within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(F)(ii).
- C. Protection of Students' Privacy in Examination, Testing, or Treatment with Prior Consent - 34 CFR §98.4
 1. In accordance with 34 CFR §98.4(a) no student shall be required, as part of any program funded in whole or in part by a program of the USDOE, to submit without prior consent to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning one or more of the following:
 - a. Political affiliations;
 - b. Mental and psychological problems potentially embarrassing to the student or the student's family;
 - c. Sex behavior and attitudes;
 - d. Illegal, anti-social, self-incriminating, and demeaning behavior;
 - e. Critical appraisals of other individuals with whom the student has close family relationships;
 - f. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or



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Student Surveys, Analysis, and/or Evaluations,
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- g. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.
- D. Protections of Students' Rights for Surveys, Analysis, or Evaluation - 20 USC §1232h
 - 1. In accordance with 20 USC §1232h(b) no student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation, without prior consent, that reveals information concerning:
 - a. Political affiliations or beliefs of the student or the student's parent;
 - b. Mental and psychological problems of the student or the student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of other individuals with whom the student has close family relationships;
 - f. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. Religious practices, affiliations, or beliefs of the student or student's parent; or
 - h. Income, (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program).
 - 2. Parents' or Emancipated Students' Right to Opt Out - 20 USC §1232h(c)(2)



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Student Surveys, Analysis, ~~and/or~~ Evaluations,
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- a. The district shall provide notice and offer an opportunity for parents to opt their student out or for emancipated students to opt out of participation in the following activities:
 - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
 - (2) The administration of any survey containing one or more of the items listed in D.1. above.
 - (3) Any nonemergency, invasive physical examination or screening that is:
 - (a) Required as a condition of attendance;
 - (b) Administered by the school and scheduled by the school in advance; and
 - (c) Not necessary to protect the immediate health and safety of the student, or of other students.
 - b. The district shall directly notify parents at least annually at the beginning of the school year of the specific or approximate dates during the school year when activities described in D.2.a. above are scheduled or expected to be scheduled in accordance with 20 USC §1232h(c)(2)(B).
3. Exceptions – 20 USC §1232h(c)(4)
- a. The provisions of 20 USC §1232h do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:



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Student Surveys, Analysis, ~~and/or~~ Evaluations,
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- (1) College or other postsecondary education recruitment, or military recruitment in accordance with Policy 9713;
- (2) Book clubs, magazines, and programs providing access to low-cost literary products;
- (3) Curriculum and instructional materials used by schools in the district;
- (4) Tests and assessments used by schools in the district to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- (5) The sale by students of products or services to raise funds for school-related or education-related activities; and
- (6) Student recognition programs.

b. The provisions of this Policy:

- (1) Shall not be construed to preempt applicable provisions of New Jersey law that require parental notification; and
- (2) Do not apply to any physical examination or screening that is permitted or required by an applicable New Jersey law, including physical examinations or screenings permitted without parental notification.



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Student Surveys, Analysis, ~~and/or~~ Evaluations,
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4. Policy Adoption or Revision – 20 USC §1232h(c)(2)(A)(i)

The district shall provide this Policy to parents and students at least annually at the beginning of the school year, and provide notice within a reasonable period of time after any substantive change is made to this Policy.

E. Student Privacy – 20 USC §1232h and 34 CFR §98

The district shall ensure a student's privacy is protected regarding any information collected in accordance with this Policy.

F. Violations of the PPRA – 20 USC §1232h and 34 CFR §98

Parents or students who believe their rights under PPRA may have been violated may file a complaint with the USDOE.

In addition to the provisions of 20 USC §1232h, 34 CFR §98, and this Policy, the Head of School or designee shall ensure compliance with the provisions of N.J.S.A. 18A:36-34 and Policy 9560 – Administration of School Surveys before students are required to participate in any academic or nonacademic survey, assessment, analysis, or evaluation.

The Protection of Pupil Rights Amendment (PPRA)

20 USC §1232h

34 CFR Part 98

Elementary and Secondary Education Act of 1965 (20 USC 2701 et seq.) as
amended by the Every Student Succeeds Act

N.J.S.A 18A:36-34

Adopted:



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD

2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

M

A concussion is a traumatic brain injury caused by a ~~direct or indirect~~ blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, ~~problem solving, planning, memory, and behavioral problems~~. In order to ensure the safety of students that participate in athletic ~~competition~~, interscholastic athletics and cheerleading programs, it is imperative that student athletes, cheerleaders, coaches and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student athlete or cheerleader to return to ~~athletics~~ play before recovering from a concussion increases the chance of a more serious brain injury.

~~Every school that participates in interscholastic athletics or cheerleading programs is required to adopt a policy concerning the prevention and treatment of sports related concussions and other head injuries among student athletes and cheerleaders in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. For the purpose of this Policy, "interscholastic athletics" athletic competition shall include middle school interscholastic athletic programs where school teams or squads play teams or squads from other schools, intramural athletic programs within a school, and any cheerleading program or activity in the school. ,shall be fifth through eighth grade school sponsored athletic programs where teams or individuals compete against teams or individuals from other schools or school schools. For the purpose of this Policy, "cheerleading program" shall be fifth through eighth grade school sponsored cheerleading programs.~~

The school will adopt an ~~Interscholastic Athletic and Cheerleading Head Injury Training Program~~ athletic head injury safety training program to be completed by the school physician, any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse. ~~to be completed by the team or school physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport or cheerleading program, designated school nurses, and other appropriate school personnel as designated by the Head of School.~~ This training program shall be in accordance with guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.2.

~~The Principal or designee~~ The school shall annually distribute the NJDOOE-developed New Jersey Department of Education Concussion and Head Injury fact sheet regarding sports-related concussions and other head injuries to all parents of students participating in any athletic competition or practice and shall obtain a signed acknowledgment of the



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD

receipt of the fact sheet by the student and their parent in accordance with N.J.S.A. 18A:40-41.2(c) and Parent/Guardian Acknowledgement Form to every student athlete who participates in interscholastic sports and every cheerleader who participates in a cheerleading program. The Principal or designee shall obtain a signed acknowledgement of the receipt of the Fact Sheet by the student athlete or cheerleader's parent and keep on file for future reference.

Prevention of a sports related concussion and head injuries is an important component of the school's program. The school may require pre season baseline testing of all student athletes and cheerleaders before the student begins participation in an interscholastic athletic or cheerleading program.

Any student athlete or cheerleader who exhibits the signs or symptoms of a sports related concussion or other head injury during practice or competition shall be immediately removed from play and may not return to play that day. Emergency medical assistance shall be contacted when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed. If available when the student athlete or cheerleader is exhibiting signs or symptoms, the student will be evaluated by the school or team physician. The Principal or designee shall contact the student's parent and inform the parent of the suspected sports related concussion or other head injury.

Possible signs of a concussion can be observed by any school staff member or the school or team physician. Any possible symptoms of a concussion can be reported by the student athlete or cheerleader to: coaches; licensed athletic trainer; school or team physician; school nurse; and/or parent. The Principal or designee shall provide the student athlete or cheerleader with Board of Trustees approved suggestions for management/medical checklist to provide to their parent and physician or other licensed healthcare professional trained in the evaluation and management of sports related concussions and other head injuries.

A student who participates in an athletic competition or practice and who sustains or is suspected of sustaining a concussion or other head injury shall be immediately removed from athletic competition or practice. A student removed from athletic competition or practice shall not participate in further athletic competition or practice until they are evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to athletic competition or practice; and the student returns to regular school activities and is no longer experiencing symptoms of the injury when conducting those activities in accordance with N.J.S.A. 18A:40-41.4.



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

The return of a student to athletic competition or practice shall also be in accordance with the graduated, six-step “Return to Play Progression” recommendations and any subsequent changes or other updates to these recommendations as developed by the Centers for Disease Control and Prevention (CDC). The Board shall revise this Policy and Regulation 2431.4 whenever the CDC changes or otherwise updates the “Return to Play Progression” recommendations.

The school shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school proof of an insurance policy in the amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with the school’s Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

This Policy and Regulation 2431.4 shall be reviewed and approved by the school physician and shall be reviewed annually, and updated as necessary, to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussion and other head injuries in accordance with N.J.S.A. 18A:40-41.3..

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.3;
18A:40-41.4; 18A:40-41.5

Adopted:



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PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

M

A concussion is a traumatic brain injury caused by a ~~direct or indirect~~ blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. Allowing a student-~~athlete or cheerleader~~ to return to athletic competition or practice play before recovering from a concussion increases the chance of a more serious brain injury ~~that can result in severe disability and/or death.~~ The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 ~~et seq.~~ and Policy 2431.4.

A. ~~Athletic/Interscholastic Athletic/Cheerleading Program~~ Head Injury Safety Training Program

- ~~1. 1. —~~ The school will adopt an ~~Interscholastic~~ an athletic head Athletic/Cheerleading Program Head i Injury t Training p Program.
- ~~2. The training program shall to be completed by the school or team physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport or cheerleading program, designated school nurses, and other appropriate school personnel as designated by the Head of School. Any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse.~~
- ~~32. This t~~ Training p Program shall be in accordance with the guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41. ~~21 et seq.~~

B. Prevention

1. The school may require pre-season baseline testing of all students ~~s-athletes and cheerleaders~~ before the student begins participation in an athletic competition or practice ~~interscholastic athletic program or activity or cheerleading program.~~ The baseline testing program shall be reviewed and approved by the school ~~or team~~ physician trained in the evaluation and management of sports-related concussions and other head injuries.

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PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

2. The Principal or designee will review educational information for students participating in athletic competition or practice-athletes and cheerleaders on prevention of concussions.

3. All school staff members, students participating in athletic competitions or practice-athletes, cheerleaders, and parents of students participating in athletic competition or practice-athletes and cheerleaders shall be informed through the distribution of the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.

C. Signs or Symptoms of Concussion or Other Head Injury

1. Possible signs of concussions can be observed by coaches, ~~licensed~~ athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to, the student-athlete or cheerleader:
 - a. Appears dazed, stunned, or disoriented;
 - b. Forgets plays, or demonstrates short-term memory difficulty;
 - c. Exhibits difficulties with balance or coordination;
 - d. Answers questions slowly or inaccurately; and/or
 - e. Loses consciousness.
2. Possible symptoms of concussion shall be reported by the students participating in athletic competition or practice-athlete or cheerleader to coaches, ~~licensed~~ athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion are, but not limited to:
 - a. Headache;
 - b. Nausea/vomiting;
 - c. Balance problems or dizziness;



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PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

- d. Double vision or changes in vision;
 - e. Sensitivity to light or sound/noise;
 - f. Feeling sluggish or foggy;
 - g. Difficulty with concentration and short-term memory;
 - h. Sleep disturbance; or
 - i. Irritability.
- D. ~~Emergency~~ Medical Attention for a Student Suspected of a Concussion or Other Head Injury
1. ~~Any~~ student who participates in athletic competition or practice and who sustains or is suspected of having sustained a ~~athlete or cheerleader who is exhibiting the signs or symptoms of a sports-related~~ concussion or other head injury while engaged in ~~during~~ practice or athletic competition shall immediately be removed from athletic competition or practice. ~~play and activities and may not return to the practice or competition that day.~~
- ~~2.~~ a. A ~~The school~~ staff member supervising the student during the athletic competition or practice ~~athlete or cheerleader when the student is exhibiting signs or symptoms of a sports-related concussion or other head injury~~ shall immediately contact the school physician, athletic trainer, or school nurse to examine the student. ~~emergency medical assistance when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed.~~
- (1) The school physician, athletic trainer, or school nurse shall determine if the student has sustained or may have sustained a concussion or other head injury. The school physician, athletic trainer, or school nurse shall
- ~~a. In the event the school or team physician is available when the student athlete or cheerleader is exhibiting signs or~~

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LINK COMMUNITY CHARTER SCHOOL BOARD OF EDUCATION

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PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

~~symptoms of a sports-related concussion or other head injury, the physician may determine if make the determination to call emergency medical responderd shall be called to athletic competition or practice.assistance.~~

~~(2) In the event the school physician, athletic trainer, or school nurse determine the student did not sustain a concussion or other head injury, the student sha;; not be permitted to particaipte in any further athelic competition or practice until written medical clearance is provided in accordance with E. below.~~

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- ~~23. The school-staff member supervising a the student who has been athlete or cheerleader when the student is exhibiting signs or symptoms of a sports-related concussion or other head injury during practice or competition shall report the occurrence to the Principal or designee. The Principal or designee shall contact the student's parent and inform the parent of the suspected sports-related concussion or other head injury.~~

E. ~~Sustained Concussion or Other Head Injury~~

- ~~1. A student athlete or cheerleader who participates in interscholastic athletics or cheerleading program and who sustains or is suspected of sustaining a concussion or other head injury shall immediately be removed from practice or competition and shall be required to have a medical examination conducted by their physician or licensed health care provider. The student's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.~~
- ~~2. The student athlete or cheerleader suspected of sustaining a concussion or other head injury shall be provided a copy of Board of Trustees Policy and Regulation 2431.4 and a copy of Board of Trustees approved suggestions for management/medical checklist to provide to their parent and their physician or licensed health care professional.~~
- ~~3. The student athlete or cheerleader's physician must provide to the school, upon the completion of a medical examination, a written medical release/clearance when the student is able to return to the activity. The release/clearance must indicate:~~

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- a. ~~The medical examination determined the injury was not a concussion or other head injury, the student is asymptomatic at rest, and the student may return to the interscholastic athletic or cheerleading activity; or~~
-
- b. ~~The medical examination determined the injury was a concussion or other head injury, the student is asymptomatic at rest, and can begin the graduated return to competition and practice protocol outlined in F. below.~~
-
- ~~A medical release/clearance not in compliance with this requirement will not be accepted. The student athlete or cheerleader may not return to the activity or begin the graduated return to competition and practice protocol until he/she receives a medical evaluation and provides a medical clearance/release that has been reviewed and approved by the school or team physician.~~
-
- 4. ~~Complete physical, cognitive, emotional, and social rest is advised while the student is experiencing symptoms and signs of a sports related concussion or other head injury. (Minimize mental exertion, limit over-stimulation and multi-tasking, etc.)~~

E. Medical Examination and Written Medical Clearance

- 1. A student who was removed from athletic competition or practice in accordance with D.1. shall not participate in further athletic competition or practice until:
 - a. The student is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions;
 - b. The student receives written medical clearance from a physician trained in the evaluation and management of concussions to return to competition or practice; and
 - c. The student returns to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.



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2. The student's written medical clearance from a physician must indicate a medical examination has determined:
 - a. The student's injury was not a concussion or other head injury, the student is asymptomatic at rest, and the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
 - b. The student's injury was a concussion or other head injury and the student's physician will monitor the student to determine when the student is asymptomatic at rest and when the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.
 3. The student's written medical clearance must be reviewed and approved by the school physician.
 4. The student may not begin the graduated return to athletic competition and practice protocol in F. below until the student receives a medical examination and provides the required written medical clearance.
 5. A written medical clearance not in compliance with the provisions of E. will not be accepted.
- F. Graduated Return to Athletic Competition and Practice Protocol
1. The return of a student to athletic competition and practice shall be in accordance with the graduated, six-step "Return to Play Progression" recommendations and any subsequent changes or updates to those recommendations as developed by the Centers for Disease Control and Prevention.
 - a. Back to Regular Activities (Such as School)

The student is back to their regular activities (such as school) and has the green-light from the student's physician approved by the school physician to begin the return to play process. A student's return to regular activities involves a stepwise process. It starts with a few days of rest (two-

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three days) and is followed by light activity (such as short walks) and moderate activity (such as riding a stationary bike) that do not worsen symptoms.

b. Light Aerobic Activity

Begin with light aerobic exercise only to increase the student's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weight lifting at this point.

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Prevention and Treatment of Sports-Related
Concussions and Head Injuries

c. Moderate Activity

Continue with activities to increase the student's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, and/or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

d. Heavy, Non-Contact Activity

Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, and/or non-contact sport-specific drills (in three planes of movement).

e. Practice and Full Contact

The student may return to practice and full contact (if appropriate for the athletic competition) in controlled practice.

f. Athletic Competition

The student may return to athletic competition or practice.



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2. It is important for a student's parent(s) and coach(es) to watch for concussion symptoms after each day's "Return to Play Progression" activity. A student should only move to the next step if they do not have any new symptoms at the current step.
3. If a student's symptoms return or if they develop new symptoms, this is a sign that a student is pushing too hard. The student should stop these activities and the student's health care provider should be contacted. After more rest and no concussion symptoms, a student can start at the previous step if approved by the student's healthcare provider and provides written medical clearance to the school physician.
- ~~1. Upon the school physician's acceptance of the written medical release/clearance, the student athlete or cheerleader may begin a graduated return to competition and practice protocol supervised by a licensed athletic trainer, school or team physician, or designated school nurse trained in the evaluation and management of concussions and other head injuries. The following steps shall be followed:
 - Step 1 Completion of a full day of normal cognitive activities (attendance at school, studying for tests, watching practice, interacting with peers, etc.) without re-emergence of any signs or symptoms. If there is no return of signs or symptoms of a concussion, the student athlete or cheerleader may advance to Step 2 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student shall be required to have a re-evaluation by their physician or licensed healthcare provider. The student shall not be permitted to begin the graduated return to competition and practice protocol until a medical clearance, as required in E.3. above, is provided and approved by the school or team physician.~~
- ~~-~~
- ~~Step 2 Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity less than 70% maximum percentage heart rate. There shall be no resistance training. The objective of this Step is increased heart rate. If there is no return of any signs or symptoms of a concussion, the student athlete or cheerleader may advance to Step 3 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student shall return to Step 1.~~
- ~~-~~

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~~Step 3—Sport specific exercise including skating and/or running. There shall be no head impact activities. The objective of this Step is to add movement and continue to increase the student athlete or cheerleader's heart rate. If there is no return of any signs or symptoms of a concussion, the student may advance to Step 4 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student shall return to Step 2.~~

~~Step 4—Non contact training drills such as passing drills, agility drills, throwing, catching, etc. The student athlete or cheerleader may initiate progressive resistance training. If there is no return of any signs or symptoms of a concussion, the student may advance to Step 5 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student shall return to Step 3.~~

~~Step 5—The student's medical condition, upon completing Step 4 with no return of any signs or symptoms of a concussion, shall be evaluated for medical clearance based upon consultation between the school's licensed athletic trainer, school or team physician, designated school nurse, and the student's physician. After this consultation and upon obtaining written medical release/clearance approved by the school or team physician, the student may participate in normal training activities. The objective of this Step is to restore the student's confidence and for the coaching staff to assess the student's functional skills. If there is no return of any signs or symptoms of a concussion, the student may advance to Step 6 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur or if the student does not obtain medical release/clearance to proceed to Step 6, the school or team physician, in consultation with the student's physician, shall determine the student's return to competition and practice protocol.~~

~~Step 6—Return to play involving normal exertion or game activity. If the student exhibits a re-emergence of any concussion signs or symptoms once he/she returns to physical activity, he/she will be removed from further activities and returned to Step 5.~~

- G. Temporary Accommodations for Students Participating in Athletic Competition ~~Athletes and Cheerleaders~~ with Sports-Related Head Injuries

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PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

1. ~~Rest is the best "medicine" for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.~~
-
2. ~~Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a student is sensitive to light/sound, can slow a student's recovery. In accordance with the Centers for Disease Control's toolkit on managing concussions, the Board of Trustees may look to address the student's cognitive needs in the following ways. Students who return to school after a concussion may need to:~~
 1. ~~The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.~~
 2. ~~To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a student is sensitive to light/sound can slow a student's recovery. The Principal or designee may look to address the student's cognitive needs as described below. Students who return to school after a concussion may need to:~~
 - a. Take rest breaks as needed;
 - b. Spend fewer hours at school;
 - c. Be given more time to take tests or complete assignments (all courses should be considered);



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- d. Receive help with schoolwork;
- e. Reduce time spent on the computer, reading, and writing; and/or
- f. Be granted early dismissal from class to avoid crowded hallways.

Adopted: 10 November 2014



2622 STUDENT ASSESSMENT (M)

M

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments are utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

The Commissioner of Education, in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may implement assessments of student achievement in any grade(s) and by such assessments as he or she deems appropriate. ~~The system and related schedule of Statewide assessments shall be approved by the New Jersey State Board of Education.~~ The school district shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments pursuant to N.J.A.C. 6A:8-4.1(c) and (d). ~~The Commissioner shall report to the State Board of Education the results of such assessments.~~ The school district shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments pursuant to N.J.A.C. 6A:8-4.1 (c) and (d).

~~The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLs). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLs at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLs.~~

~~State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.~~



Pursuant to N.J.A.C. 6A:8-4.1~~(b)~~ and (c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. ~~There is no provision for a student to opt out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make up testing dates for students who missed the initial testing date.~~ The school district will provide accommodations or modifications to the Statewide assessment system in accordance with the provisions of N.J.A.C. 6A:8-4.1(d).

~~Statewide Assessment System~~

~~The Head of School shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.~~

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~~The Board of Trustees shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five and the middle school assessment component for grades six through eight end-of-course assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through 8 of the Statewide assessment schedule.~~

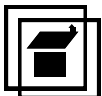
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~~The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLs consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade five.~~

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~~The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.~~

~~The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native language, when available,~~



~~and/or English. The Board of Trustees shall have the option for a first year ELL of substituting a Department of Education approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.~~

~~The Board of Trustees shall ensure~~ Students with disabilities as defined in N.J.A.C. 6A:14-1.3 **shall** participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10. **The school district shall administer the alternative State assessment for students with disabilities in accordance with provisions of N.J.A.C. 6A:9-4.1 (d).**

The school district shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(a)6, (f), (g), (h), or (i), as applicable.

The school district shall maintain an accurate record of each student's performance on Statewide assessments and maintain for every student a ninth grade through graduation transcript in accordance with the provisions of N.J.A.C. 6A:8-4.2(d). The Superintendent shall report assessment results to the public and provide educators, parents, and students with assessment results in accordance with the provisions of N.J.A.C. 6A:8-4.3.

~~At specific times prescribed by the Commissioner of Education, the Board of Trustees shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement the alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(e)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.~~

~~Test Administration Procedures and Security Measures~~

~~The Board of Trustees shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school. All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Head of School or designee.~~

~~Documentation of Student Achievement~~



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~~The Department of Education shall provide the Head of School with documentation of student performance after each test administration in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). Information regarding individual student test scores shall only be released in accordance with Federal and State law.~~

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~~The Board of Trustees shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.~~

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~~The Board of Trustees shall maintain an accurate record of each student's performance on Statewide assessments.~~

~~Accountability~~

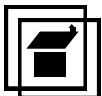
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~~The Head of School shall report preliminary and final results of annual assessments to the Board of Trustees within sixty days of receipt of information from the New Jersey Department of Education, pursuant to N.J.A.C. 6A:8-4.3(a). The Board of Trustees will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.23. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the NJSLs as measured by the Statewide assessment system.~~

~~Annual Review and Evaluation of School Districts~~

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~~The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.~~

~~Public Reporting~~

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~~In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLs as measured by the Statewide assessment system by publishing and distributing the Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board of Trustees on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students.~~



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~~In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.~~

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Parental Notification

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~~Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.~~

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

~~N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7;
6A:14-4.10~~

N.J.S.A. 18A:7C-1 et seq.; 18A:7E-2; 18A:7E-3

N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7; 6A:14-4.10

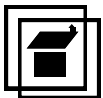
Adopted: 10 November 2014

Revised: 8 June 2015

Revised: 12 September 2016

Revised: 08 May 2017

Revised: 31 August 2020



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R 2622 STUDENT ASSESSMENT

A. Statewide Assessment System – N.J.A.C. 6A:8-4.1

1. The school district shall, according to a schedule prescribed by the Commissioner of Education, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school assessment component; and the alternative State assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.
2. Pursuant to N.J.A.C. 6A:8-4.1(c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner of Education pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled.
 - a. The school district shall provide all appropriate accommodations or modifications to the Statewide assessment system as specified by the New Jersey Department of Education (NJDOE) for English language learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as specified in a student's Individualized Education Program (IEP) or 504 plan in accordance with N.J.A.C. 6A:8-4.1(d)1.
 - (1) The school district may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English.



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- (2) The school district shall have the option for a first-year ELL of substituting a NJDOE-approved language proficiency test only for the English language arts component of the Statewide assessment, when the student has entered the United States after June 1 of the calendar year prior to the test administration.
 - b. The school district shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.
 - c. At specific times prescribed by the Commissioner of Education, the school district shall administer the alternative State assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities in accordance with N.J.A.C. 6A:8-4.1(d)3.
 - d. The school district shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(a)6, (f), (g), (h), or (i), as applicable.
3. Test Administration Procedures and Security Measures
- a. The school district shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district.
 - b. All Statewide assessments shall be administered in accordance with the NJDOE's required test administration procedures and security measures.
 - c. Any breach of such procedures or measures shall be immediately reported to the Head of School or designee.



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B. Documentation of Student Achievement – N.J.A.C. 6A:8-4.2

1. After each test administration, the NJDOE shall provide the Head of School the following:
 - a. Rosters of student performance in each content area;
 - b. Individual student reports; and
 - c. School and school district summary data, including school and school district means, numbers tested, and percent achieving at each performance level.
 - (1) The school district summary data shall be aggregated and disaggregated, and school summary data shall be disaggregated, for students with disabilities as defined in N.J.A.C. 6A:14-1.3 and for ELLs.
2. The school district shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.
3. The school district shall maintain an accurate record of each student's performance on Statewide assessments.
4. The school district shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:
 - a. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth at N.J.A.C. 6A:8-5.1(a)6;
 - b. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);
 - c. Evidence of instructional experience and performance in the New Jersey Student Learning Standards (NJSLS);
 - d. Evidence of technological literacy;



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- e. Evidence of career education instructional experiences and career development activities;
- f. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in NJDOE-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and
- g. Any other information deemed appropriate by the school district.

C. Accountability – N.J.A.C. 6A:8-4.3

- 1. The Head of School shall report final results of annual assessments to the Board and members of the public at a public meeting within sixty days of receipt of the information from the NJDOE.
- 2. The Head of School shall provide educators, parents, and students with results of annual assessments as required under N.J.A.C. 6A:8-4.2(a) and B.1. above, within thirty days of receipt of information from the NJDOE.
- 3. The school district shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on the Statewide or local assessments.
- 4. All students shall be expected to demonstrate the knowledge and skills of the NJSLS as measured by the Statewide assessment system.

D. Annual Review and Evaluation of School Districts – N.J.A.C. 6A:8-4.4

- 1. The NJDOE shall review the performance of schools and school districts by using a percent of students performing at the proficient level as one measure of annual measurable objective (AMO) and incorporating a progress criterion indicative of systemic reform.



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Student Assessment

- a. The review shall include the performance of all students, including students with disabilities as defined by N.J.A.C. 6A:14-1.3, students from major racial and ethnic groups, economically disadvantaged students, and ELLs.
- b. The review shall take place at each grade level in which Statewide assessments are administered, using the AMO targets.

E. Public Reporting – N.J.A.C. 6A:8-4.5

1. In accordance with the requirements of N.J.A.C. 6A:8-4.5, the NJDOE shall report annually to the New Jersey State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLS as measured by the Statewide assessment system by publishing and distributing the NJDOE's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5.
2. After each test administration, the NJDOE shall report to the Board on the performance of all students and of student subgroups.

F. Parental Notification

Parents shall be informed of the school district assessment system and of any special tests that are to be administered to their children.

Adopted:



3233 POLITICAL ACTIVITIES

The Board of Trustees recognizes and encourages the right of all citizens, including teaching staff members, to engage in political activity. ~~However, t~~The Board prohibits the use of school grounds premises and school time, ~~however,~~ for partisan political purposes.

The Board establishes the following guidelines to govern teaching staff members in their political activities:

1. A teaching staff member shall not engage in political activity on school grounds premises unless permitted in accordance with Board Policy No. 7510 - Use of School Facilities and/or applicable Federal and State laws;
2. A teaching staff member shall not post political circulars or petitions on school grounds premises nor distribute such circulars or petitions to students nor solicit campaign funds or campaign workers on school grounds premises;
3. A teaching staff member shall not display any material that would tend to promote any candidate for office on an election day on in a school grounds facility that is used as a polling place;
4. A teaching staff member shall not engage in any activity in the presence of students while on school grounds property, which activity is intended and/or designed to promote, further or assert a position(s) on labor relations issues.

In accordance with N.J.S.A. 18A:6-8.1., a teaching A-certificated staff member employed by this school who is a member of the Senate or General Assembly of the State of New Jersey shall be entitled to time off from school duties, without loss of pay, during the periods of the teaching staff member's his/her attendance at regular or special sessions of the legislature and hearings or meetings of any legislative committee or commission.

In accordance with N.J.S.A. 18A:6-8.2., a teaching A-certificated staff member employed by this school who is a member of the Board of of County Commisioners Chosen Freeholders of any county of New Jersey shall be entitled to time off from the teaching staff member's his/her duties, without pay, during the periods of his/her the teaching staff member's attendance at regular or special meetings of the Board and of any committee thereof and at such other times as the teaching staff member he/she shall be engaged in



performing the necessary functions and duties of his/her office as a member of the Board of County Commissioners.

No other teaching staff member who holds elective or appointive office is so entitled to time off, except as such time off may be provided for by Board policy or negotiated agreement.

The provisions of this Policy do not apply to the discussion and study of politics and political issues appropriate to the curriculum, the conduct of student elections, or the conduct of employee representative elections.

Nothing in this Policy shall be interpreted to impose a burden on the constitutionally protected speech or conduct of a teaching staff member or student.

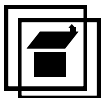
~~N.J.S.A. 11:17-2~~

N.J.S.A. 18A:6-8.1; 18A:6-8.2; 18A:6-8.4; 18A:42-4

N.J.S.A. 19:34-42

Green Township v. Rowe, Superior Court of New Jersey - Appellate Division A-2528-98T5

Adopted: 8 September 2014



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5541 ANTI-HAZING

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Hazing is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. The Board of Trustees prohibits acts of hazing and adopts this Policy against hazing in accordance with N.J.S.A. 18A:37-32.2. The provisions of this Policy apply to the middle school and/or elementary school in the school district.

"Hazing" in a school setting includes, but is not limited to, conduct by an individual(s) who is a member and/or representative of a school-sponsored student organization, club, or athletic team where such individual(s) conditions a student's acceptance as a member into such group on whether the student engages in activities that are humiliating, demeaning, intimidating, and exhausting to the student.

N.J.S.A. 2C:40-3.a. indicates hazing may also include, but is not limited to, the conduct outlined below:

1. An individual(s) causes, coerces, or otherwise induces a student to commit an act that violates Federal or State criminal law;
2. An individual(s) causes, coerces, or otherwise induces a student to consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm or is otherwise deleterious to the student's health;
3. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a physical nature, including, but not limited to, whipping, beating, branding, excessive calisthenics, or exposure to the elements;



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Anti-Hazing

4. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a mental or emotional nature, including, but not limited to, activity adversely affecting the mental or emotional health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment;
5. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a sexual nature; or
6. An individual(s) subjects a student to any other activity that creates a reasonable likelihood of bodily injury to the student.

Board of Trustee members, school employees, and contracted service providers are required to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding such an incident. Students, parents, volunteers, or visitors are encouraged to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident.

Any report of an alleged incident of hazing shall be immediately investigated by the Principal or designee in accordance with procedures used to investigate alleged violations of the Student Discipline/Code of Conduct and Policy and Regulation 5600. A Principal or designee who receives a report of an alleged incident of hazing and fails to initiate or conduct an investigation and fails to minimize or eliminate the hazing may be subject to disciplinary action.

The Principal or designee may identify behavior when investigating an alleged incident of hazing indicating harassment, intimidation, or bullying (HIB) pursuant to N.J.S.A. 18A:37-14 et seq. – the New Jersey Anti-Bullying Bill of Rights Act (ABR). If the Principal or designee identifies behavior indicating HIB, the Principal or designee shall ensure a separate investigation is conducted in accordance with the ABR and Policy 5512.



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Anti-Hazing

The Head of School or designee shall report to local law enforcement any hazing incident that rises to the level of mandatory reporting under the “Uniform Memorandum of Agreement Between Education Officials and Law Enforcement Officials” or any other agreement between local law enforcement and the school district pursuant to N.J.A.C. 6A:16-5.1(b).

Hazing that involves the participation of a coach, teacher, or other adult may constitute child abuse and shall be addressed in accordance with N.J.S.A. 18A:36-25 and Policy and Regulation 8462.

The Board shall enforce any penalty for violation of this Policy in accordance with the student code of conduct and Policy and Regulation 5600, or any other applicable Board Policy or Regulation. In accordance with N.J.S.A. 18A:37-32.3 appropriate penalties for a violation of this Policy may include, but are not limited to:

1. Withholding of diplomas or transcripts pending compliance with the rules;
2. Rescission of permission for the organization or group whose student member(s) are being penalized under this Policy, to operate on school property or to otherwise operate under the sanction or recognition of the school district; and
3. The imposition of probation, suspension, dismissal, or expulsion of a student member(s).

Any discipline instituted in response to a violation of this Policy may be in addition to discipline for a violation of Policy 5512, Policy and Regulation 5600, and any other applicable Board Policy and Regulation.

The school district shall ensure that students are informed of this Policy, including the rules, penalties, and program of enforcement under this Policy. This Policy shall be posted on the school district’s publicly accessible Internet website.

N.J.S.A. 18A:36-25; 18A:37-13.2; 18A:37-14 et seq.; 18A:37-32.2;
18A:37-32.3
N.J.A.C. 6A:16-5.1

Adopted:



~~BIAS HATE~~ CRIMES AND BIAS-RELATED ACTS (M)

8465 BIAS HATE CRIMES AND BIAS-RELATED ACTS (M)

M

The Board of Trustees is committed to providing a safe and healthy environment for all children in the school. ~~Bias Hate~~ crimes and bias-related acts involving students can lead to further violence and retaliation. ~~Bias Hate~~ crimes and bias-related acts, by their nature are confrontational, inflame tensions, and promote social hostility and will not be tolerated by the school. The school employees will work closely with local law enforcement and the county prosecutor's office to report or eliminate the commission of ~~bias hate~~ crimes and bias-related acts.

Definitions

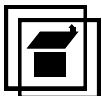
A "~~bias hate~~ crime" means is any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race; color; religion; gender; disability; ~~religion;~~ sexual orientation; gender identity or expression; national origin; or ethnicity.

A "bias-related act" means is an act directed at a person, group of persons, private property, or public property that is motivated in whole or part by racial; gender; disability; religion; ~~or~~ sexual orientation; gender identity or expression; national origin; or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense. All ~~bias hate~~ crimes are also bias-related acts, but not all bias-related acts will constitute a ~~hate-bias~~ crime.

Required Actions

School employees shall immediately notify the Principal and the Head of School or designee when in the ~~Whenever any school employee in the course of their his/her employment develops reason to believe that (1) a bias hate crime or bias-related act has been committed or is about to be committed in accordance with N.J.A.C. 6A:16-6.3 (e). on school property, or has been or is about to be committed by any student, whether on or off school property and whether or not such offense was or is about to be committed during operating school hours, or (2) a student enrolled in the school has been or is about to become the victim of a hate crime, whether committed on or off school property or during operating school hours, the school employee shall immediately notify the Principal and Head of School, who in turn~~

The Head of School or designee shall promptly ~~notify the Newark local p~~Police ~~d~~Department and the bBias iInvestigation officer for the county prosecutor's office



BIASHATE-CRIMES AND BIAS-RELATED ACTS (M)

when a bias crime or bias related act has been committed or is about to be committed in accordance with N.J.A.C. 6A:16-6.3 (e)1.

The ~~Principal~~ Head of School or designee shall immediately notify the local Newark pPolice dDepartment and the bias investigation officer for the county prosecutor's office immediately where ~~if~~ there is reason to believe that a bias-hate crime that involves an act of violence has been or is about to be physically committed against a student or there is otherwise reason to believe that a life has been or will be threatened in accordance with N.J.A.C. 6A: 16-6.3 (e)2.

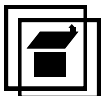
~~Whenever any school employee in the course of his/her employment has reason to believe that a bias related act has been committed or is about to be committed on school property, or has been or is about to be committed by any student, whether on or off school property and whether or not such bias related act was or is to be committed during operating school hours, the school employee should immediately notify the Principal and Head of School, who in turn should promptly notify the Newark Police Department.~~

~~In deciding whether to refer the matter of a bias related act to the Newark Police Department or the county prosecutor's office, the Principal and the Head of School, should consider the nature and seriousness of the conduct and the risk that the conduct posed to the health, safety and well-being of any student, school employee or member of the general public. The Principal and Head of School should also consider the possibility that the suspected bias related act could escalate or result in some form of retaliation which might occur within or outside school property.~~

It is understood a referral to the local Newark pPolice dDepartment or county prosecutor's office pursuant to the Memorandum of Agreement between Education and Law Enforcement Officials is only a transmittal of information that might be pertinent to a law enforcement investigation and is not an accusation or formal charge.

Unless the ~~Newark Police~~ local police dDepartment or the county prosecutor's office request otherwise, the school may continue to investigate a suspected bias hate crime or bias-related act occurring on school grounds property and may take such actions as necessary and appropriate to redress and remediate any such acts.

School officials will secure and preserve any such graffiti or other evidence of a suspected bias hate crime or bias-related act pending the arrival of the local Newark pPolice dDepartment or the county prosecutor's office. The school officials, where when feasible, will cover or conceal such evidence until the arrival of the ~~Newark-local pPolice dDepartment~~ or county prosecutor's office.



BIASHATE CRIMES AND BIAS-RELATED ACTS (M)

N.J.A.C. 6A:16-6.1 ~~et seq.~~; ^A:16-6.2; 6A:16-6.3(e)
State Memorandum of Agreement approved by the Department
of Law & Public Safety and the Department of Education

Adopted: 11 August 2014



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BIAS CRIMES AND BIAS-RELATED ACTS (M)

R 8465 BIAS HATE CRIMES AND BIAS-RELATED ACTS (M)

M

A. Definitions

1. A bias hate crime means is any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race; color; religion; gender; disability; ~~religion~~, sexual orientation; gender identity; or expression; national origin; or ethnicity.
2. A bias-related act means is an act directed at a person, group of persons, private property, or public property that is motivated in whole or in part by racial; gender; disability; religion; sexual orientation; gender identity or expression; national origin; or ethnic prejudice. A bias-related act need not involve conduct an act that constitutes a criminal offense.
3. All bias hate crimes are also bias-related acts, but not all bias-related acts will constitute a bias hate crime.

B. Procedure For Reporting Hate-Bias Crimes and Bias-Related Acts

1. A school employee shall immediately will notify the Principal and the Head of School or designee when whenever the school employee, in the course of their his/her employment, they develops reason to believe that:
 - a. A bias hate crime has been committed or is about to be committed on school grounds property; or
 - b. A bias hate crime or a bias-related act has been or is about to be committed by any student, whether on or off school grounds property and whether or not such offense was or is about to be committed during operating school hours; or
 - c. That-A student enrolled in the school has been or is about to become the victim of a hate-bias crime or a bias related act, whether committed on or off school grounds property or during operating school hours.



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LINK COMMUNITY CHARTER SCHOOL

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BIAS CRIMES AND BIAS-RELATED ACTS (M)

2. The ~~Head of School Principal will~~ shall promptly notify ~~the Head of School,~~ the ~~local Newark p~~Police ~~d~~Department and ~~the b~~Bias ~~i~~Incident ~~o~~Officer for the county prosecutor's office when a bias crime or bias-related act has been committed or is about to be committed on school grounds, or has been or is about to be committed by a students on or off school grounds, and whether such offence was or is to be committed during operating school hours, or a student enrolled in the school has been or is about to become the victim of a bias crime or a bias-related act on or off school grounds, or during operating school hours.-
3. The ~~Principal and the~~ Head of School or designee shall immediately notify the ~~local Newark p~~Police ~~d~~Department and the bias investigation officer for the county prosecutor's office ~~immediately if where~~ there is reason to believe ~~that~~ a ~~bias hate~~ crime that involves an act of violence has been or is about to be physically committed against a student or there is otherwise reason to believe ~~that~~ a life has been or will be threatened.

~~C. Procedure For Reporting Bias Incidents~~

- ~~1. A school employee should immediately notify the Principal whenever the school employee, in the course of his/her employment, develops reason to believe that:~~
 - ~~a. A bias related act has been committed or is about to be committed on school property; or~~
 - ~~b. A bias related act has been or is about to be committed by any student, whether on or off school property and whether or not such bias related act was or is to be committed during school hours.~~
- ~~2. The Principal will notify the Head of School and the Newark Police Department.~~
- ~~3. In deciding whether to refer the matter of a bias related act to the Newark Police Department or the county prosecutor's office, the Principal and the Head of School, should consider:~~
 - ~~a. The nature and seriousness of the conduct; and~~



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BIAS CRIMES AND BIAS-RELATED ACTS (M)

- ~~b. The risk that the conduct posed to the health, safety and well-being of any student, school employee or member of the general public.~~
- ~~4. The Principal will consult with the Head of School and should consider:~~
 - ~~a. That the police department or the county prosecutor's office may possess, or have access to, other information that could put the suspected bias-related act in proper context, which could shed light on the motivation for the act or some other unsolved hate crime; and~~
 - ~~b. The possibility that the suspected incident could escalate or result in some form of retaliation that might occur within or outside school property.~~

CD. Nature of Referral

1. The mandatory referral for suspected or committed ~~hate-bias~~ crimes and ~~the presumptive referral for suspected or committed~~ bias-related acts as described in N.J.A.C. 6A:16-6.3 (e) and this Regulation ~~the regulation~~ is only a request to the law enforcement agencies to conduct an investigation and is nothing more than the transmittal of information which may be pertinent to any such law enforcement investigation.
- ~~2. Any referral in accordance with this regulation is not an accusation or formal charge.~~
- ~~3. Any referral pursuant to this regulation is predicated on the basis of reasonable suspicion, which is less than probable cause, less than the proof sufficient to sustain an adjudication of delinquency or a finding of guilt in a court of law and less than the proof sufficient to justify the imposition of school discipline.~~
- ~~4. All doubts by school officials should be resolved in favor of referring a matter to the Newark Police Department or the county prosecutor's office.~~

DE. Concurrent Jurisdiction

1. Unless the local Newark pPolice dDepartment or the county prosecutor's office request otherwise, ~~the school~~ officials may continue to investigate a

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BIAS CRIMES AND BIAS-RELATED ACTS (M)

suspected bias hate-crime or bias-related act occurring on school property grounds and may take such actions as necessary and appropriate to redress and remediate any such acts.

2. ~~The School~~ officials will discontinue any ongoing the in-school investigation if the local Newark pPolice dDepartment or the county prosecutor's office believe the school investigation could jeopardize an on-going law enforcement investigation or otherwise endanger the public safety.

a. Upon notice provided in D.r. above, school officials will take no further action without providing notice to and receiving the assent of the local police department or the county prosecutor's office.

EF. Preservation of Evidence

1. School officials will secure and preserve any such graffiti or other evidence of a suspected bias hate-crime or bias-related act pending the arrival of the local Newark pPolice dDepartment or the county prosecutor's office.

2. The school officials, when feasible, will cover or conceal such evidence until the arrival of the local Newark pPolice dDepartment or county prosecutor's office in a manner designed to minimize the harm and continued exposure to students by such evidence, ~~but that will not permanently damage or destroy such evidence or otherwise limit its utility in an ongoing investigation or prosecution.~~

~~3. The Newark Police Department and/or the county prosecutor's office will photograph or otherwise document the location and content of any such graffiti or other bias-based evidence as soon as possible, so that the graffiti or other evidence may be removed or eliminated at the school's earliest opportunity.~~

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Issued: 11 August 2014



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9560 ADMINISTRATION OF SCHOOL SURVEYS

The Board of Trustees believes the administration of school surveys may be necessary and valuable to the educational program in the school district. The Board recognizes certain student information is personal and some students or parents may not want this information shared with the school district. Therefore, the Board shall ensure school surveys are administered in accordance with N.J.S.A. 18A:36-34 and 18A:36-34.1 and this Policy.

A. School Surveys, Certain, Parental Consent Required Before Administration – N.J.S.A. 18A:36-34

1. Unless the school district receives prior written informed consent from a student's parent and provides for a copy of the document to be available for viewing at convenient locations and time periods, the school district shall not administer to a student any academic or nonacademic survey, assessment, analysis, or evaluation which reveals information concerning:
 - a. Political affiliations;
 - b. Mental and psychological problems potentially embarrassing to the student or the student's family;
 - c. Sexual behavior and attitudes;
 - d. Illegal, anti-social, self-incriminating, and demeaning behavior;
 - e. Critical appraisals of other individuals with whom a respondent has a close family relationship;
 - f. Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers;



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Administration of School Surveys

- g. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program; or
 - h. Social security number.
 - 2. The school district shall request prior written informed consent at least two weeks prior to the administration of the survey, assessment, analysis, or evaluation.
 - 3. A student shall not participate in any survey, assessment, analysis, or evaluation that concerns the issues listed in A.1. above and N.J.S.A. 18A:36-34.a. unless the school district has obtained prior written informed consent from the student's parent.
- B. Voluntary Survey for Students with Prior Parental Written Notification – N.J.S.A. 18A:36-34.1
 - 1. In accordance with N.J.S.A. 18A:36-34.1 and notwithstanding, N.J.S.A. 18A:36-34 and A. above, or any other law, rule, or regulation to the contrary, if the school district sends prior written notification to the parent of the student, the school district may administer an anonymous, voluntary survey, assessment, analysis, or evaluation to the student which reveals information concerning any of the following issues:
 - a. Use of alcohol, tobacco, drugs, and vaping;
 - b. Sexual behavior and attitudes;
 - c. Behaviors that may contribute to intentional or unintentional injuries or violence; or
 - d. Physical activity and nutrition-related behaviors.



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Administration of School Surveys

2. Written notification provided by the school district to the parent of the student shall be delivered to the parent by regular mail, electronic mail, or a written acknowledgement form to be delivered by the student at least two weeks prior to administration of the survey, assessment, analysis, or evaluation. Written notification shall contain, at minimum, the following information:
 - a. A description of the survey, assessment, analysis, or evaluation;
 - b. The purpose for which the survey, assessment, analysis, or evaluation is needed;
 - c. The entities and persons that will have access to the information generated by the survey, assessment, analysis, or evaluation;
 - d. Specific instruction as to when and where the survey, assessment, analysis, or evaluation will be available for parental review prior to its administration;
 - e. The method by which the parent can deny permission to administer the survey, assessment, analysis, or evaluation to the student; a form specifically providing for such denial shall be included with this notice;
 - f. The names and contact information of persons to whom questions can be directed; and
 - g. A statement advising that failure to respond indicates approval of participation in the survey, assessment, analysis, or evaluation.
3. Information obtained through a survey, assessment, analysis, or evaluation administered to a student in accordance with N.J.S.A. 18A:36-34.1 and B. above, shall be submitted to the New Jersey Department of Education and the New Jersey Department of Health. Information may be used to develop public health initiatives and prevention programs. Information shall not be used for marketing or other commercial purposes that are not related to student health.



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C. Violations – N.J.S.A. 18A:36-34.d.

A violation by the school district of N.J.S.A. 18A:36-34; 18A:36-34.1, and this Policy shall be subject to such monetary penalties as determined by the New Jersey Commissioner of Education.

D. Compliance with Federal Law

In addition to compliance with the provisions of N.J.S.A. 18A:36-34, 18A:36-34.1, and this Policy, the Head of School or designee shall ensure compliance with the provisions of Policy 2415.05 – Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment before students are required to participate in a survey, analysis, evaluation, examination, testing, or treatment funded in whole or part by a program of the United States Department of Education that concerns one or more of the areas outlined in Policy 2415.05.

N.J.S.A. 18A:36-34; 18A:36-34.1

Adopted:



SUMMARY OF POLICIES AND REGULATIONS FOR THE LCCS BOARD FOR FEBRUARY 14 AND MARCH 14, 2022

The policies and regulations in this document require revision due to the addition of Kindergarten through grade 4 to Link.

- P 1140 Affirmative Action Program (M)
- P 2412 Home Instruction Due to Health Condition (M)
- R 2412 Home Instruction Due to Health Condition (M)
- R 2414 Programs and Services for Students in High Poverty and High Needs Schools (M)
- R 2423 Bilingual and ESL Education (M)
- P 2430 Co-Curricular Activities (M)
- P 2431.4 Prevention and Treatment of SPorts- Related Concussion and Head Injuries
- P 2460 Special Education (M)
- R 2460.1 Special Education – Location, Identification, and Referral
- P 2560 Live Animals in School
- P 5111 Admissions (M)
- P 5120 Assignment of Students (M)
- R 5310 Health Services (M)
- P 5339 Screening for Dyslexia (M)r 5550 Disaffected Students (M)
- R 5550 Disaffected Students (M)
- P 5560 Disruptive Students (M)
- P 5610 Suspension (M)
- P 5620 Expulsion (M)
- P 8140 Student Enrollment (M)
- R 8140 Student Enrollment (M)
- P 8601 Student Supervision After School Dismissal (M)

1140 AFFIRMATIVE ACTION PROGRAM (M)

The Board of Trustees shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing For Equality And Equity In Education.

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Trustees.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the school's customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

The Board shall assess the school's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, grades five through eight promotion/retention data, ~~grades five~~ Kindergarten through ~~grade~~ eight completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is an over representation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.

The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education. The Board shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.



The Affirmative Action Officer shall have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of school grievance procedures for handling discrimination complaints; and ensure the school grievance procedures, which include investigative responsibilities and reporting information, are followed.

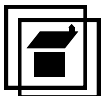
The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the school's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual school internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.

The Commissioner or his/her designee shall provide technical assistance to local school schools for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

N.J.A.C. 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted: 10 November 2014
Revised: 12 September 2016



POLICY

LINK COMMUNITY CHARTER SCHOOL **BOARD OF TRUSTEES**

Administration
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AFFIRMATIVE ACTION PROGRAM (M)



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

M

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. In order to ensure the safety of students that participate in interscholastic athletics and cheerleading programs, it is imperative that student-athletes, cheerleaders, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete or cheerleader to return to play before recovering from a concussion increases the chance of a more serious brain injury.

Every school that participates in interscholastic athletics or cheerleading programs is required to adopt a policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes and cheerleaders in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. For the purpose of this Policy, “interscholastic athletics” shall be ~~ffff~~ Kindergarten through eighth grade school-sponsored athletic programs where teams or individuals compete against teams or individuals from other schools or school schools. For the purpose of this Policy, “cheerleading program” shall be Kindergarten ~~ffff~~ through eighth grade school-sponsored cheerleading programs.

The school will adopt an Interscholastic Athletic and Cheerleading Head Injury Training Program to be completed by the team or school physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport or cheerleading program, designated school nurses, and other appropriate school personnel as designated by the Head of School. This Training Program shall be in accordance with guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.2.

The Principal or designee shall distribute the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form to every student-athlete who participates in interscholastic sports and every cheerleader who participates in a cheerleading program. The Principal or designee shall obtain a signed acknowledgement of the receipt of the Fact Sheet by the student-athlete or cheerleader’s parent and keep on file for future reference.

Prevention of a sports-related concussion and head injuries is an important component of the school’s program. The school may require pre-season baseline testing of all student-athletes and cheerleaders before the student begins participation in an interscholastic athletic or cheerleading program.



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

Any student-athlete or cheerleader who exhibits the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall be immediately removed from play and may not return to play that day. Emergency medical assistance shall be contacted when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed. If available when the student-athlete or cheerleader is exhibiting signs or symptoms, the student will be evaluated by the school or team physician. The Principal or designee shall contact the student's parent and inform the parent of the suspected sports-related concussion or other head injury.

Possible signs of a concussion can be observed by any school staff member or the school or team physician. Any possible symptoms of a concussion can be reported by the student-athlete or cheerleader to: coaches; licensed athletic trainer; school or team physician; school nurse; and/or parent. The Principal or designee shall provide the student-athlete or cheerleader with Board of Trustees approved suggestions for management/medical checklist to provide to their parent and physician or other licensed healthcare professional trained in the evaluation and management of sports-related concussions and other head injuries.

A student-athlete or cheerleader who participates in interscholastic athletics or a cheerleading program and who sustains or is suspected of sustaining a concussion or other head injury shall be required to have a medical examination conducted by their physician or licensed health care provider. The student's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.

The student's physician or licensed health care provider must provide to the school a written medical release/clearance for the student indicating when the student is able to return to the activity. The medical release/clearance must indicate the student-athlete or cheerleader is asymptomatic at rest and either may return to the interscholastic athletic activity or cheerleading program because the injury was not a concussion or other head injury or may begin the school's graduated return to competition and practice protocol outlined in Regulation 2431.4. A medical release/clearance not in compliance with this Policy will not be accepted. The medical release/clearance must be reviewed and approved by the school or team physician.

The school shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

sports team organization that operates on school grounds, if the youth sports team organization provides the school proof of an insurance policy in the amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with the school's Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

For the purposes of this Policy a "youth sports team organization" means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

This Policy and Regulation shall be reviewed and approved by the school physician and shall be reviewed annually, and updated as necessary, to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussion and other head injuries.

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.3;
18A:40-41.4; 18A:40-41.5

Adopted: 10 November 2014



HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

2412 HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

The Board of Trustees shall provide instructional services to an enrolled student, whether a general education student in ~~grades Kindergarten five~~ through ~~grade~~ eight or special education student age ~~ten~~ three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education.

A parent's request for home instruction shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student's physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

The school shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another school Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.



HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

For a student without disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student's confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.S.A. 18A:38-1 through 18A:38-25
N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 10 November 2014



R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

The Board of Trustees shall provide instructional services to an enrolled student whether a general education student in **Kindergarten five** through grade eight or special education student age ~~ten~~ **three** to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

A. Request For Home Instruction Due To A Temporary or Chronic Health Condition

1. The parent shall submit a request to the Principal that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year.
2. The Principal shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide reasons for denial to the Principal.
3. The Principal shall notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

B. Providing Services

1. The school shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.
2. The school shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district



Board of Trustees, Educational Services Commission, Jointure Commission, or approved clinic or agency for the following categories of students:

- a. A student who resides within the area served by the Board of Trustees and is enrolled in a public school program; or
- b. A student who is enrolled in a nonpublic school that is located within the area served by this Board of Trustees pursuant to N.J.S.A. 18A:46A-1 et seq.

C. Minimum Standards For Home or Out-of-School Instruction

1. The school shall establish a written plan for the delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.
2. The teacher providing instruction shall be a certified teacher.
3. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.
4. For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision of home instruction will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
5. For a student without a disability, the home instruction shall meet the Core Curriculum Content Standards and the requirements of the Board of Trustees for promotion to the next grade level. When the provision of home instruction will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation pursuant to N.J.A.C. 6A:14.

Issued: 10 November 2014



REGULATION

LINK COMMUNITY CHARTER SCHOOL

BOARD OF TRUSTEES

PROGRAM

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HOME INSTRUCTION DUE TO HEALTH CONDITION (M)



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN
HIGH NEED SCHOOL DISTRICTS (M)

R 2414 PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND
IN HIGH NEED SCHOOL DISTRICTS (M)

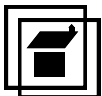
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A. Definitions

1. “At-risk-students” means those resident students from households with a household income at or below the most recent Federal poverty guidelines available on October 15 of the prebudget year multiplied by 1.85.
2. “High poverty school” means a school in which forty percent or more of the students are at-risk students.
3. “High need school” means a school in which forty percent or more of the students are at-risk-students and is at one or more of the following proficiency levels on State assessments:
 - a. Less than eighty-five percent of total students have achieved proficiency in language arts literacy on the New Jersey Assessment of Skills and Knowledge (NJ ASK) 3;
 - b. Less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8;
 - c. Less than eighty percent of total students have achieved proficiency in language arts literacy on the HSPA;
 - d. Less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4;
 - e. Less than eighty percent of total students have achieved proficiency in mathematics on the NJ ASK 8; and/or
 - f. Less than eighty percent of total students have achieved proficiency in mathematics on the high school State assessment.

B. High Need Schools

1. Implementation Timelines



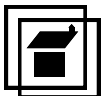
PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN
HIGH NEED SCHOOL DISTRICTS (M)

- a. The New Jersey Department of Education shall identify the list of high need schools based on the State assessments results and shall promptly notify the schools that are classified as high need.
- b. In the first school year immediately following such identification as a high need school, the school shall begin planning for implementation of, and shall implement where possible, the designated program(s) (language arts and/or mathematics literacy) as required below.
- c. In the subsequent year following identification as a high need school, the school shall fully implement the designated program(s).
- d. High need schools, once identified, shall remain in that status and shall continue to implement the designated program(s) for a minimum of three years.

2. Language Arts Literacy – Intensive Early Literacy for Grades Preschool through Three

High need schools where less than eighty-five percent of total students have achieved proficiency in language arts literacy on the NJ ASK 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all students achieve proficiency on State standards. The intensive early literacy program shall include the following components:

- a. An emphasis on small group instruction in at least reading, writing, and technology;
- b. A comprehensive early literacy assessment program that includes:
 - (1) Assessment of English language learners (ELLs) in accordance with N.J.A.C. 6A:15-1.3;
 - (2) A reading measure used minimally at the beginning of grades Kindergarten through three to determine the reading skills and strategies students have mastered;
 - (3) On-going performance-based assessments;



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN
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- (4) A comprehensive diagnostic assessment of individual students who are exhibiting persistent difficulty in reading following a sustained period of targeted instruction; and
 - (5) An annual end-of-year achievement assessment of reading with a norm-referenced and/or criterion referenced test in grades one and two.
- c. At least a daily ninety-minute, uninterrupted language arts literacy block in grades Kindergarten through three with guidance in the use of that time that may include the following instructional strategies:
 - (1) Use of a reading measure to differentiate student needs;
 - (2) Small group instruction;
 - (3) Direct instruction;
 - (4) Guided reading; and
 - (5) Shared reading.
- d. Instructional materials that include concepts and themes from other content areas;
- e. Professional development opportunities for teachers that focus on the elements of intensive early literacy, ways to assist students who exhibit persistent difficulty in reading, or other related topics that have been identified by these teachers as professional development needs and are reflected in the school professional development plans pursuant to N.J.A.C. ~~6A:9-15~~;6A:9C-4 et seq.;
- f. Consistent and adequate opportunities for teachers to discuss and analyze student work, interim progress measures and assessment results, and to plan any modifications in grouping and/or instruction that may be indicated, consistent with this section;



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN
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- g. A classroom library that reflects the diversity and needs of all students and includes assistive technology;
- h. Use of a highly skilled literacy coach or certified teacher to coordinate professional development and collaboration based on the school professional development plan, if documented as necessary to increase achievement of early literacy; and
- i. Methods to involve parents and family members in student learning.

3. Language Arts Literacy – Intensive Literacy for Grades Four through Eight

High need schools where less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight that includes the following components:

- a. A comprehensive literacy assessment for grades four through eight as part of the school's curriculum to measure individual and group progress indicated below:
 - (1) Benchmark analysis that gauges students' performance and is used to assist school staff in determining skills that students still need to attain; and
 - (2) Assessment of English language learners (ELLs) pursuant to N.J.A.C. 6A:15-1.3.
- b. Emphasis on small group instruction with scheduling of double periods, including appropriate classroom materials for small group instruction with evidence-based interventions and additional time for students who are not proficient in language arts literacy;
- c. Professional development opportunities for teachers and administrators that are based on effective instructional practices including:



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN
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- (1) Enhancing knowledge of the language arts literacy content and pedagogy to engage all students; and
 - (2) Learning how and having opportunities to analyze student work and assessment results in a collaborative setting.
- d. Involving parents and family members in student learning.
- 4. Language Arts Literacy – Literacy for Students in Grades Nine through Twelve

High need schools where less than eighty percent of total students have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III, and IV for grades nine through twelve that incorporates the elements in 3. above with the exception of providing a double period for language arts literacy.

- 5. Mathematics Literacy – Math Literacy for Students in Grades Three through Four

High need schools in which less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares students in grades three through four for success in higher order mathematics and that includes the following components:

- a. Curriculum that simultaneously develops conceptual understanding, computational fluency, and problem solving skills, with meaningful instruction and a focus on critical mathematics skills as part of a successful learning experience;
- b. Mathematical reasoning that occurs in contextual learning;
- c. An emphasis on communicating mathematics concepts both verbally and in writing;
- d. The use of frequent questions and opportunities for class discussion in addition to the mathematics textbook activities to improve student problem solving ability;



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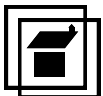
- e. Professional development in both mathematics content and in the elements of mathematics pedagogy specified in this section, related to the appropriate grade and based on individual professional needs, pursuant to N.J.A.C. ~~6A:9-15^A:9C-3 et seq.~~;
- f. Use of appropriate instructional materials, technology, and manipulatives, aligned with the Core Curriculum Content Standards (CCCS) in mathematics, that lead students through concrete, symbolic, and abstract mathematical thinking;
- g. Multiple assessments and benchmarks, including use of formative assessments;
- h. Differentiated instruction;
- i. Explicit mathematics instruction for struggling students to ensure that these students possess the foundational skills and conceptual knowledge necessary for understanding the mathematics they are learning at their grade level; and
- j. Methods to involve parents and family members in student learning.

6. Mathematics Literacy – Math Literacy for Students in Grades Five through Eight

High need schools where less than eighty percent of total students have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all students in grades five through eight for success in Algebra at the high school level and incorporates the elements in 5. above.

7. Mathematics Literacy – Math Literacy for Students in Grades Nine through Twelve

High need schools where eighty percent or more of total students have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in 5. above



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN
HIGH NEED SCHOOL DISTRICTS (M)

and is aligned to course expectations as required to meet graduation requirements.

C. High Poverty Schools

1. Class Size Requirements

- a. Class size in high poverty schools shall not exceed twenty-one students in grades Kindergarten through three, twenty-three students in grades four and five, and twenty-four students in grades six through twelve; provided that if the school chooses to maintain lower class sizes in grades Kindergarten through three, class sizes in grades four and five may equal but not exceed twenty-five students.
- b. Exceptions to the class size requirements in C.1.a. above are permitted for some physical education and performing arts classes, where appropriate.

2. Full-Day Kindergarten Requirements

- a. High poverty schools shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom.
- b. Class size for these Kindergarten classrooms shall not exceed twenty-one students.

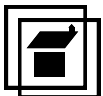
Issued: 10 November 2014



R 2423 BILINGUAL AND ESL EDUCATION (M)

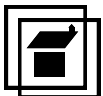
A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all those courses or subjects that a child is required by law or rule to receive, given in the native language of English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the programs, in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.
2. "Bilingual part-time component" means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.
4. "Bilingual tutorial program" means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
5. "Dual language bilingual education program" means a full-time program of instruction in the school that provides structured English language instruction and instruction in a second language in all content areas for ELLs and for native English speaking students enrolled in the program.
6. "Educational needs" means the particular educational requirements of ELLs, the fulfillment of which will provide them with equal educational opportunities.
7. "English as a second language (ESL) program" means a daily developmental second language program of at least one period of



instruction based on student language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

8. "English language development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at <http://www.wida.us/standards/eld.aspx>.
9. "English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.
10. "English language proficiency test" means a test that measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
11. "English language services" means services designed to improve the English language skills of ELLs. These services, provided in a school with less than ten students of limited English proficiency, are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading, and writing skills in English.
12. "Exit criteria" means the criteria that must be applied before a student may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One

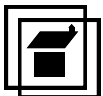


period is the standard ESL class and the other period is a tutorial or ESL reading class.

14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Trustees in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.
15. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student's home, regardless of the language spoken by the student.
16. "Parent(s)" for the purposes of Policy and Regulations 2423 means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
17. "Review process" means the process established by the Board of Trustees to assess ELLs for exit from a bilingual, ESL, or English language services program.
18. "Sheltered English instruction" means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject area content comprehensible for ELLs.

B. Identification of Eligible English Language Learners (ELLs)

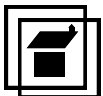
1. The Head of School or designee will designate a teaching staff member who will determine the native language of each ELL student at the time of enrollment of the student in the school. The Head of School or designee will:
 - a. Maintain a census indicating all students identified whose native language is other than English; and



- b. Develop a screening process, initiated by a home-language survey, to determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.
 2. The school shall determine the English language proficiency of all ~~five~~ **Kindergarten through** grade eight students, who are not screened out, and whose native language is other than English by the administering a Department of Education approved English language proficiency test assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English and reviewing the input of teaching staff members responsible for the educational program for ELLs. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator, shall be considered ELLs.
- C. Bilingual Programs for English Language Learners (ELLs)
 1. All ELLs enrolled in the school will be provided with all required courses and support services outlined in a. through g. below to prepare ELLs to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by ELLs.
 - a. The Board of Trustees shall establish English language services designed to improve the English language proficiency of ELLs whenever there is at least one, but fewer than ten ELLs enrolled within the school. English language services shall be provided in addition to the regular school program.
 - b. The Board of Trustees shall establish an ESL program that provides **at least one period** ~~up to two periods~~ of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled within the school.



- (1) An ESL curriculum that addresses the WIDA English language development shall be developed and adopted by the Board to address the instructional needs of ELLs.
 - (2) The ESL curriculum will be cross-referenced to the school's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas taught.
- c. The Board of Trustees shall establish a bilingual education program whenever there are twenty or more ELLs in any one-language classification enrolled in the school pursuant to N.J.S.A. 18A:35-18. The bilingual education program shall:
 - (1) Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ELLs participating in the bilingual program shall also receive ESL instruction;
 - (2) Include a curriculum that addresses the Core Curriculum Content Standards, the WIDA English language development standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and
 - (3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school.
- d. ELLs shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Content Standards, including comprehensive health and physical education, the visual and performing arts and career awareness programs. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.
- e. The Board of Trustees shall design additional programs and services to meet the special needs of eligible ELLs and shall include, but not be limited to: remedial instruction through Title I



programs; special education; school-to-work programs; computer training; and gifted and talented education services.

- f. The Board of Trustees may establish dual language bilingual education programs in the school and may make provisions for the coordination of instruction and services with the school's world languages program. Dual language bilingual education programs shall also enroll students whose primary language is English and shall be designed to help students achieve proficiency in English and in a second language while mastering subject matter skills. To the extent necessary, instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards. Where possible, classes in dual language bilingual programs shall be comprised of approximately equal numbers ELLs and of students whose native language is English.

2. The Board of Trustees may establish a program in bilingual education for any language classification with fewer than twenty students.

D. Waiver Process Provided by Statute

The school may request a waiver from N.J.A.C. 6A:15-1.4(d) to establish annually an instructional program alternative on an annual basis with the approval of the Department of Education when there are twenty or more students eligible for the bilingual education program in **Kindergarten** ~~five~~ through **grade** eight, and the school is able to demonstrate that it would be impractical to provide a full-time bilingual program due to age range, grade span, and/or geographic location of eligible students.

1. Any instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist ELLs to develop sufficient English skills and subject matter skills to meet the Core Curriculum Content Standards.
2. Instructional program alternatives that shall be established shall include, but are not limited to: the bilingual part-time component, the bilingual resource program, the bilingual tutorial program, sheltered English instruction program, and the high-intensity ESL program.



3. In the event the school implements program alternatives, the school shall annually submit student enrollment and achievement data that demonstrate the continued need for these programs.
- E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs
 1. Each school district providing a bilingual program, ESL program, or English language services shall submit a plan every three years to the New Jersey Department of Education for approval. At its discretion, the Department of Education may request modifications, as appropriate. Plans submitted by the school district for approval shall include information on the following:
 - a. Identification of students;
 - b. Program description;
 - c. Number of certified staff hired for the program;
 - d. Bilingual and ESL curriculum development;
 - e. Evaluation design;
 - f. Review process for exit; and
 - g. A budget for bilingual and ESL programs and/or English language services programs.
 2. The Department of Education will establish procedures for monitoring and evaluation of school district bilingual/ESL programs by means of its district and school accountability process.
- F. Supportive Services
 1. Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the school district.



2. To the extent that it is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.

G. In-service Training

1. A plan shall be developed for in-service training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the Core Curriculum Content Standards and the WIDA English language development standards. All ESL and bilingual teachers shall receive training in the use of the ESL curriculum.
2. The Professional Development Plan of the school shall include the needs of bilingual and ESL teachers that shall be addressed through in-service training.

H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education, pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.
 2. ESL Classes - a valid New Jersey instructional certificate in ESL pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-10.5.
 3. English Language Services - a valid New Jersey instructional certificate.
- I. Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit and Re-entry
1. All ELLs from ~~fifth~~ Kindergarten through eighth grade shall be enrolled in the bilingual, ESL, or English language services program established by



the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.

2. Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using a Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
3. ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department of Education established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum, classroom performance, the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.
4. A parent may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
5. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
 - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the Principal.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Head of School if the student is experiencing extreme difficulty in adjusting to the mainstream program.

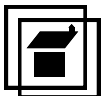


- c. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
 - d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the students.
 - e. If the student scores below the State established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.
- 6. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the school shall notify by mail the student's parent of the placement determination. If the parent or teaching staff member disagrees with the placement, he/she may appeal the placement decision in writing to the Head of School or designee, who will provide a written explanation for the decision within seven working days of receiving the appeal. The complainant may appeal this decision in writing to the Board of Trustees within seven calendar days of receiving the Head of School's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parents' written appeal to the Board within forty-five calendar days. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.
- J. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms within the regular school building pursuant to N.J.S.A. 18A:35-20.
- K. Notification



1. The school district will notify by mail the parents of ELLs of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:
 - a. Why the student was identified as ELL;
 - b. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;
 - c. The student's level of English proficiency, how the level of proficiency was assessed, and the student's academic level;
 - d. The method of instruction the school will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
 - e. How the program will meet the student's specific needs in attaining English and meeting State standards;
 - f. The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs;
 - g. How the instructional program will meet the objectives of the individualized education program of a student with a disability;
2. The school shall send progress reports to the parent of students enrolled in a bilingual, ESL, or English language services program in the same manner and frequency as progress reports are sent to parents of other students enrolled in the school.
3. Progress reports shall be written in English and in the native language of the parent of students enrolled in the bilingual or ESL program unless the



school can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the school.

4. The school shall notify the parent when a student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

L. Joint Programs

With the approval of the Executive County Superintendent of Schools on a case-by-case basis, a school district may join with another Board of Education to provide bilingual, ESL, or English language services programs.

M. Parental Involvement

1. The Head of School or designee will provide for the maximum practicable involvement of parents of ELLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the bilingual, ESL, or English language services education program.
2. A school that implements a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parents of students of ELLs.

Issued: 10 November 2014

Revised: 12 September 2016



2430 CO-CURRICULAR ACTIVITIES (M)

M

The Board of Trustees believes that the goals and objectives of this school are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular instructional program of the school. The purpose of such co-curricular activities shall be to develop leadership capacities and good organizational skills, to aid in the socialization of students, and to enable students to explore a wider range of individual interests than might be available in the regular curricular program.

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of co-curricular activities for students in ~~grades five~~Kindergarten through grade eight. The Board shall maintain the program of co-curricular activities at no cost to participating students, except that students may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and students may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

For purposes of this policy, co-curricular activities are those activities conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and do not include athletic competitions and practices. Co-curricular activities must be related to the curriculum but are not offered for credit toward promotion or graduation and are ordinarily conducted wholly or partly outside the regular school day.

The Board will permit the use of school facilities by organizations of students during student activity periods. No group of students, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the speech at their meeting.

No co-curricular activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Head of School.

Students shall be fully informed of the co-curricular activities available to them and of the eligibility standards established for participation in co-curricular activities. Co-curricular activities shall be available to all students who voluntarily elect to participate.

Academic Probation



CO-CURRICULAR ACTIVITIES (M)

Any student with a grade average of C- or below on the previous marking period in a core class will be placed on academic probation. The student will be ineligible to participate until the next marking period with a grade improvement to C or better.

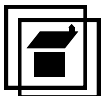
While on academic probation, students will be required to participate in an academic coaching program afterschool, Monday through Thursday, from 4:00 p.m. to 6:00 p.m., with specific tutoring/remediation requirements. The details will be shared with each student and his/her parents at progress report time.

While a student is on academic probation, he or she will be disqualified from sport and other after school activities. This notification will be made at progress report time.

The Head of School shall prepare procedures to implement a co-curricular program and shall assess the needs and interests of the students of this school and provide for the continuing evaluation of the co-curricular program.

39 U.S.C.A. 1701 et seq.
N.J.S.A. 18A:11-3; 18A:42-2; 18A:42-5

Adopted: 10 November 2014



2460 SPECIAL EDUCATION (M)

The Link Community Charter School Board of Trustees assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Students with disabilities are included in State-wide and school-wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in State-wide assessments, or the applicable alternative assessment in grades **three, four**, five, six, seven, and eight in accordance with their assigned grade level.
7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, as set forth in N.J.A.C. 6A:14-2.2 and Policy 2467, when appropriate.



8. The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school:
 - a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
 - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
 - c. A free appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
 - d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
 - e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
10. Full educational opportunity to all students with disabilities is provided.
11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.



12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
13. Students with disabilities who are placed in private schools by the school Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13..
15. Pursuant to N.J.A.C. 6A:14-1.2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The school Board shall maintain information to demonstrate its efforts to:
 - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
 - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
 - c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the school will, if appropriate, adopt promising practices, materials and technology;
 - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.



16. Instructional material will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the school..
17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the school will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., and N.J.A.C.6A:14-1.2(b)17. the necessary materials to the parent(s) to apply for such services.
18. The school will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.
19. The school will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N. J.A.C.6A:14-4.5(d)
20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.
21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.

The school shall provide an Assurance Statement to the County Office of Education that the Board of Trustees has adopted the required special education policies and procedures/regulations and the school is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.

Adopted: 10 June 2014
Revised: 08 May 2017



POLICY

LINK COMMUNITY CHARTER SCHOOL
BOARD OF TRUSTEES

Program
2460/Page 5 of 5
SPECIAL EDUCATION (M)



R 2460.1 SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND
REFERRAL (M)

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant workers' children and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

A. Procedures for Locating Students with Disabilities

1. The school will coordinate child-find activities to locate, identify and evaluate children, aged 10 through 14 within the population of the students enrolled in the school.
2. By October 15 of each school year, the Principal of designee will conduct child-find activities, in the native language of the population, as appropriate, including but not limited to:
 - a. Development of child-find materials
 - b. Inclusion of the child-find materials in school registration packets
 - c. Distribution of child-find materials in print or email to the parents of all enrolled students
 - d. Inclusion of information describing special education services in the school Parent-Student Handbook
 - e. Distribution of information to the school's ESL/Bilingual teachers describing child-find activities
 - f. Establishment of an Intervention and Referral Services Committee in the school.
 - g. Screening of students entering Kindergarten to identify students that may have a disability.

B. Procedures for Intervention in the General Education Program



**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL
(M)**

A staff member or agency shall provide in writing a request for intervention services for students ages 10 to 15 to the Principal or his/her designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be in-serviced annually by the Principal or his/her designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Principal or his/her designee will oversee the school's implementation/evaluation of the interventions.

An Intervention and Referral Services Committee (I&RS) will be in place in the school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.

The Principal or his/her designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
 - a. Plan and provide appropriate intervention services;
 - b. Actively involve the parent(s) in the development and implementation of intervention plans;



**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL
(M)**

- c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
- d. Coordinate the services of community based social and health provider agencies;
- e. Process and complete the documentation forms;
- f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan;
- g. Ensure that the type, frequency, duration, and effectiveness of the interventions are documented.

5. The Principal will insure that:

- a. I&RS Committee receive in-service training by the Principal or his/her designee by September 1st each school year;
- b. Staff handbooks are updated by September 1st and include information regarding intervention procedures;
- c. New instructional staff attend the school's orientation program commencing in the month of August which includes information on I&RS Committee;
- d. School calendars are distributed in the month of July and provide information on intervention services; and
- e. Parent/student handbooks distributed in the month of July and include information on intervention services.

B. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Special Education Coordinator's office, and the school's Main Office.



**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL
(M)**

1. Parental Notification of Referral Procedures

Referral procedures shall be included in the Special Education Brochure and the Parent-Student Handbook. These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by the school secretary;
- b. The written request shall be immediately forwarded to the office of special services/special education;
- c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
- d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the Child Study Team (CST);
- e. The Special Education Coordinator will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the school;
- f. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);
- g. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet; and



**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL
(M)**

- h. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.

3. School Initiated Referral

Referral of a student may be made to the Child Study team by administrative, instructional and other professional staff to determine eligibility for special services when:

- a. It is determined (optional: through the I&RS Committee) that interventions in the general education program have not been effective in alleviating the student's educational difficulties.
- b. It can be documented that the nature of the student's educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- c. The Principal, through in-service training, shall ensure that students are referred who may have a disability are advancing from grade to grade.

- (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:

- (a) As a part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the students continues to require specially designed services to progress in the general education curriculum; and
- (b) The use of functional assessment information supports the IEP team's determination.

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;



**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL
(M)**

- b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data (optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;
 - c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
 - d. The referral should be dated upon receipt by the CST;
 - e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
 - f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
 - g. The Special Education Coordinator will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
 - h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
 - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
 - j. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.
4. The school may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(f)1.



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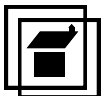
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SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL (M)

5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.
6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member's conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
7. The parent(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.
8. A student may be referred directly to the Child Study Team when warranted.

Adopted: 10 June 2014

Revised: 08 May 2017



2560 LIVE ANIMALS IN SCHOOL

The Board of Trustees recognizes the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of students and the animals. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

Any animal used in school must have been lawfully acquired in accordance with applicable State law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies and proof of such vaccination must be included with the request to bring a live animal into the school submitted to the Principal or designee before a live animal is brought onto school grounds or into a school building. No animal shall be permitted in any area of the school where a student who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

No experiment that deprives a living animal of nourishment or exposes the animal to harm shall be conducted.

A student in ~~Kindergarten five~~ through grade eight may refuse to dissect, vivisection, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. In the event the school program will require any such activities, the school will notify the student and parent(s) or legal guardian(s) at the beginning of each school year of the right to decline participation in such activities. Within two weeks of the receipt of the notice from the school, the parent(s) or legal guardian(s) shall notify the school if the right to decline participation in such activities will be exercised. Any student who chooses to refrain from participation in or observation of such activities shall be offered an alternative education project for the purpose of providing the student with the factual knowledge, information, or experience required by the course of study. A student may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal part(s). A student shall not be



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LIVE ANIMALS IN SCHOOL

discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

N.J.S.A. 18A:35-4.25

Adopted: 10 November 2014



5111 ADMISSIONS (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 ~~five~~ Kindergarten through grade 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 ~~five~~ Kindergarten through grade 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 ~~and Twitter~~, 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 ~~five~~ 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 ~~five~~ 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



5120 ASSIGNMENT OF STUDENTS (M)

M

The Board of Trustees directs the assignment of students to the programs and classes of this school consistent with the best interests of students and the best uses of the resources of the school.

Students shall generally attend the school located in the attendance area of their residence. Every effort will be made to continue a student at Link Community Charter School once the student has been enrolled in that school.

The Head of School shall assign incoming transfer students provided class size requirements can accommodate the student's enrollment. The Principal may assign students in his/her school to grades, classes, and groups on the basis of the needs of the student as well as the sound administration of the school.

In accordance with the provisions of N.J.S.A. 18A:36-38.a.(1), a parent of twins or higher order multiples enrolled in the same ~~fifth~~ Kindergarten through eighth grade level at the same public school may request, in writing, the children be placed in the same classroom or in separate classrooms. The Principal shall make the classroom placement requested in accordance with the provisions of N.J.S.A. 18A:36-38.a.(1).

The written request must be submitted to the Principal no later than fourteen days after the first day of each school year. Parents of twins or higher order multiples enrolling after the school year commences shall request the classroom placement in writing no later than fourteen days after the first day of attendance.

In accordance with the provisions of N.J.S.A. 18A:36-38.(2)(b), a Principal may, after consultation with the students' parent and teachers at the end of the initial grading period, request the Board make a different classroom placement determination for the twins or higher order multiples if the initial classroom placement is determined to be disruptive to any of the students in the class or classes, or if the Principal concludes the initial placement does not sufficiently support the students' academic or social development. Upon receiving such request, the Board shall make a final classroom placement determination.

"Higher order multiples" means triplets, quadruplets, quintuplets, or larger group siblings born at one birth. In the event one of the twins or higher order multiples receives special education services, the requested placement shall not be accommodated if the placement is inconsistent with a student's Individualized Education Plan.



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LINK COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

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ASSIGNMENT OF STUDENTS (M)

N.J.S.A. 18A:36-38

Adopted: 8 September 2014



5610 SUSPENSION (M)

M

The Board of Trustees recognizes that even the temporary exclusion of a student from the educational program of this school is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school's Student Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Head of School as soon as possible. The Head of School shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Head of School prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.



The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension.

In each instance of a long-term suspension, the school shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The school will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the school shall provide academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards pursuant to N.J.A.C. 6A:8-3.1 et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

In the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team in accordance with the provisions of N.J.S.A. 18A:37-2c.

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student



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SUSPENSION (M)

will not appear in the agenda or minutes of a public meeting or in any public record of this school; any such student will be designated by code.

N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5
N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8

Adopted: 8 September 2014
Revised: 14 August 2017
REvised: 31 August 2020

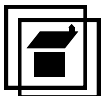


R 5310 HEALTH SERVICES (M)

M

A. Definitions – N.J.A.C. 6A:16-1.3

1. Advanced practice nurse (APN) – means a person who holds a current license as nurse practitioner/clinical nurse specialist from the State Board of Nursing.
2. Certified school nurse – means a person who holds a current license as a registered professional nurse from the State Board of Nursing and an Educational Services Certificate, school nurse or school nurse/non-instructional endorsement from the Department of Education pursuant to N.J.A.C. 6A:9B-12.3 and 12.4.
3. Medical home – means a health care provider, including New Jersey Family Care providers as defined by N.J.S.A. 30:4J-12 and the provider's practice site chosen by the student's parent for the provision of health care.
4. Non-certified nurse – means a person who holds a current license as a professional nurse from the State Board of Nursing and is employed by the Board of Trustees and who is not certified as a school nurse by the Department of Education.
5. Parent – means the natural parent(s), adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.
6. Physician assistant (PA) – means a health care professional licensed to practice medicine with physician supervision.
7. Physical examination – means the examination of the body by a professional licensed to practice medicine or osteopathy, or an advanced practice nurse or physician assistant. The term includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2



8. School physician – means a physician with a current license to practice medicine or osteopathy from the New Jersey Board of Examiners who works under a contract or as an employee of the school. The physician is also referred to as the medical inspector as per N.J.S.A. 18A:40-1.

B. Medical Examinations – General Conditions

1. Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school shall provide the examination at the school physician's office or other comparably equipped facility pursuant to N.J.S.A. 18A:40-4.
2. The findings of required examinations under D. through G. below shall include the following components:
 - a. Immunizations pursuant to N.J.A.C. 8:57-4.1 through 4.24;
 - b. Medical history including allergies, past serious illnesses, injuries, operations, medications, and current health problems;
 - c. Health screenings including height, weight, hearing, blood pressure, and vision; and
 - d. Physical examinations.
3. Each school shall have available and maintain an automated external defibrillator (AED), pursuant to N.J.S.A. 18A:40-41a.a(1) and (3), that is:
 - a. In an unlocked location on school property, with an appropriate identifying sign;
 - b. Accessible during the school day and any other time when a school-sponsored athletic event or team practice is taking place in which students of the school district or nonpublic school are participating; and
 - c. Within a reasonable proximity of the school athletic field or gymnasium, as applicable.



4. The Board of Trustees shall make accessible information regarding the New Jersey FamilyCare Program for students who are knowingly without medical coverage pursuant to N.J.S.A. 18A:40-34.
 5. Pursuant to N.J.S.A. 18A:40-4.4, a student who presents a statement signed by his/her parent that required examinations interfere with the free exercise of his/her religious beliefs shall be examined only to the extent necessary to determine whether the student is ill or infected with a communicable disease or under the influence of alcohol or drugs or is disabled or is fit to participate in any health, safety, or physical education course required by law.
 6. Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq.
- C. Medical Examinations - Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad for Students Enrolled in Any Grade Six to Eight
1. The school shall ensure that students receive medical examinations prior to participation on a school-sponsored interscholastic or intramural athletic team or squad for students enrolled in any grade six to eight. The examination shall be conducted within 365 days prior to the first practice session in an athletic season and shall be conducted by a licensed physician, APN or PA.
 2. The physical examination shall be documented using the Preparticipation Physical Evaluation (PPE) form developed jointly by the American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine and is available online at

<http://www.state.nj.us/education/students/safety/health/records/athleticphysicalsform.pdf>
in accordance with N.J.S.A. 18A:40-41.7.



- a. Prior to performing a pre-participation physical examination, the licensed physician, APN, or PA who performs the student-athlete's physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41d.
 - (1) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete's parent may obtain a physical examination from a physician who can certify completion of the module or request that the school physician provides the examination.
 - b. The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.
 - c. An incomplete form shall be returned to the student's medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.
3. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student's parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b. The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable, the school athletic trainer and shall include information as to whether, in the time period since the date of the student's last pre-participation physical examination, the student has:
- a. Been advised by a licensed physician, APN, or PA not to participate in a sport;



- b. Sustained a concussion, been unconscious, or lost memory from a blow to the head;
 - c. Broken a bone or sprained, strained, or dislocated any muscles or joints;
 - d. Fainted or blacked out;
 - e. Experienced chest pains, shortness of breath, or heart racing;
 - f. Had a recent history of fatigue and unusual tiredness;
 - g. Been hospitalized, visited an emergency room, or had a significant medical illness;
 - h. Started or stopped taking any over the counter or prescribed medications; or
 - i. Had a sudden death in the family, or whether any member of the student's family under the age of fifty has had a heart attack or heart trouble.
4. The school shall provide to the parent written notification signed by the school physician stating approval of the student's participation in athletics based upon the medical report or the reasons for the school physician's disapproval of the student's participation.
5. The Board of Trustees will not permit a student enrolled in grades six to twelve to participate on a school-sponsored interscholastic or intramural team or squad unless the student submits a PPE form signed by the licensed physician, APN, or PA who performed the physical examination and, if applicable, a completed health history update questionnaire, pursuant to N.J.S.A. 18A:40-41.7.c.
6. The school shall distribute to a student-athlete and his or her parent the sudden cardiac arrest pamphlet developed by the Commissioner of Education, in consultation with the Commissioner of Health, the American Heart Association, and the American Academy of Pediatrics, pursuant to N.J.S.A. 18A:40-41.



- a. A student-athlete and his or her parent annually shall sign the Commissioner-developed form that they received and reviewed the pamphlet, and shall return it, to the student's school pursuant to N.J.S.A. 18A:40-41.d.
- b. The Commissioner shall update the pamphlet, as necessary, pursuant to N.J.S.A. 18A:40-41.b.
- c. The Commissioner shall distribute the pamphlet, at no charge, to all school districts and nonpublic schools, pursuant to N.J.S.A. 18A:40-41.b.

D. Medical Examinations - Upon Enrollment in School

1. The school shall ensure that students receive medical examinations upon enrollment in school. The school requires a parent to provide within thirty days of enrollment entry-examination documentation for each student
2. When a student transfers to another school, the sending school district shall ensure the entry-examination documentation is forwarded to the receiving school pursuant to N.J.A.C. 6A:16-2.4(d).
3. Students transferring into this school from out-of-State or out-of-country may be allowed a thirty-day period to obtain entry examination documentation.
4. The school shall notify parents through its website or other means about the importance of obtaining subsequent medical examinations of the student at least once during each developmental stage: at early childhood (pre-school through grade three), pre-adolescence (grades four through six), and adolescence (grades seven through twelve).

E. Medical Examinations - When Students Apply for Working Papers

1. Pursuant to N.J.S.A. 34:2-21.7 and 34:2-21.8(3), the school may provide for the administration of a medical examination for a student pursuing a certificate of employment.
2. The school shall not be held responsible for the costs for examinations at the student's medical home or other medical provider(s).



F. Medical Examinations - For the Purposes of the Comprehensive Child Study Team Evaluation Pursuant to N.J.A.C. 6A:14-3.4

1. The school shall ensure that students receive medical examinations for the purposes of the comprehensive Child Study Team evaluation pursuant to N.J.A.C. 6A:14-3.4.

G. Medical Examinations - When a Student is Suspected of Being Under the Influence of Alcohol or Controlled Dangerous Substances pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3

1. If a student who is suspected of being under the influence of alcohol or controlled dangerous substances is reported to the certified school nurse, the certified school nurse shall monitor the student's vital signs and general health status for emergent issues and take appropriate action pending the medical examination pursuant to N.J.A.C. 6A:16-4.3.
2. No school staff shall interfere with a student receiving a medical examination for suspicion of being under the influence of alcohol or controlled dangerous substances pursuant to N.J.A.C. 6A:16-4.3.

H. Health Screenings

The Board of Trustees shall ensure that students receive health screenings in accordance with N.J.A.C. 6A:16-2.2(I).

1. Screening for height, weight, and blood pressure shall be conducted annually for each student in ~~five~~ Kindergarten through grade eight.
2. Screening for visual acuity shall be conducted biennially for students in ~~five~~ Kindergarten through grade eight.
3. Screening for auditory acuity shall be conducted annually for students in Kindergarten through grade three and in grade seven pursuant to N.J.S.A. 18A:40-4.
4. Screening for scoliosis shall be conducted biennially for students between the ages of ten and eighteen pursuant to N.J.S.A. 18A:40-4.3.



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LINK COMMUNITY CHARTER SCHOOL

BOARD OF TRUSTEES

STUDENTS

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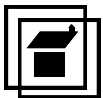
HEALTH SERVICES (M)

5. Screenings shall be conducted by a school physician, school nurse, or other school personnel properly trained.
6. The school shall notify the parent of any student suspected of deviation from the recommended standard.

Adopted: 8 September 2014

Revised: 8 June 2015

Revised: 17 October 2016



5339 SCREENING FOR DYSLEXIA (M)

In accordance with the provisions of N.J.S.A. 18A:40-5.1 et seq., the Board of Trustees shall ensure each student enrolled in the school who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to the provisions of N.J.S.A. 18A:40-5.2. This screening shall be administered no later than the student's completion of the first semester of the second grade.

In the event a student has no record of being screened for dyslexia or other reading disabilities, prior to enrollment at the school, pursuant to N.J.S.A. 18A:40-5.2, the Board shall ensure the newly-enrolled student is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to N.J.S.A. 18A:40-5.2. This screening shall be administered at the same time other students enrolled in the student's grade are screened for dyslexia and other reading disabilities, or if other students enrolled in the student's grade have previously been screened, within ninety calendar days of the date the student is enrolled in the school. The screenings shall be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities.

For the purposes of this Policy, dyslexia means a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

For the purposes of this Policy, "potential indicators of dyslexia or other reading disabilities" means indicators that include, but shall not be limited to, difficulty in acquiring language skills; inability to comprehend oral or written language; difficulty in rhyming words; difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words; difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions; and trouble in replication of content.

In accordance with the provisions of N.J.S.A. 18A:40-5.2(a), the Commissioner of Education shall distribute to each Board of Trustees information on screening instruments available to identify students who possess one or more potential indicators of dyslexia or



other reading disabilities. The Commissioner shall provide information on the screening instruments **appropriate for Kindergarten through grade two students** and on screening instruments that may be suitably used for older students. The Board shall select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities.

In accordance with provisions of N.J.S.A. 18A:40-5.2(b), the Commissioner shall also develop and distribute to each Board of Trustees guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities.

In the event a student is determined, through the screening conducted in accordance with N.J.S.A. 18A:40-5.3, to possess one or more potential indicators of dyslexia or other reading disabilities pursuant to the provisions of N.J.S.A. 18A:40-5.1 et seq., the Board shall ensure the student receives a comprehensive assessment for the learning disorder. In the event a diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, the Board shall provide appropriate evidence-based intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

In accordance with the provisions of N.J.S.A. 18A:6-131, general education teachers, special education teachers, basic skills teachers, English as a second language teachers, reading specialists, learning disabilities teacher consultants, and speech-language specialists are required to complete at least two hours of professional development each year on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia. The Board may make these professional development opportunities available to other instructional or support staff members as the Board deems appropriate. This requirement for professional development in reading disabilities may be part of the twenty hours of annual professional development required by N.J.A.C. 6A:9C et seq. Documentation of teachers' fulfillment of this professional development requirement shall be maintained in the school.

N.J.S.A. 18A:40-5.1; 18A:40-5.2; 18A:40-5.3; 18A:40-5.4;
18A:6-131

Adopted: 8 June 2015
Revised: 09 November 2015
Revised: 12 September 2016



POLICY

LINK COMMUNITY CHARTER SCHOOL
BOARD OF TRUSTEES

Students
5339/Page 3 of 3
SCREENING FOR DYSLEXIA (M)



R 5550 DISAFFECTED STUDENTS (M)

M

- A. **Kindergarten through grade ~~5~~ and 6**
1. Each student's work habits, behavior, products, and records will be continually monitored for signs of disaffection by teaching staff members responsible for the student's instructional program. Such signs of disaffection might include, but need not be limited to, the student's:
 - a. Working below potential set by IQ indicators,
 - b. Depressed standard test scores,
 - c. Excessive absenteeism or truancy,
 - d. Change in personality or work habits,
 - e. Marked irritability, lassitude, or hypersensitivity.
 2. The teacher or other professional staff member who observes signs that a student may be disaffected will confer with the Principal. If it is determined that concern about the student's welfare is warranted, the student's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the student's disabling attitude will be proposed.
 3. Once a student is identified as disaffected, steps to offset the effects of disaffection may be initiated. Such steps may include:
 - a. A meeting with the learning disabilities teacher consultant to help teachers shape classroom strategies that might reduce disaffection,
 - b. Building on the student's strengths to help bolster his/her sense of self-worth,
 - c. Providing instructional alternatives to stimulate the student's interest by utilizing such devices as calculators, computers, educational games, and teaching machines,



- d. Assigning the student to another teacher,
 - e. Transferring the student to another school, and/or
 - f. Referring the student to the Child Study Team.
- B. Grades 7 and 8
- 1. A disaffected student in the middle school may be identified by one or more of the following signs:
 - a. Argumentative behavior and truculence,
 - b. Willful disregard of school rules and lack of concern for others,
 - c. Disrespect for authority figures,
 - d. Excessive absenteeism or truancy,
 - e. Acting-out and/or aggressive behavior, and
 - f. Working below his/her potential.
 - 2. The teacher or other professional staff member who observes signs that a student may be disaffected will confer with the Principal. If it is determined that concern about the student's welfare is warranted, the student's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the student's disabling attitude will be proposed.
 - 3. Once a student is identified as disaffected, the following steps will be taken:
 - a. The student will be referred to the school guidance office for counseling where:
 - (1) The parent(s) or legal guardian(s) may be asked to seek outside support services; and/or



REGULATION

LINK COMMUNITY CHARTER SCHOOL

BOARD OF TRUSTEES

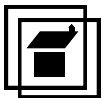
STUDENTS

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DISAFFECTED STUDENTS (M)

- (2) The teaching staff members responsible for the student may be asked to observe the student, formally monitor his/her progress, and report regularly to the guidance counselor.
- b. The student's schedule may be modified as necessary,
- c. The learning disabilities teacher-consultant may be consulted, and
- d. The student may be referred to the Child Study Team.

Issued: 8 September 2014



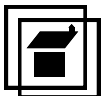
R 5560 DISRUPTIVE STUDENTS (M)

M

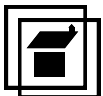
A. **Kindergarten through grade ~~5~~ and 6**

1. Any of the following signs may indicate a disruptive student in the elementary grades:
 - a. Unsatisfactory grades in citizenship or work habits,
 - b. A worsening negative attitude,
 - c. Disobedience and willful disregard of rules,
 - d. Lack of concern for the rights of others,
 - e. Argumentative behavior and truculence,
 - f. Disregard for authority, or
 - g. Fighting with classmates.
2. Any of the following steps may be followed, singly or in combination, to deal with the elementary student who has been identified as disruptive:
 - a. After-school detention
 - b. Use of behavior modification as well as other techniques designed to change disruptive classroom displays,
 - c. Intervention by the Principal,
 - d. Parent-teacher conference,
 - e. Suspension, in accordance with Policy No. 5610, and
 - f. Referral to the Child Study Team.

B. Grades 7 and 8



1. Any of the following signs may indicate a disruptive student in the middle school:
 - a. Argumentative behavior and truculence,
 - b. Willful disregard of school rules and lack of concern for others,
 - c. Disrespect for authority figures,
 - d. Excessive absence or truancy,
 - e. Acting-out and/or aggressive behavior, or
 - f. Difficulty with community or law enforcement agencies.
2. Any of the following steps may be used singly or in combination to deal with the disruptive student in the middle school:
 - a. Detention after school during which time the student may be admonished about his/her conduct in the classroom,
 - b. Referral to the school's guidance counselor for counseling,
 - c. Conference among the teacher, guidance counselor, and parent(s) or legal guardian(s),
 - d. Referral to the Principal when the student is constantly disruptive or causes major infractions of the school rules,
 - e. In-school suspension during which the student is placed under the supervision of a teacher, isolated from the mainstream, and assigned school work to complete,
 - f. Home suspension, in accordance with Policy No. 5610, when other alternatives fail to curb the student's disruptiveness, and
 - g. Referral to the Child Study Team.



REGULATION

LINK COMMUNITY CHARTER SCHOOL

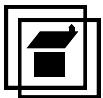
BOARD OF TRUSTEES

STUDENTS

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DISRUPTIVE STUDENTS (M)

Issued: 8 September 2014



5620 EXPULSION (M)

The Board of Trustees recognizes that expulsion from this school is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the procedural due process rights set forth in N.J.A.C. 6A:16-7.1(c) 3 and 7.3, and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3; and an appropriate educational program or service, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610. The educational program or service shall be consistent with the provisions of N.J.A.C. 6A:16-9. Program Criteria; N.J.A.C. 6A:16-10.2 - Home or Out-of-School Instruction for General Education Students; N.J.A.C. 6A:14-2.1 et seq. - Special Education, Procedural Safeguards; and N.J.A.C. 6A:14-4.3 et seq - Special Education, Programs Options, whichever are applicable; or the educational services provided, either in school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board's decision regarding the cessation of the student's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or service in accordance with N.J.A.C. 6A:16-7.4(a)2 until a final determination has been made on the appeal of the Board's action to expel a student.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not be expelled from school, except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq. Students in preschool shall not be expelled, except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to: identify students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.



Except as otherwise provided in N.J.S.A. 18A:37-2a, a student may be expelled from a charter school based on criteria determined by the Board of Trustees, which is consistent with the provisions of N.J.S.A. 18A:37-2, and approved by the Commissioner of Education as part of the school's charter. Any expulsion shall be made upon the recommendation of the charter school Principal, in consultation with the student's teachers.

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

N.J.S.A. 18A:36A-9; 18A:37-2; 18A:37-2a; 18A:37-2b
N.J.A.C. 6A:16-7.4; 6A:14 et seq.

Adopted: 8 September 2014
Revised: 14 August 2017
Revised: 31 August 2020



8140 STUDENT ENROLLMENTS (M)

M

The Board of Trustees recognizes that efficient school operations require an accurate and up to date accounting of the number of students resident in this school community and enrolled in school classes and programs.

Student attendance shall be recorded in the school register during school hours on each day the school is in session. Separate registers shall be kept for students attending **Kindergarten, grades one through five, ~~five~~ grades 6** through eight, each class for the disabled, shared-time classes for regular students, shared-time classes for students with disabilities, full-time bilingual education programs and vocational day programs, summer schools operated by the school, and any other programs as required by the New Jersey Department of Education and N.J.A.C. 6A:32-8.1(d).

A student who has been placed on home instruction shall have his or her attendance status recorded on the regular register attendance pages for the program in which the student is enrolled. For the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement, the student shall be marked absent. No absences will be recorded for the student while on home instruction, providing the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9. The number of possible days of enrollment for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.

Such records shall be made and maintained as will enable the Board to plan program and facilities development, to make appropriate allocation of school resources, and receive the school's maximum amount of State and Federal aid.

The Head of School or designee shall annually and in accordance with the timelines established by the Commissioner, file a report with the Commissioner stating the school's enrollment.

N.J.S.A. 18A:25-4

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:32-8.1; 6A:32-8.2

Adopted: 11 August 2014



POLICY

LINK COMMUNITY CHARTER SCHOOL
BOARD OF TRUSTEES

Operations
8140/Page 2 of 2
STUDENT ENROLLMENTS (M)



REGULATION

LINK COMMUNITY CHARTER SCHOOL

BOARD OF TRUSTEES

OPERATIONS

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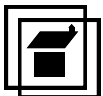
ENROLLMENT ACCOUNTING (M)

R 8140 ENROLLMENT ACCOUNTING (M)

M

A. School Enrollment

1. The enrollment in a class, the school shall be the total number of original entries plus the number of re-entries, less the number of transfers, withdrawals or dropouts in any such unit during a school year. The total number of original entries and re-entries, less the number of transfers, withdrawals or dropouts, in all the classes and the school shall constitute the school enrollment during any school year.
2. No student attending a school operated by this school shall be enrolled in more than one school register in the school during a school year. All students shall be enrolled as of the first day of attendance for that year.
3. No student shall be enrolled in a school register until the student has reached the following legal school age: Kindergarten - more than four years and less than six years.
4. Within ten days of the start of the school year, the school shall determine whether any re-entering student who has not attended school that year has an excused absence or has transferred, withdrawn, or dropped out of the school.
5. Any student enrolled in a school register in a school who moves to another school in the same school year shall be enrolled in one register in the new school upon entering the school.
6. The average daily enrollment in the school for a school year shall be the sum of the days present and absent of all enrolled students when school was in session during the year, divided by the number of days school was actually in session. The average daily enrollment for the classes or the school having varying lengths of terms shall be the sum of the average daily enrollments obtained for the individual classes or the school.
7. The average daily attendance in the school for a school year shall be the sum of the days present of all enrolled students when school was in session during the year, divided by the number of days school was actually



in session. The average daily attendance for the classes or the school having varying lengths of terms shall be the sum of the average daily attendance obtained for the individual classes or the school.

B. Application for State School Aid

Pursuant to the requirements of N.J.S.A. 18A:7F-33, the school shall file with the Commissioner of Education an Application for State School Aid in accordance with the following procedures:

1. Counting Procedure

- a. Each employee responsible for the maintenance and safe keeping of a school register (and whose name appears on the cover of the register) shall conduct a count of the students entered in the register on the last school day prior to October 16.
- b. The count shall include all students who have attended school since the beginning of the school year, by original entry or reentry, and shall exclude all students who have been removed from the register by transfer or dropout.
- c. The count shall be recorded on a form, and the form shall be submitted to the Head of School no later than October 16.

2. Data Collection

- a. The Head of School shall assign responsibility for the preparation of worksheets to document the compilation of register data.
- b. Completed worksheets shall be submitted to the Chief Operating Officer who shall compare the data submitted on the worksheets to the register count submitted in accordance with B.1.a.
- c. The Chief Operating Officer shall reconcile all inconsistencies between worksheet data and register counts and submit final enrollment counts to the Chief Operating Officer no later than required by the Department of Education.

3. Application Submission



REGULATION

LINK COMMUNITY CHARTER SCHOOL

BOARD OF TRUSTEES

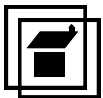
OPERATIONS

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ENROLLMENT ACCOUNTING (M)

The Chief Operating Officer shall complete the Application for State School Aid and submit the application to the Head of School for approval.

Issued: 11 August 2014



STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

8601 STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

The Board of Trustees adopts this Student Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemary Clarke*.

The New Jersey Supreme Court, in *Jerkins*, indicated dangers exist for younger students at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Trustees adopts and requires the implementation of Policy 8601 for the supervision of younger students after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of students attending school-operated programs in **Kindergarten through grade five** who are not eligible for school-provided transportation after dismissal or are eligible and elect not to use school-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a student attending a school-operated school or program in **Kindergarten through grade five**, where the student is not eligible for school-provided transportation or is eligible and elects not to use school-provided transportation after dismissal may request the school or program not release the student to walk home after dismissal unless the student is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) designated escort(s) must be at least eighteen years old. The parent(s) or legal guardian(s) may designate up to three escorts. The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.

The Form shall be made available to parent(s) or legal guardian(s) in the beginning of the school year in the student registration packet.

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the Request Form.

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of students that will be released to a parent(s)



STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

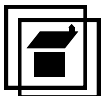
The Principal or designee, or program administrator upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the student at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the student when other students are dismissed from school at the end of the school day.

The Principal or program administrator will develop and implement a written Student Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for students at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Student Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the school's emergency call procedures.

The student(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the student.

In order to ensure the safety of other students being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other students within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or



STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by the Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within fifteen minutes after the dismissal time, the student will remain in the school supervised by school staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the student out of school. If the parent or designated escort does not come to the school within one hour of dismissal, the Newark Police Department will be contacted to transport the child to the Police Station where the child will be held until the parent or designated escort will pick up the child.

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to students at the school's facilities after formal school dismissal.

This Policy shall be published in student/school handbooks. In addition, the school shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the student/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

Adopted: 11 August 2014





**Finance Committee Meeting
March 14, 2022
5:35 pm**

Bima Baje
Shawna Ebanks
Susana Holguin-Veras

I. February 2022 Financial Review

- a. Board Secretary's -Report February 28, 2022

Fund 10

Total Expenses \$ 3,914,192.87
Encumbrances 2,682,472.81
Available Funds 360,505.04
10-121 School Aid- Local Receivable 1,894,210.12
10-141 State Receivable 75,221.20
10-132- Interfund payable – 17,362.75 related to different receivable from different funds
10-421 Accounts Payable- 17,356.67
10-461 Accrued Salaries and Benefits- 64,594.86

Fund 20

- Total Expenses \$ 167,409.17
Encumbrances 516,020.08
Available 1,487,329.75
- b. Treasurer's Report- February 28, 2022
Total Cash \$1,966,274.73
- c. Bill List March 14, 2022
Total Disbursement 249,917.61
- d. Budget transfer:
- | Transfer from | Transfer to |
|---------------------------------|------------------------------|
| 11-000-291-232-000-054 5,000.00 | 11-000-291-232-000-054 5,000 |

II. Other Business

Budget for school year 2022-2023 will be presented during the special board meeting.

**REPORT OF THE TREASURER
TO THE BOARD OF TRUSTEES
LINK COMMUNITY CHARTER SCHOOL
ALL FUNDS**

FOR THE MONTH ENDING FEBRUARY 28, 2022

		CASH REPORT			
FUNDS		(1) Beginning Cash Balance	(2) Cash Receipts/Transfers This Month	(3) Cash Disbursements/Transfers This Month	(4) Ending Cash Balance (1) + (2) - (3)
	GOVERNMENTAL FUNDS				
1	General Fund - Fund 10 - Operating	\$ 1,381,651.29	\$ 626,520.40	\$ 514,628.32	\$ 1,493,543.37
2	Charter Escrow	75,000.00	-	-	\$ 75,000.00
2	Special Revenue Fund - Fund 20	270,253.04	93,437.38	92,586.53	271,103.89
3	Total governmental funds (Lines 1 thru 2)	1,726,904.33	719,957.78	607,214.85	1,839,647.26
	ENTERPRISE FUND				
4	Food Service	23,536.87	-	-	23,536.87
	Total Enterprise funds (Lines 4)	23,536.87	-	-	23,536.87
	TRUST & AGENCY FUNDS				
5	Payroll Account	43,973.56	261,635.63	262,501.01	43,108.18
6	Payroll Agency	45,868.26	38,664.61	37,528.05	47,004.82
7	Unemployment	25.00	-	-	25.00
8	Student Activity Account	12,952.60	-	-	12,952.60
9	Total Trust & Agency Funds (Lines 5 thru 8)	102,819.42	300,300.24	300,029.06	103,090.60
10	Total All Funds (Lines 3, 4 and 9)	\$ 1,853,260.62	\$ 1,020,258.02	\$ 907,243.91	\$ 1,966,274.73

Prepared and Submitted By:

Leslie Baynes
Chief Operating Officer

03/12/22

Date

**LINK COMMUNITY CHARTER SCHOOL
RECONCILIATION OF BOARD SECRETARY'S REPORT (A-148)
AND TREASURER'S REPORT (A-149)
FOR THE MONTH ENDING FEBRUARY 28, 2022**

<u>Fund</u>		
10.101	General fund - Regular Account	\$ 1,493,543.37
10.106	Charter Escrow	75,000.00
20.101	Special Revenue Fund	271,103.89
60.101	Enterprise Fund	23,536.87
90.101	Payroll Account	43,108.18
90.103	Unemployment	25.00
91.101	Agency Account	47,004.82
95.101	Student Activity Account	12,952.60
		<hr/>
Total Board Secretary's Records - A-148		1,966,274.73
Total Funds per Treasurer's Report		<hr/> 1,966,274.73 <hr/>
Difference		<hr/> <div>□</div> - <hr/>

LINK COMMUNITY CHARTER SCHOOL
TD Bank
OPERATING ACCOUNT - 430-2520237
FOR THE MONTH ENDING FEBRUARY 28, 2022

	<u>BANK</u>	<u>BOOKS</u> <u>G/FUND</u>	<u>BOOKS</u> <u>S/REVENUE</u>	<u>BOOKS</u> <u>TOTAL</u>
BALANCE BEG. OF MONTH	<u>□ 1,□4,347.3□</u>	<u>□ 1,381,□51.2□</u>	<u>□ 270,253.04</u>	<u>□ 1,□51,□04.33</u>
<u>Additions</u>				
Deposits	719,957.78	626,520.40	93,437.38	719,957.78
Total Receipts	<u>719,957.78</u>	<u>626,520.40</u>	<u>93,437.38</u>	<u>719,957.78</u>
<u>Deductions</u>				
Cash Disbursements	568,747.84	514,628.32	92,586.53	607,214.85
Total Disbursements	<u>568,747.84</u>	<u>514,628.32</u>	<u>92,586.53</u>	<u>607,214.85</u>
<u>BALANCE END OF MONTH</u>	1,845,557.30			
<u>RECONCILIATION</u>				
Less--Outstanding checks	80,910.04			
Deposit in transit				
ADJUSTED BALANCE END OF MONTH	<u>□ 1,7□4,□47.2□</u>	<u>□ 1,4□3,543.37</u>	<u>□ 271,103.8□</u>	<u>□ 1,7□4,□47.2□</u>

The following checks are outstanding after this statement period:

<u>Date</u>	<u>Check #</u>	<u>Vendor</u>	<u>Amount</u>	<u>Comment</u>
09/11/2020	03779	RESOURCES FOR EDUCATORS	\$0.00	Prior Year Check
01/07/2021	03897	City of Newark Division of Water	\$560.65	Prior Year Check
03/04/2021	03968	Gordon & Rees	\$1,537.00	Prior Year Check
05/10/2021	04061	Window Repair Systems, Inc.	\$8,610.00	Prior Year Check
02/14/2022	04426	NCS Pearson Inc.	\$398.56	
02/23/2022	04427	E.A. Services Corporation	\$0.00	
08/06/2021	04144	AT&T Mobility	\$7,992.97	
11/04/2021	04298	Scenario Learning LLC	\$597.00	
01/10/2022	04377	Turnitin, LLC	\$2,100.00	
02/07/2022	04382	LESLIE BAYNES	\$341.03	
02/09/2022	04386	Catapult Learning, LLC	\$33,347.50	
02/09/2022	04394	Great Minds	\$330.33	
02/10/2022	04395	Dr. Kia Grundy	\$3,000.00	
02/11/2022	04406	Jesuit Volunteer Corp	\$20,000.00	
02/11/2022	04415	One Source Solutions	\$2,095.00	

The total of all checks outstanding this period: \$80,910.04

No Journal Entries remain outstanding after this period.



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LINK COMMUNITY CHARTER SCHOOL INC
GENERAL FUND ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 7
Statement Period: Feb 01 2022-Feb 28 2022
Cust Ref #: 4302520237-719-E-***
Primary Account #: 430-2520237

TD Business Premier Checking

LINK COMMUNITY CHARTER SCHOOL INC

Account # 430-2520237

ACCOUNT SUMMARY

Beginning Balance	1,234,378.69	Average Collected Balance	1,502,855.58
Deposits	459,093.08	Interest Earned This Period	0.00
Electronic Deposits	260,864.70	Interest Paid Year-to-Date	0.00
Checks Paid	268,447.60	Annual Percentage Yield Earned	0.00%
Electronic Payments	300,300.24	Days in Period	28
Ending Balance	1,385,588.63		

DAILY ACCOUNT ACTIVITY

Deposits

POSTING DATE	DESCRIPTION	AMOUNT
02/10	DEPOSIT	275,866.03
02/10	DEPOSIT	181,118.05
02/10	DEPOSIT	2,109.00
Subtotal:		459,093.08

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
02/04	CCD DEPOSIT, NEW JERSEY PUBLI RECEIVABLE 016RIPOGN23X1WO	93,437.38
02/15	CCD DEPOSIT, PLAINFIELD BOE AP LINKCO	3,602.00
02/23	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	157,318.00
02/24	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	4,215.75
02/24	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	2,159.55
02/24	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	97.02
02/24	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	35.00
Subtotal:		260,864.70

Checks Paid

No. Checks: 37

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
02/22	4383	203.79	02/28	4392	1,554.00
02/22	4384	128.49	02/28	4393	646.20
02/25	4385	315.18	02/22	4396*	38,731.10
02/22	4387*	2,701.30	02/23	4397	9,313.62
02/23	4388	1,384.58	02/28	4398	1,160.00
02/23	4389	11,656.00	02/25	4399	2,951.00
02/22	4390	372.75	02/25	4400	800.00
02/24	4391	83,195.10	02/24	4401	146.26

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**Bank**

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STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC

Page: 3 of 7
 Statement Period: Feb 01 2022-Feb 28 2022
 Cust Ref #: 4302520237-719-E-***
 Primary Account #: 430-2520237

DAILY ACCOUNT ACTIVITY**Checks Paid (continued)**

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
02/22	4402	8,690.09	02/23	4416*	4,974.75
02/22	4403	1,517.20	02/28	4417	291.66
02/23	4404	289.00	02/23	4418	1,000.00
02/24	4405	878.31	02/22	4419	3,203.60
02/23	4407*	760.01	02/22	4420	4,804.80
02/23	4408	948.00	02/23	4421	22,763.53
02/23	4409	164.95	02/22	4422	27,333.33
02/23	4410	4,049.01	02/22	4423	2,054.84
02/24	4412*	5,333.00	02/22	4424	5,393.75
02/23	4413	1,100.00	02/22	4425	8,407.60
02/22	4414	9,230.80			

Subtotal: 268,447.60

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
02/15	eTransfer Debit, Online Xfer Transfer to CK 4301373885	130,611.54
02/15	eTransfer Debit, Online Xfer Transfer to CK 4301373893	19,314.12
02/25	eTransfer Debit, Online Xfer Transfer to CK 4301373885	131,024.09
02/25	eTransfer Debit, Online Xfer Transfer to CK 4301373893	19,350.49

Subtotal: 300,300.24

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
01/31	1,234,378.69	02/23	1,626,726.60
02/04	1,327,816.07	02/24	1,543,681.25
02/10	1,786,909.15	02/25	1,389,240.49
02/15	1,640,585.49	02/28	1,385,588.63
02/22	1,527,812.05		

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

P.O. Box 1001
 Iselin, NJ 08830-1001

Account Number 1127000464
 Statement Date 02/28/2022
 Statement Thru Date 02/28/2022
 Check/Items Enclosed 0
 Page 1

Address Service Requested

00009638 MPBNJDDA030122075049 01 000000000 0000000 002

LINK COMMUNITY CHARTER SCHOOL INC
 23 PENNSYLVANIA AVE
 NEWARK NJ 07114-2007

Customer Support



Contact us by Phone
 800.448.7768



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RELATIONSHIP SUMMARY AND CURRENT STATEMENT ACTIVITY

Account Type	Account Number	Interest Paid In 2021	Balance
BUSINESSADVANTAGE CKNG	1127000464	\$0.00	\$459,968.67

BUSINESSADVANTAGE CKNG

Account Number: 1127000464

Account Owner(s): LINK COMMUNITY CHARTER SCHOOL INC

Balance Summary

Beginning Balance as of 02/01/2022	\$459,968.67
+ Deposits and Credits (0)	\$0.00
- Withdrawals and Debits (0)	\$0.00
Ending Balance as of 02/28/2022	\$459,968.67
Service Charges for Period	\$0.00
Average Balance for Period	\$459,968.00

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ELECTRONIC FUND TRANSFER ACT DISCLOSURES**IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS**

Telephone our Customer Contact Center at 1.800.448.PROV (7768) or write us at Provident Bank P.O. Box 1001, Iselin, NJ 08830-1001 ATTN: Card Management Operations Dept. as soon as you can, if you think your statement or receipt is wrong or if you need more information about a transfer listed on the statement or receipt. We must hear from you no later than sixty (60) days after we sent you the FIRST statement on which the problem or error appeared. When contacting us, please:

- (1) Tell us your name and account number (if any);
- (2) Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information;
- (3) Tell us the dollar amount of the suspected error.

If you tell us orally, we may require that you send us your complaint or question in writing within ten (10) business days.

We will determine whether an error occurred within ten (10) business days after we hear from you and will correct any error promptly. If we need more time, however, we may take up to forty-five (45) days to investigate your complaint or question. If we decide to do this, we will credit your account within ten (10) business days for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation. If we ask you to put your complaint or question in writing and we do not receive it within ten (10) business days, we may not credit your account.

For errors involving new accounts, point-of-sale, or foreign-initiated transactions we may take up to ninety (90) days to investigate your complaint or question. For new accounts, we may take up to twenty (20) business days to credit your account for the amount you think is in error.

We will tell you the results within three (3) business days after completing our investigation. If we decide that there was no error, we will send you a written explanation. You may ask for copies of the documents that we used in our investigation.

PREAUTHORIZED TRANSFERS/CREDITS TO YOUR ACCOUNT

If you have arranged to have direct deposits or other preauthorized electronic transfers made to your account at least once every sixty (60) days from the same person or company, you can call us at 1.800.448.PROV (7768) to find out whether or not the deposit/transfer has been made.

PREAUTHORIZED TRANSFERS FROM YOUR ACCOUNT AND NOTICE OF VARYING AMOUNTS

Preauthorized electronic fund transfer from your account may be authorized only by a written request signed by you. If these regular preauthorized transfers vary in amount, the designated payee should provide you with a written notice of the amount and date the transfer is scheduled to be made at least ten (10) calendar days before the scheduled date of the transfer.

STOP PAYMENTS ORDERS AND LIABILITY FOR FAILURE TO STOP PAYMENTS

If you have told us in advance to make regular payments out of your account, you can stop payment on any of these payments. Here's how: Call us at 1.800.448.PROV (7768) for all stop payment requests or write us at Provident Bank P.O. Box 1001, Iselin, NJ 08830-1001 ATTN: Card Management Operations Dept. We must receive your request at least three (3) business days before the payment is scheduled to be made. The best way to stop a payment is by calling us first. If you call, we may also require you to confirm your request in writing at the address previously noted within fourteen (14) days after your call. We will charge you a fee for each stop-payment order. If you tell us to stop payment on a preauthorized transfer from your account in accordance with these procedures and we do not do so, we will be liable for any direct losses or damages you can prove.

TRUTH-IN-LENDING ACT DISCLOSURES**HOW WE DETERMINE THE BALANCE ON WHICH YOUR FINANCE CHARGE IS CALCULATED**

We figure the Finance Charge in your account by applying the DAILY PERIODIC RATE to the "Average Daily Balance" of your account, including current transactions. To get the "Average Daily Balance", we take the beginning balance of your account each day, add any new advances of credit, and then subtract any payments or credits. This gives us the daily balance. We then add up all the daily balances for the Billing Cycle and divide the total by the number of days in that same Billing Cycle. This gives us the "Average Daily Balance". Once the Average Daily balance is determined, we then calculate the Finance Charge on your account by: (i) multiplying the Average Daily Balance by the applicable DAILY PERIODIC RATE; and (ii) multiplying the results by the number of days in the Billing Cycle.

BILLING RIGHTS SUMMARY: IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR BILL

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us (on a separate sheet) at Provident Bank, P.O. Box 1002, Iselin, NJ 08830-1002 ATTN: Loan Servicing Dept. as soon as possible. We must hear from you no later than 60 days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us at 1.800.448.PROV (7768), but doing so will not preserve your rights.

In your letter, give us the following information:

- (1) Your name and account number,
- (2) The dollar amount of the suspected error,
- (3) Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

IMPORTANT INFORMATION FOR LINE OF CREDIT CUSTOMERS

Payments received at Provident Bank, P.O. Box 617, Newark, NJ 07101-0617 will be credited to your account on the day received. Payments presented at Provident branch locations will be credited promptly, but credit may be delayed for up to five (5) calendar days after receipt.

To Reconcile Your Account, Just Follow The Procedure Outlined Below:**List outstanding checks not charged to account**

- | | | |
|----|--|-------------------------|
| 1. | Enter: Ending Balance as shown on this statement | \$ _____ |
| 2. | Enter: Total deposits not credited to this statement period (if any). | \$ _____ |
| 3. | Add: Total of #1 and #2 above. | Total \$ _____ |
| 4. | Enter: Total outstanding checks from column at right. | \$ _____ |
| 5. | Subtract: Amount in #4 minus "Total" from #3 above. | Balance \$ _____ |
- Balance:** Should agree with checkbook after deducting service fees or other charges and/or adding interest earned

Check Number	Check Amount	
	Dollars	Cents
	\$	
Total	\$	



LINK COMMUNITY CHARTER SCHOOL
TD Bank
ACCOUNT 430-74508
FOR THE MONTH ENDING FEBRUARY 28, 2022

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	<u>75,000.00</u>	<u>75,000.00</u>
RECEIPTS		
	0.00	0.00
Total Receipts	<u>0.00</u>	<u>0.00</u>
DISBURSEMENTS		
Disbursements	0.00	0.00
Total Disbursements	<u>0.00</u>	<u>0.00</u>
ADJUSTED BALANCE END OF MONTH	<u>75,000.00</u>	<u>75,000.00</u>



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LINK COMMUNITY CHARTER SCHOOL INC
CHARTER ESCROW ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Feb 01 2022-Feb 28 2022
Cust Ref #: 4356745089-717-E-###
Primary Account #: 435-6745089

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
CHARTER ESCROW ACCOUNT

Account # 435-6745089

ACCOUNT SUMMARY

Beginning Balance	75,000.00	Average Collected Balance	75,000.00
		Interest Earned This Period	0.00
Ending Balance	75,000.00	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	28

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

How to Balance your Account

Begin by adjusting your account register as follows:

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	75,000.00
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

When making a verbal inquiry, the Bank may ask that you send us your complaint in writing within ten (10) business days after the first telephone call.

We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

INTEREST NOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us at P.O. Box 1377, Lewiston, Maine 04243-1377 as soon as possible. We must hear from you no later than sixty (60) days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

LINK COMMUNITY CHARTER SCHOOL
TD Bank
ACCOUNT 430-137318
FOR THE MONTH ENDING FEBRUARY 28, 2022

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	23,531.87	23,531.87
RECEIPTS		
	0.00	0.00
Total Receipts	<u>0.00</u>	<u>0.00</u>
DISBURSEMENTS		
Disbursements	0.00	0.00
Total Disbursements	<u>0.00</u>	<u>0.00</u>
BALANCE END OF MONTH	<u>23,531.87</u>	<u>23,531.87</u>
FUND 10 transfer		
Outstanding Check	-	
BALANCE PER BOOKS	<u>23,531.87</u>	<u>23,531.87</u>



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STATEMENT OF ACCOUNT



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LINK COMMUNITY CHARTER SCHOOL INC
UNEMPLOYMENT TRUST ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Feb 01 2022-Feb 28 2022
Cust Ref #: 4301373900-717-E-***
Primary Account #: 430-1373900

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
UNEMPLOYMENT TRUST ACCOUNT

Account # 430-1373900

ACCOUNT SUMMARY

Beginning Balance	25.00	Average Collected Balance	25.00
		Interest Earned This Period	0.00
Ending Balance	25.00	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	28

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Begin by adjusting your account register as follows:

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	25.00
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

When making a verbal inquiry, the Bank may ask that you send us your complaint in writing within ten (10) business days after the first telephone call.

We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

INTEREST NOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us at P.O. Box 1377, Lewiston, Maine 04243-1377 as soon as possible. We must hear from you no later than sixty (60) days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

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FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

LINK COMMUNITY CHARTER SCHOOL
TD Bank
ACCOUNT 430-1373 00
FOR THE MONTH ENDING FEBRUARY 28, 2022

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	□ 25.00	□ 25.00
RECEIPTS		
	0.00	0.00
Total Receipts	<u>0.00</u>	<u>0.00</u>
DISBURSEMENTS		
Disbursements	0.00	0.00
Total Disbursements	<u>0.00</u>	<u>0.00</u>
ADJUSTED BALANCE END OF MONTH	<u>□ 25.00</u>	<u>□ 25.00</u>



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LINK COMMUNITY CHARTER SCHOOL INC
UNEMPLOYMENT TRUST ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Feb 01 2022-Feb 28 2022
Cust Ref #: 4301373900-717-E-***
Primary Account #: 430-1373900

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
UNEMPLOYMENT TRUST ACCOUNT

Account # 430-1373900

ACCOUNT SUMMARY

Beginning Balance	25.00	Average Collected Balance	25.00
		Interest Earned This Period	0.00
Ending Balance	25.00	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	28

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Begin by adjusting your account register as follows:

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	25.00
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

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- The dollar amount and date of the suspected error.

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We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

INTEREST NOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

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LINK COMMUNITY CHARTER SCHOOL
TD Bank
PAYROLL ACCOUNT -430-1373885
FOR THE MONTH ENDING FEBRUARY 28, 2022

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	□ 43,73.5 □	□ 43,73.5 □
RECEIPTS		
Deposits	261,635.63	261,635.63
Total Receipts	<u>261,635.63</u>	<u>261,635.63</u>
Disbursements	262,501.01	262,501.01
Total Disbursements	<u>262,501.01</u>	<u>262,501.01</u>
Balance at End of Month	43,108.18	43,108.18
Less: Outstanding Checks	<u>0.00</u>	<u>-</u>
ADJUSTED BALANCE END OF MONTH	<u><u>□ 43,108.18</u></u>	<u><u>□ 43,108.18</u></u>

Schedule of Outstanding Checks:

Employee Name	Date	Check □	Amount
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LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Feb 01 2022-Feb 28 2022
Cust Ref #: 4301373885-717-E-###
Primary Account #: 430-1373885

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL ACCOUNT

Account # 430-1373885

ACCOUNT SUMMARY

Beginning Balance	43,973.56	Average Collected Balance	57,579.16
Electronic Deposits	261,635.63	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Electronic Payments	262,501.01	Annual Percentage Yield Earned	0.00%
Ending Balance	43,108.18	Days in Period	28

DAILY ACCOUNT ACTIVITY

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
02/15	eTransfer Credit, Online Xfer Transfer from CK 4302520237	130,611.54
02/25	eTransfer Credit, Online Xfer Transfer from CK 4302520237	131,024.09
Subtotal:		261,635.63

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
02/15	CCD DEBIT, N7728 LINK COMMU DIR DEP N7728	90,606.62
02/15	CCD DEBIT, PAYLOCITY TAX AC TAX COL N7728	39,895.17
02/15	CCD DEBIT, N7728 LINK COMMU BILLING N7728	975.13
02/28	CCD DEBIT, N7728 LINK COMMU DIR DEP N7728	90,703.70
02/28	CCD DEBIT, PAYLOCITY TAX AC TAX COL N7728	39,983.57
02/28	CCD DEBIT, N7728 LINK COMMU BILLING N7728	336.82
Subtotal:		262,501.01

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
01/31	43,973.56	02/25	174,132.27
02/15	43,108.18	02/28	43,108.18

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com



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- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
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3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	43,108.18
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

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INTEREST NOTICE

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FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

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LINK COMMUNITY CHARTER SCHOOL
TD Bank
Acct# 430-13738#3
FOR THE MONTH ENDING FEBRUARY 28, 2022

	<u>BANK</u>	<u>BOOKS</u>
<u>BALANCE BEG. OF MONTH</u>	□ 45,8□8.2□	□ 45,8□8.2□
<u>RECEIPTS</u>		
Deposits /Interests	38,664.61	38,664.61
Total Receipts	<u>38,664.61</u>	<u>38,664.61</u>
-		
Cash Disbursements	37,528.05	37,528.05
Balance at End of Month	47,004.82	47,004.82
Outstanding Checks	0.00	
<u>ADJUSTED BALANCE END OF MONTH</u>	<u><u>47,004.82</u></u>	□ <u><u>47,004.82</u></u>



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LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL AGENCY ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Feb 01 2022-Feb 28 2022
Cust Ref #: 4301373893-713-E-###
Primary Account #: 430-1373893

TD Business Simple Checking

LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL AGENCY ACCOUNT

Account # 430-1373893

ACCOUNT SUMMARY

Beginning Balance	45,868.26	Average Collected Balance	35,600.48
Electronic Deposits	38,664.61	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Checks Paid	7,361.66	Annual Percentage Yield Earned	0.00%
Electronic Payments	30,166.39	Days in Period	28
Ending Balance	47,004.82		

DAILY ACCOUNT ACTIVITY**Electronic Deposits**

POSTING DATE	DESCRIPTION	AMOUNT
02/15	eTransfer Credit, Online Xfer Transfer from CK 4302520237	19,314.12
02/25	eTransfer Credit, Online Xfer Transfer from CK 4302520237	19,350.49
Subtotal:		38,664.61

Checks Paid

No. Checks: 3

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
02/22	1201	2,665.28	02/22	1203	3,690.00
02/23	1202	1,006.38			
Subtotal:					7,361.66

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
02/04	CCD DEBIT, BENEFLEX INC BT0203 000000165682941	142.29
02/07	CCD DEBIT, BENEFLEX INC FUNDING BENLINK	3,585.61
02/10	CCD DEBIT, DIV OF PENS&BENE TEPS TPAF 000000004091137	16,623.13
02/10	CCD DEBIT, DIV OF PENS&BENE TEPS PERS 000000004090941	9,815.36
Subtotal:		30,166.39

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
01/31	45,868.26	02/15	35,015.99
02/04	45,725.97	02/22	28,660.71
02/07	42,140.36	02/23	27,654.33
02/10	15,701.87	02/25	47,004.82

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- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	47,004.82
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

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INTEREST NOTICE

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FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

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LINK COMMUNITY CHARTER SCHOOL
TD Bank
STUDENT ACTIVITY FUND - 430-1373-2
FOR THE MONTH ENDING FEBRUARY 28, 2022

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	□ 12,952.00	□ 12,952.00
Receipts	<hr/>	<hr/>
Deposits	0.00	0.00
Total	<hr/> 0.00 <hr/>	<hr/> 0.00 <hr/>
Disbursements		
Disbursements	-	-
Total	<hr/> - <hr/>	<hr/> - <hr/>
Bank Balance	12,952.60	12,952.60
Less: Outstanding checks		-
BALANCE END OF MONTH	<hr/> □ 12,952.60 <hr/>	<hr/> □ 12,952.60 <hr/>



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LINK COMMUNITY CHARTER SCHOOL INC
STUDENT ACTIVITY ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Feb 01 2022-Feb 28 2022
Cust Ref #: 4301373926-713-E-###
Primary Account #: 430-1373926

TD Business Simple Checking

LINK COMMUNITY CHARTER SCHOOL INC
STUDENT ACTIVITY ACCOUNT

Account # 430-1373926

ACCOUNT SUMMARY

Beginning Balance	12,952.60	Average Collected Balance	12,952.60
		Interest Earned This Period	0.00
Ending Balance	12,952.60	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	28

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

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Begin by adjusting your account register as follows:

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- Add any automatic deposit or overdraft line of credit.
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4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	12,952.60
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

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FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

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- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
10-101	CASH-CHECKING	1,858,229.41	3,943,742.91	4,308,428.95	1,493,543.37
10-103	PETTY CASH	0.00	0.00	0.00	0.00
10-105	Cash with Fiscal Agents	0.00	0.00	0.00	0.00
10-106	Charter Escrow	75,000.00	0.00	0.00	75,000.00
10-108	Impact Aid Rsv (General)	0.00	0.00	0.00	0.00
10-109	Impact Aid Rsv (Capital)	0.00	0.00	0.00	0.00
10-111	INVESTMENTS	0.00	0.00	0.00	0.00
10-114	INTEREST ON INV	0.00	0.00	0.00	0.00
10-116	CAPITAL RSV ACT	0.00	0.00	0.00	0.00
10-117	Maintenance Reserve	0.00	0.00	0.00	0.00
10-118	Emergency Reserve	0.00	0.00	0.00	0.00
10-121	TAX LEVY RECVBL	293,404.37	5,896,396.00	4,295,590.25	1,894,210.12
10-131	I/F LOANS REC	0.00	0.00	0.00	0.00
10-132	INTERFUND	0.00	0.00	0.00	0.00
10-133	Enterprise	(17,930.47)	113,239.97	144,234.88	(48,925.38)
10-134	Interfund Payroll	32,397.36	(218.63)	0.00	32,178.73
10-135	Interfund-Payroll Agency	41,019.36	0.00	6,909.96	34,109.40
10-137	Student Activity	0.00	0.00	0.00	0.00
10-141	STATE A/R	0.00	709,410.00	634,188.80	75,221.20
10-142	FEDERAL A/R	0.00	0.00	0.00	0.00
10-143	OTHER A/R	81,483.77	0.00	0.00	81,483.77
10-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
10-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
10-199	OTH CURR ASSETS	4,550.00	0.00	0.00	4,550.00
10-301	EST REVENUES	6,834,006.00	(1,233,154.00)	0.00	5,600,852.00
10-302	REVENUES	0.00	1,233,154.00	6,701,779.02	5,468,625.02
10-303	BGTD FUND BAL	123,164.72	0.00	(1,233,154.00)	1,356,318.72
10-307	BG WD FR CAPRSV	0.00	0.00	0.00	0.00
10-308	Bud With Sale/Leaseback Res	0.00	0.00	0.00	0.00
10-309	Bud With Cap Res Excess Costs	0.00	0.00	0.00	0.00
10-310	Bud With Maint Res	0.00	0.00	0.00	0.00
10-311	Bud With Tuition Res	0.00	0.00	0.00	0.00
10-312	Bud With Emer. Res	0.00	0.00	0.00	0.00
10-314	Bud With Waiver Offset Res	0.00	0.00	0.00	0.00
10-315	Bud With Bus Ad Rsv for Fuel C	0.00	0.00	0.00	0.00
10-317	Bud With Cap Res xFer to D.S.	0.00	0.00	0.00	0.00
10-318	Bud With Impact Aid Rsv (Gen)	0.00	0.00	0.00	0.00
10-319	Bud With Impact Aid Rsv (Cap)	0.00	0.00	0.00	0.00
10-401	Interfund Loans Payables	0.00	0.00	0.00	0.00
10-402	INTERFUND A/P	0.00	0.00	0.00	0.00
10-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
10-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
10-421	ACCTS PAYABLE	363,166.27	345,809.60	0.00	17,356.67
10-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
10-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
10-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
10-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00

Link Community Charter School Trial Balance Sheet for Fund 10 (General Fund)

FY2022 Data is Posted to 02/28/22

Printed: 3/12/2022, 1:17:22PM

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
10-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
10-461	Health Insurance Emp share	0.00	(64,594.86)	0.00	64,594.86
10-462	FSA	0.00	0.00	0.00	0.00
10-463	Accrued Salaries	0.00	0.00	0.00	0.00
10-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
10-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
10-601	APPROPRIATIONS	6,957,170.72	0.00	0.00	6,957,170.72
10-602	EXPENDITURES	0.00	3,914,192.87	0.00	3,914,192.87
10-603	ENCUMBRANCES	0.00	6,596,575.18	3,914,102.37	2,682,472.81
10-604	INCR IN CAP RES	0.00	0.00	0.00	0.00
10-605	Incr. Sale/Leaseback Rsv	0.00	0.00	0.00	0.00
10-606	Incr. Maintenance Reserve	0.00	0.00	0.00	0.00
10-607	Incr. Emergency Reserve	0.00	0.00	0.00	0.00
10-609	Incr. Waiver Offset Rsv	0.00	0.00	0.00	0.00
10-610	Incr. Bus Ad Reserve for Fuel	0.00	0.00	0.00	0.00
10-611	Incr. Impact Aid Rsv (General)	0.00	0.00	0.00	0.00
10-612	Incr. Impact Aid Rsv (Capital)	0.00	0.00	0.00	0.00
10-753	RSV ENC CURR YR	0.00	3,914,102.37	6,596,575.18	2,682,472.81
10-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
10-755	Res Fund Bal Bus Ad Rsv Fuel	0.00	0.00	0.00	0.00
10-756	Res Fund Impact Aid Rsv (Gen)	0.00	0.00	0.00	0.00
10-757	Res Fund Impact Aid Rsv (Cap)	0.00	0.00	0.00	0.00
10-760	OTHER RESERVES	0.00	0.00	0.00	0.00
10-761	RES FB-CA RS AC	0.00	0.00	0.00	0.00
10-763	Res Fund Bal S/L Rsv	0.00	0.00	0.00	0.00
10-764	Res Fund Bal Maint Rsv	0.00	0.00	0.00	0.00
10-765	Res Fund Bal Tuition Rsv	0.00	0.00	0.00	0.00
10-766	Res Fund Bal Emer. Rsv	0.00	0.00	0.00	0.00
10-768	Res Fund Bal Waiver Offset Rsv	0.00	0.00	0.00	0.00
10-770	CE SURPLUS	2,004,987.53	0.00	0.00	2,004,987.53
10-772	Res Fund Bal ARRA/SEMI	0.00	0.00	0.00	0.00
			<hr/>	<hr/>	
			25,368,655.41	25,368,655.41	

Link Community Charter School Trial Balance Sheet for Fund 20 (Special Revenue Fund)

FY2022 Data is Posted to 02/28/22

Printed: 3/12/2022, 1:17:01PM

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
20-101	CASH-CHECKING	(221,229.58)	659,742.64	167,409.17	271,103.89
20-102	Cash on Hand	0.00	0.00	0.00	0.00
20-111	INVESTMENTS	0.00	0.00	0.00	0.00
20-114	INTEREST ON INV	0.00	0.00	0.00	0.00
20-116	CAPITAL RSV ACC	0.00	0.00	0.00	0.00
20-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
20-131	I/F LOANS REC	0.00	0.00	0.00	0.00
20-132	INTERFUND A/R	0.00	0.00	0.00	0.00
20-141	STATE A/R	0.46	0.00	0.00	0.46
20-142	FEDERAL A/R	284,422.00	0.00	284,422.00	0.00
20-143	OTHER A/R	0.00	0.00	0.00	0.00
20-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
20-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
20-199	OTH CURR	0.00	0.00	0.00	0.00
20-301	EST REVENUES	0.00	0.00	0.00	0.00
20-302	REVENUES	0.00	0.00	375,320.64	375,320.64
20-303	BGTD FUND BAL	2,170,759.00	0.00	0.00	2,170,759.00
20-307	BGT WD FROM CR	0.00	0.00	0.00	0.00
20-402	I/F ACCTS PAYABLE	0.00	0.00	0.00	0.00
20-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
20-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
20-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
20-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
20-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
20-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
20-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
20-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
20-481	DEFRRD REVENUES	63,192.53	0.00	0.00	63,192.53
20-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
20-601	APPROPRIATIONS	2,170,759.00	0.00	0.00	2,170,759.00
20-602	EXPENDITURES	0.00	167,409.17	0.00	167,409.17
20-603	ENCUMBRANCES	0.00	683,429.25	167,409.17	516,020.08
20-604	INCR IN CAP RSV	0.00	0.00	0.00	0.00
20-753	RSV ENC CURR YR	0.00	167,409.17	683,429.25	516,020.08
20-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
20-760	OTHER RESERVES	0.00	0.00	0.00	0.00
20-761	RSV FD BAL CR	0.00	0.00	0.00	0.00
20-770	CE SURPLUS	0.35	0.00	0.00	0.35
			<hr/>	<hr/>	
			1,677,990.23	1,677,990.23	

Link Community Charter School Trial Balance Sheet for Fund 60 (Enterprise Fund)

FY2022 Data is Posted to 02/28/22

Printed: 3/12/2022, 1:16:29PM

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
60-101	CASH-CHECKING	23,536.87	257,474.85	257,474.85	23,536.87
60-102	Cash on Hand	0.00	0.00	0.00	0.00
60-111	INVESTMENTS	0.00	0.00	0.00	0.00
60-114	INTEREST ON INV	0.00	0.00	0.00	0.00
60-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
60-131	I/F LOANS REC	0.00	0.00	0.00	0.00
60-133	Interfund-Fund 10	10,536.39	144,234.88	113,239.97	41,531.30
60-135	Interfund-Student Activity	0.00	0.00	0.00	0.00
60-141	STATE A/R	19,768.18	0.00	19,768.18	0.00
60-142	FEDERAL A/R	(7,394.08)	0.00	0.00	(7,394.08)
60-143	OTHER A/R	0.00	0.00	0.00	0.00
60-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
60-153	Other Receivable	0.00	0.00	0.00	0.00
60-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
60-301	EST REVENUES	0.00	0.00	0.00	0.00
60-302	REVENUES	0.00	0.00	124,466.70	124,466.70
60-303	BGTD FUND BAL	300,000.00	0.00	0.00	300,000.00
60-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
60-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
60-421	ACCTS PAYABLE	9,412.57	0.00	0.00	9,412.57
60-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
60-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
60-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
60-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
60-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
60-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
60-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
60-601	APPROPRIATIONS	300,000.00	0.00	0.00	300,000.00
60-602	EXPENDITURES	0.00	113,239.97	0.00	113,239.97
60-603	ENCUMBRANCES	0.00	300,000.00	113,239.97	186,760.03
60-753	RSV ENC CURR YR	0.00	113,239.97	300,000.00	186,760.03
60-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
60-760	OTHER RESERVES	0.00	0.00	0.00	0.00
60-770	CE SURPLUS	37,034.79	0.00	0.00	37,034.79
			928,189.67	928,189.67	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
90-101	CASH-CHECKING	40,981.72	1,993,535.85	1,991,409.39	43,108.18
90-102	Payroll Agency	0.00	0.00	0.00	0.00
90-103	Unemployment	25.00	0.00	0.00	25.00
90-104	PPP Account	0.00	0.00	0.00	0.00
90-111	INVESTMENTS	0.00	0.00	0.00	0.00
90-114	INTEREST ON INV	0.00	0.00	0.00	0.00
90-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
90-131	I/F LOANS REC	0.00	0.00	0.00	0.00
90-132	Interfund Accounts Receivable	(8,307.80)	0.00	0.00	(8,307.80)
90-133	Interfund	0.00	0.00	0.00	0.00
90-141	STATE A/R	0.00	0.00	0.00	0.00
90-142	FEDERAL A/R	0.00	0.00	0.00	0.00
90-143	OTHER A/R	0.00	0.00	0.00	0.00
90-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
90-153	OTHER ACC RECVBL	0.00	0.00	0.00	0.00
90-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
90-301	EST REVENUES	0.00	0.00	0.00	0.00
90-302	REVENUES	0.00	0.00	0.00	0.00
90-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
90-402	Interfund Accounts Payable	32,397.36	1,991,409.39	1,993,535.85	34,523.82
90-403	Interfund Payable	0.00	0.00	0.00	0.00
90-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
90-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
90-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
90-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
90-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
90-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
90-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
90-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
90-471	SUI	14.21	0.00	0.00	14.21
90-472	AXA	0.00	0.00	0.00	0.00
90-481	DEFRRD REVENUES	287.36	0.00	0.00	287.36
90-482	Withholding-FSA	0.00	0.00	0.00	0.00
90-483	Withholding-TSA	0.00	0.00	0.00	0.00
90-484	vision	0.00	0.00	0.00	0.00
90-485	Dental	0.00	0.00	0.00	0.00
90-486	Dependent Care	0.00	0.00	0.00	0.00
90-487	Garnishment	0.00	0.00	0.00	0.00
90-488	TPAF Payable	0.00	0.00	0.00	0.00
90-489	PERS Payable	(0.01)	0.00	0.00	(0.01)
90-490	UNPDT	0.00	0.00	0.00	0.00
90-491	DCRP	0.00	0.00	0.00	0.00
90-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
90-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
90-602	EXPENDITURES	0.00	0.00	0.00	0.00
90-603	ENCUMBRANCES	0.00	0.00	0.00	0.00
90-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
90-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
90-760	OTHER RESERVES	0.00	0.00	0.00	0.00
90-770	CE SURPLUS	0.00	0.00	0.00	0.00
			<hr/>	<hr/>	
			3,984,945.24	3,984,945.24	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
91-101	CASH-CHECKING	56,396.19	234,710.84	244,102.21	47,004.82
91-102	Payroll Agency	0.00	0.00	0.00	0.00
91-103	Unemployment	0.00	0.00	0.00	0.00
91-111	INVESTMENTS	0.00	0.00	0.00	0.00
91-114	INTEREST ON INV	0.00	0.00	0.00	0.00
91-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
91-131	I/F LOANS REC	0.00	0.00	0.00	0.00
91-132	Interfund Accounts Receivable	(41,019.36)	3,590.00	0.00	(37,429.36)
91-133	Interfund	0.00	0.00	0.00	0.00
91-134	Interfund Payroll	8,307.80	0.00	0.00	8,307.80
91-141	STATE A/R	0.00	0.00	0.00	0.00
91-142	FEDERAL A/R	0.00	0.00	0.00	0.00
91-143	OTHER A/R	0.00	0.00	0.00	0.00
91-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
91-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
91-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
91-301	EST REVENUES	0.00	0.00	0.00	0.00
91-302	REVENUES	0.00	0.00	0.00	0.00
91-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
91-402	Interfund Accounts Payable	0.00	0.00	0.00	0.00
91-403	Interfund Payable	0.00	0.00	0.00	0.00
91-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
91-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
91-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
91-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
91-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
91-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
91-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
91-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
91-471	SUI	0.00	0.00	0.00	0.00
91-472	AXA	0.00	31,380.00	28,530.00	(2,850.00)
91-473	AFLAC	715.06	5,592.56	6,391.26	1,513.76
91-474	AFLAC- Post Tax	0.00	0.00	0.00	0.00
91-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
91-482	Withholding-FSA	0.00	0.00	11,379.27	11,379.27
91-483	Withholding-TSA	0.00	0.00	0.00	0.00
91-484	vision	0.00	794.54	1,525.06	730.52
91-485	Dental	0.00	30,958.20	17,146.59	(13,811.61)
91-486	Dependent Care	0.00	5,851.31	368.43	(5,482.88)
91-487	Garnishment	0.00	0.00	0.00	0.00
91-488	TPAF Payable	13,995.01	100,841.98	101,713.13	14,866.16
91-489	PERS Payable	7,819.66	64,268.47	64,759.58	8,310.77
91-490	UNPDT	(0.31)	0.00	0.00	(0.31)
91-491	DCRP	1,155.21	825.15	2,897.52	3,227.58
91-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
91-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
91-602	EXPENDITURES	0.00	0.00	0.00	0.00
91-603	ENCUMBRANCES	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
91-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00
91-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
91-760	OTHER RESERVES	0.00	0.00	0.00	0.00
91-770	CE SURPLUS	0.00	0.00	0.00	0.00
			<hr/>	<hr/>	
			478,813.05	478,813.05	

Link Community Charter School Trial Balance Sheet for Fund 95 (Student Activity Fund)

FY2022 Data is Posted to 02/28/22

Printed: 3/12/2022, 1:15:40PM

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
95-101	CASH-CHECKING	12,952.60	0.00	0.00	12,952.60
95-111	INVESTMENTS	0.00	0.00	0.00	0.00
95-114	INTEREST ON INV	0.00	0.00	0.00	0.00
95-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
95-131	I/F LOANS REC	0.00	0.00	0.00	0.00
95-132	Interfund Receivable	(250.00)	0.00	0.00	(250.00)
95-133	Interfund-Enterprise	0.00	0.00	0.00	0.00
95-141	STATE A/R	0.00	0.00	0.00	0.00
95-142	FEDERAL A/R	0.00	0.00	0.00	0.00
95-143	OTHER A/R	0.00	0.00	0.00	0.00
95-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
95-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
95-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
95-301	EST REVENUES	0.00	0.00	0.00	0.00
95-302	REVENUES	0.00	0.00	0.00	0.00
95-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
95-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
95-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
95-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
95-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
95-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
95-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
95-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
95-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
95-481	DEFRRD REVENUES	2,909.00	0.00	0.00	2,909.00
95-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
95-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
95-602	EXPENDITURES	0.00	0.00	0.00	0.00
95-603	ENCUMBRANCES	0.00	0.00	0.00	0.00
95-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00
95-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
95-760	OTHER RESERVES	0.00	0.00	0.00	0.00
95-770	CE SURPLUS	9,793.60	0.00	0.00	9,793.60
			<hr/> 0.00	<hr/> 0.00	

Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS		
101 Cash in checking account	\$ 1,493,543.37	
102-106 Other cash equivalents	\$ 75,000.00	
Total cash		\$ 1,568,543.37
111 Investments		\$ 0.00
114 Investment interest receivable		\$ 0.00
121 Tax levy receivable		\$ 1,894,210.12
Accounts receivable		
132 Interfund	\$ 17,362.75	
141 Intergovernmental - state	\$ 75,221.20	
142 Intergovernmental - federal	\$ 0.00	
143 Intergovernmental - other	\$ 81,483.77	
153 Other Accounts Receivable	\$ 0.00	
		\$ 174,067.72
Loans receivable		
131 Interfund	\$ 0.00	
151 Other Loans Receivable	\$ 0.00	
		\$ 0.00
199 Other current assets		\$ 4,550.00
RESOURCES		
301 Estimated revenues (from adjusted budget)	\$ 5,600,852.00	
302 Less: revenues collected or accrued	\$ (5,468,625.02)	
		\$ 132,226.98
TOTAL ASSETS AND RESOURCES		\$ 3,773,598.19

LIABILITIES AND FUND EQUITY

LIABILITIES		
401 Interfund loans payable	\$	0.00
402 Interfund accounts payable	\$	0.00
411 Intergovernmental accounts payable - state	\$	0.00
412 Intergovernmental accounts payable - federal	\$	0.00
413 Intergovernmental accounts payable - other	\$	0.00
421 Accounts payable	\$	17,356.67
422 Judgments payable	\$	0.00
430 Compensated absences payable	\$	0.00
431 Contracts payable	\$	0.00
451 Loans payable	\$	0.00
461 Accrued Salaries and Benefits	\$	64,594.86
481 Deferred revenues	\$	0.00
499 Other current liabilities	\$	0.00
Total liabilities		\$ 81,951.53

FUND EQUITY

Appropriated:

753 Reserve for encumbrances - current year				\$	2,682,472.81	
754 Reserve for encumbrances - prior year				\$	0.00	
760 Other reserves				\$	0.00	
771 Designated Fund Balance				\$	0.00	
772 Designated Fund Balance - ARRA/SEMI				\$	0.00	
601 Appropriations			\$	6,957,170.72		
602 Less: expenditures	\$	3,914,192.87				
603 Less: encumbrances	\$	2,682,472.81	\$	(6,596,665.68)	\$	360,505.04
Appropriations less expenditures						\$ 3,042,977.85

Unappropriated:

770 Fund Balance, July 1, 2021	\$ 2,004,987.53	
303 Less: budgeted fund balance	<u>\$ (1,356,318.72)</u>	
Unappropriated fund balance		\$ 648,668.81
Total fund equity		<u>\$ 3,691,646.66</u>

TOTAL LIABILITIES AND FUND EQUITY

\$ 3,773,598.19

RECAPITULATION OF FUND BALANCE - CURRENT YEAR ACTIVITY

	Budgeted	Actual	Variance
Appropriations	\$ 6,957,170.72	\$ 6,596,665.68	\$ 360,505.04
Less: Revenues	\$ (5,600,852.00)	\$ (5,468,625.02)	\$ (132,226.98)
Subtotal	\$ 1,356,318.72	\$ 1,128,040.66	\$ 228,278.06
Less: adjustment to appropriations for Prior Year Encumbrances	\$ 0.00	\$ 0.00	\$ 0.00
Total current year budgeted fund balance	\$ 1,356,318.72	\$ 1,128,040.66	\$ 228,278.06
Add: Unappropriated fund balance			\$ 648,668.81
Total of budgeted and unappropriated fund balance			<u>\$ 876,946.87</u>

Revenues/Sources of Funds

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	123,164.72	1,233,154.00	1,356,318.72	1,128,040.66	228,278.06
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	5,409,304.00	(1,041,744.00)	4,367,560.00	4,376,539.43	(8,979.43)
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	1,424,702.00	(191,410.00)	1,233,292.00	1,092,085.59	141,206.41
4xxx	From Federal Sources	0.00	0.00	0.00	0.00	0.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		6,957,170.72	0.00	6,957,170.72	6,596,665.68	360,505.04

Fund 11 (Current Expense Fund)

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Instructional Expense		3,372,496.18	(40,000.00)	3,332,496.18	1,959,679.95	1,279,881.22	92,935.01	0.00
Administrative		2,276,454.12	0.00	2,276,454.12	1,199,390.58	832,081.74	244,981.80	0.00
Support Services		1,258,220.42	15,000.00	1,273,220.42	681,199.66	569,609.85	22,410.91	0.00
Grand Totals for fund 11:		6,907,170.72	(25,000.00)	6,882,170.72	3,840,270.19	2,681,572.81	360,327.72	0.00

Fund 12 (Capital Outlay Fund)

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Capital Outlay		50,000.00	25,000.00	75,000.00	73,922.68	900.00	177.32	0.00
Grand Totals for fund 12:		50,000.00	25,000.00	75,000.00	73,922.68	900.00	177.32	0.00
Grand Totals for all Subfunds of Fund 10:		6,957,170.72	0.00	6,957,170.72	3,914,192.87	2,682,472.81	360,505.04	0.00

Revenues Summary

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	123,164.72	1,233,154.00	1,356,318.72	1,128,040.66	228,278.06
10-1200-000-011	Equalization/Lcl Lvy Aid-Local	924,304.00	(242,414.00)	681,890.00	681,890.00	0.00
10-1200-000-012	Equalization/Lcl Lvy Aid-State	4,485,000.00	(799,330.00)	3,685,670.00	3,686,522.00	(852.00)
10-1510-000-023	Interest	0.00	0.00	0.00	0.00	0.00
10-1900-000-023	Other Sources	0.00	0.00	0.00	0.00	0.00
10-1920-000-023	Contributions/Donations	0.00	0.00	0.00	0.00	0.00
10-1920-001-023	Fundraising	0.00	0.00	0.00	0.00	0.00
10-1980-000-023	Refund of Prior Yr Exp	0.00	0.00	0.00	0.00	0.00
10-1990-000-023	Miscellaneous Revenue	0.00	0.00	0.00	8,127.43	(8,127.43)
10-3100-000-012	Equalization/Lcl Lvy Aid-State	0.00	0.00	0.00	0.00	0.00
10-3130-000-015	Categorical Aid - Spec Ed	299,108.00	(100,990.00)	198,118.00	198,118.00	0.00
10-3177-000-016	Categorical Security Aid	187,132.00	(30,318.00)	156,814.00	156,814.00	0.00
10-3190-000-021	Other Unrestricted State Aid	709,410.00	(60,102.00)	649,308.00	649,308.00	0.00
10-3195-000-021	Consolidated Aid	0.00	0.00	0.00	0.00	0.00
10-3902-000-000	FICA/TPAF Reimbursement	229,052.00	0.00	229,052.00	87,845.59	141,206.41
10-4210-000-023	Federal Charter School Grant	0.00	0.00	0.00	0.00	0.00
Grand Totals		6,957,170.72	0.00	6,957,170.72	6,596,665.68	360,505.04

Minimum Expense General Ledger Report**Fund 11 (Current Expense Fund)**

Expend. Account #	Account Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-130-100-101	Grade 7-8 Teacher	2,056,913.45	0.00	2,056,913.45	1,230,499.18	826,414.27	0.00	0.00
11-190-100-106	Oth Sal for Inst	0.00	43,345.00	43,345.00	43,345.00	0.00	0.00	0.00
11-190-100-320	Purch Prof Svcs	572,600.00	(186,745.00)	385,855.00	304,805.16	76,515.90	4,533.94	0.00
11-190-100-330	Other Purch Svcs	90,000.00	0.00	90,000.00	23,598.00	3,798.00	62,604.00	0.00
11-190-100-610	General Supplies	95,000.00	0.00	95,000.00	79,167.20	15,355.39	477.41	0.00
11-190-100-640	Textbooks	51,200.00	0.00	51,200.00	39,677.16	11,255.46	267.38	0.00
11-190-100-890	Miscellaneous Expense	50,000.00	0.00	50,000.00	34,929.83	5,890.10	9,180.07	0.00
11-200-100-101	Special Education Teacher	416,782.73	0.00	416,782.73	79,846.13	336,936.60	0.00	0.00
11-421-100-105	Stipends	40,000.00	103,400.00	143,400.00	123,812.29	3,715.50	15,872.21	0.00
Instructional Expense		3,372,496.18	(40,000.00)	3,332,496.18	1,959,679.95	1,279,881.22	92,935.01	0.00
11-000-230-100	Salaries	1,120,998.60	0.00	1,120,998.60	536,809.06	584,189.54	0.00	0.00
11-000-230-300	Purch Prof/Tech Svc	67,000.00	0.00	67,000.00	13,539.91	3,872.25	49,587.84	0.00
11-000-230-331	Judgements Against Charters	42,500.00	0.00	42,500.00	17,356.78	25,143.22	0.00	0.00
11-000-230-332	Audit Fees	17,250.00	0.00	17,250.00	0.00	0.00	17,250.00	0.00
11-000-230-530	Communications/Telephone	59,585.00	0.00	59,585.00	35,593.10	22,178.10	1,813.80	0.00
11-000-230-590	Other Purchased Services (400-500 Series)	57,350.00	5,000.00	62,350.00	49,585.49	11,205.08	1,559.43	0.00
11-000-230-610	Supplies & Materials	7,000.00	0.00	7,000.00	5,247.09	1,074.30	678.61	0.00
11-000-230-890	Miscellaneous Expense	2,400.00	0.00	2,400.00	2,208.89	0.00	191.11	0.00
11-000-291-230	Benefits - SS & Medicare	245,810.26	0.00	245,810.26	174,928.23	70,882.03	0.00	0.00
11-000-291-232	Benefits - NJ State Pension	165,000.00	(5,000.00)	160,000.00	0.00	0.00	160,000.00	0.00
11-000-291-250	State Unemployment Ins	43,678.25	0.00	43,678.25	2,413.49	41,264.76	0.00	0.00
11-000-291-260	Benefits - Workman's Comp	35,100.00	0.00	35,100.00	20,657.00	11,824.00	2,619.00	0.00
11-000-291-270	Benefits - Health Insurance	409,782.01	0.00	409,782.01	339,674.66	60,325.34	9,782.01	0.00
11-000-291-290	Benefits - FlexSpending Fees	3,000.00	0.00	3,000.00	1,376.88	123.12	1,500.00	0.00
Administrative		2,276,454.12	0.00	2,276,454.12	1,199,390.58	832,081.74	244,981.80	0.00
11-000-216-320	Purch Prof Tech Svcs - P/OT	130,000.00	(25,000.00)	105,000.00	34,170.82	64,082.18	6,747.00	0.00
11-000-240-110	Supp Svcs - Salaries	403,107.42	0.00	403,107.42	134,957.45	268,149.97	0.00	0.00
11-000-240-500	Other Purchased Services (400-500 Series)	197,200.00	40,000.00	237,200.00	108,188.05	128,251.44	760.51	0.00
11-000-251-830	Mortgage Payments-Interest	328,000.00	0.00	328,000.00	261,999.97	66,000.03	0.00	0.00
11-000-262-520	Insurance	72,413.00	0.00	72,413.00	68,123.49	4,289.51	0.00	0.00
11-000-262-610	Supplies & Materials	26,000.00	(5,000.00)	21,000.00	11,138.03	464.57	9,397.40	0.00
11-000-262-620	Energy Costs	76,500.00	0.00	76,500.00	35,843.06	35,156.94	5,500.00	0.00
11-000-262-890	Miscellaneous Expense	25,000.00	5,000.00	30,000.00	26,778.79	3,215.21	6.00	0.00
Support Services		1,258,220.42	15,000.00	1,273,220.42	681,199.66	569,609.85	22,410.91	0.00
Grand Totals for fund 11:		6,907,170.72	(25,000.00)	6,882,170.72	3,840,270.19	2,681,572.81	360,327.72	0.00

Fund 12 (Capital Outlay Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
12-000-100-730	Instructional Equipment	50,000.00	0.00	50,000.00	48,922.68	900.00	177.32	0.00
12-000-300-730	Non-Instructional Equipment	0.00	25,000.00	25,000.00	25,000.00	0.00	0.00	0.00
Capital Outlay		50,000.00	25,000.00	75,000.00	73,922.68	900.00	177.32	0.00
Grand Totals for fund 12:		50,000.00	25,000.00	75,000.00	73,922.68	900.00	177.32	0.00

Grand Totals for all Subfunds of Fund 10:	6,957,170.72	0.00	6,957,170.72	3,914,192.87	2,682,472.81	360,505.04	0.00
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Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).



Bima Baje, Bus Adm/Bd Sec

03/12/2022

Date

Interim Balance Sheet**ASSETS AND RESOURCES**

ASSETS		
101 Cash in checking account	\$ 271,103.89	
102-106 Other cash equivalents	\$ 0.00	
Total cash		\$ 271,103.89
111 Investments		\$ 0.00
114 Investment interest receivable		\$ 0.00
121 Tax levy receivable		\$ 0.00
Accounts receivable		
132 Interfund	\$ 0.00	
141 Intergovernmental - state	\$ 0.46	
142 Intergovernmental - federal	\$ 0.00	
143 Intergovernmental - other	\$ 0.00	
153 Other Accounts Receivable	\$ 0.00	
		\$ 0.46
Loans receivable		
131 Interfund	\$ 0.00	
151 Other Loans Receivable	\$ 0.00	
		\$ 0.00
199 Other current assets		\$ 0.00
RESOURCES		
301 Estimated revenues (from adjusted budget)	\$ 0.00	
302 Less: revenues collected or accrued	\$ (375,320.64)	
		\$ (375,320.64)
TOTAL ASSETS AND RESOURCES		\$ (104,216.29)

LIABILITIES AND FUND EQUITY

LIABILITIES		
401 Interfund loans payable		\$ 0.00
402 Interfund accounts payable		\$ 0.00
411 Intergovernmental accounts payable - state		\$ 0.00
412 Intergovernmental accounts payable - federal		\$ 0.00
413 Intergovernmental accounts payable - other		\$ 0.00
421 Accounts payable		\$ 0.00
422 Judgments payable		\$ 0.00
430 Compensated absences payable		\$ 0.00
431 Contracts payable		\$ 0.00
451 Loans payable		\$ 0.00
481 Deferred revenues		\$ 63,192.53
499 Other current liabilities		\$ 0.00
Total liabilities		\$ 63,192.53

FUND EQUITY

Appropriated:

753 Reserve for encumbrances - current year			\$	516,020.08		
754 Reserve for encumbrances - prior year			\$	0.00		
760 Other reserves			\$	0.00		
771 Designated Fund Balance			\$	0.00		
601 Appropriations		\$	2,170,759.00			
602 Less: expenditures	\$	167,409.17				
603 Less: encumbrances	\$	516,020.08	\$	(683,429.25)	\$	1,487,329.75
Appropriations less expenditures					\$	2,003,349.83
Unappropriated:						
770 Fund Balance, July 1, 2021			\$	0.35		
303 Less: budgeted fund balance			\$	(2,170,759.00)		
Unappropriated fund balance					\$	(2,170,758.65)
Total fund equity					\$	(167,408.82)
TOTAL LIABILITIES AND FUND EQUITY					\$	(104,216.29)

Revenues/Sources of Funds

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	2,170,759.00	0.00	2,170,759.00	308,108.61	1,862,650.39
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	0.00	0.00	0.00	0.00	0.00
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	0.00	0.00	0.00	0.00	0.00
4xxx	From Federal Sources	0.00	0.00	0.00	0.00	0.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		2,170,759.00	0.00	2,170,759.00	683,429.25	1,487,329.75

Fund 20 (Special Revenue Fund)

Account Group	Group Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Title IA - Improving Basic Pgms		179,413.00	0.00	179,413.00	57,034.44	87,965.56	34,413.00	0.00
IDEA Part B		75,062.00	0.00	75,062.00	0.00	30,000.00	45,062.00	0.00
ESSER II		495,357.00	0.00	495,357.00	60,247.01	375,640.99	59,469.00	0.00
American Rescue (ESSER III)		55,000.00	0.00	55,000.00	31,875.33	21,530.87	1,593.80	0.00
ARP-ESSER		1,121,994.00	0.00	1,121,994.00	9,404.25	0.00	1,112,589.75	0.00
Charter Grant		243,933.00	0.00	243,933.00	8,848.14	882.66	234,202.20	0.00
Grand Totals for fund 20:		2,170,759.00	0.00	2,170,759.00	167,409.17	516,020.08	1,487,329.75	0.00

Revenues Summary

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	2,170,759.00	0.00	2,170,759.00	308,108.61	1,862,650.39
20-4411-231-032	Title I	0.00	0.00	0.00	0.00	0.00
20-4413-234-032	Title I C/O	0.00	0.00	0.00	0.00	0.00
20-4415-260-032	Title VI	0.00	0.00	0.00	0.00	0.00
20-4416-261-032	Title VI C/O	0.00	0.00	0.00	0.00	0.00
20-4421-250-032	IDEA	0.00	0.00	0.00	0.00	0.00
20-4422-251-032	IDEA C/O	0.00	0.00	0.00	0.00	0.00
20-4451-270-032	Title II A	0.00	0.00	0.00	0.00	0.00
20-4452-272-032	Title II D	0.00	0.00	0.00	0.00	0.00
20-4453-271-032	Title II C/O	0.00	0.00	0.00	0.00	0.00
20-4471-280-032	Title IV	0.00	0.00	0.00	0.00	0.00
20-4473-281-032	Title IV C/O	0.00	0.00	0.00	0.00	0.00
20-4475-290-032	Title V	0.00	0.00	0.00	0.00	0.00
20-4476-000-000	Digital Divide	0.00	0.00	0.00	0.00	0.00
20-5000-000-035	Link Education Partners	0.00	0.00	0.00	0.00	0.00
20-6000-000-	Special Education Grant	0.00	0.00	0.00	0.00	0.00
20-6000-000-000	Charter School Grant	0.00	0.00	0.00	375,320.64	(375,320.64)
Grand Totals		2,170,759.00	0.00	2,170,759.00	683,429.25	1,487,329.75

Minimum Expense General Ledger Report**Fund 20 (Special Revenue Fund)**

Expend. Account #	Account Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
20-231-100-100	Title I Sal for Inst	45,000.00	0.00	45,000.00	0.00	45,000.00	0.00	0.00
20-231-100-300	Purchased Services	120,000.00	0.00	120,000.00	57,034.44	42,965.56	20,000.00	0.00
20-231-100-600	Supplies	2,377.00	0.00	2,377.00	0.00	0.00	2,377.00	0.00
20-231-200-200	Benefits	3,442.00	0.00	3,442.00	0.00	0.00	3,442.00	0.00
20-231-200-600	Supplies	8,594.00	0.00	8,594.00	0.00	0.00	8,594.00	0.00
Title IA - Improving Basic Pgms		179,413.00	0.00	179,413.00	57,034.44	87,965.56	34,413.00	0.00
20-250-200-300	Professional Services	75,062.00	0.00	75,062.00	0.00	30,000.00	45,062.00	0.00
IDEA Part B		75,062.00	0.00	75,062.00	0.00	30,000.00	45,062.00	0.00
20-483-100-101	Instruction- Sal of Teacher	245,062.00	0.00	245,062.00	0.00	275,000.00	(29,938.00)	0.00
20-483-100-300	Purchased Services-Instruction	150,000.00	0.00	150,000.00	48,545.50	100,042.50	1,412.00	0.00
20-483-100-600	Instructional Supplies	0.00	0.00	0.00	6,300.00	0.00	(6,300.00)	0.00
20-483-200-200	CRRSA - ESSER II Grant Program	100,295.00	0.00	100,295.00	5,401.51	598.49	94,295.00	0.00
ESSER II		495,357.00	0.00	495,357.00	60,247.01	375,640.99	59,469.00	0.00
20-486-200-600	Supplies	55,000.00	0.00	55,000.00	31,875.33	21,530.87	1,593.80	0.00
American Rescue (ESSER III)		55,000.00	0.00	55,000.00	31,875.33	21,530.87	1,593.80	0.00
20-489-100-101	Salaries	390,000.00	0.00	390,000.00	0.00	0.00	390,000.00	0.00
20-489-100-600	Supplies	74,929.00	0.00	74,929.00	9,404.25	0.00	65,524.75	0.00
20-489-200-200	Benefits	97,065.00	0.00	97,065.00	0.00	0.00	97,065.00	0.00
20-489-200-600	Supplies	60,000.00	0.00	60,000.00	0.00	0.00	60,000.00	0.00
20-489-400-720	Building Repairs	500,000.00	0.00	500,000.00	0.00	0.00	500,000.00	0.00
ARP-ESSER		1,121,994.00	0.00	1,121,994.00	9,404.25	0.00	1,112,589.75	0.00
20-500-100-101	Salaries	94,383.00	0.00	94,383.00	0.00	0.00	94,383.00	0.00
20-500-100-104	Instruction	34,500.00	0.00	34,500.00	0.00	0.00	34,500.00	0.00
20-500-100-600	Supplies	88,500.00	0.00	88,500.00	1,948.34	51.66	86,500.00	0.00
20-500-100-800	Other objects	11,756.00	0.00	11,756.00	6,899.80	831.00	4,025.20	0.00
20-500-200-300	Benefits	14,794.00	0.00	14,794.00	0.00	0.00	14,794.00	0.00
Charter Grant		243,933.00	0.00	243,933.00	8,848.14	882.66	234,202.20	0.00
Grand Totals for fund 20:		2,170,759.00	0.00	2,170,759.00	167,409.17	516,020.08	1,487,329.75	0.00

Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).



Birna Baje, Bus Adm/Bd Sec

3/12/2022

Date

Bank Account Code(s): A,B,D,E Only

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04428	3/10/22	Maschio's Food Service Inc. Meals program FEB 2022	20,972.07	P202200096	60-910-310-600-000-000
A:04429	3/10/22	Selected, Inc. Annual Hiring & Recruitment Solution	4,000.00	P202200184	11-000-230-500-000-056
A:04430	3/10/22	AAA Facility Solutions Cleaning services Feb 2022	5,990.40	P202200116	11-000-240-500-000-068
A:04431	3/10/22	PSE&G Jan-Feb 2022 Energy Costs	9,973.52	P202200054	11-000-262-620-000-074
A:04432	3/10/22	Staples Advantage Supplies	62.98	P202200018	11-190-100-610-000-047
		Supplies	54.76	P202200018	11-190-100-610-000-047
		Total Check Amount:	117.74		
A:04433	3/10/22	MGLPrinting Solutions Agency Fund	128.00	P202200183	11-000-230-610-000-058
		Operating acct	395.00	P202200183	11-000-230-610-000-058
		Total Check Amount:	523.00		
A:04434	3/10/22	NEMNET Full Member Pkg- Unlimited Online Job Posting	1,200.00	P202200185	11-000-230-500-000-056
D:01204	3/10/22	AXA Equitable Equi-Vest February Contributions	3,840.00	91 - 472	AXA
A:04435	3/11/22	AT & T 2021-2022 Long Distance	849.99	P202200045	11-000-230-530-000-057
A:04436	3/11/22	Avaya Inc. Feb 2022 Phone & Voicemail Service	128.49	P202200048	11-000-230-530-000-057
A:04437	3/11/22	Blick Art Materials Kindergarten Art Room Supplies	106.13	P202200146	11-190-100-890-000-049
A:04438	3/11/22	Catapult Learning, LLC Learning Acceleration Program Jan 2022	16,673.75	P202200118	20-483-100-300-000-000
A:04439	3/11/22	CIT 2021-2022 Copier	2,817.52	P202200049	11-000-240-500-000-068
A:04440	3/11/22	City of Newark Division of Water FEB 2022 Water	711.36	P202200077	11-000-262-620-000-074
A:04441	3/11/22	Delta-T Group North Jersey, Inc. Para/Subs 1/31-2/11/22	3,455.36	P202200106	11-190-100-320-000-045
		Para/Subs 2/14-2/24/22	1,892.48	P202200106	11-190-100-320-000-045
		02/28/-3/4/2022 Subs/Paraprofessional	1,162.88	P202200186	11-190-100-320-000-045
		Total Check Amount:	6,510.72		

Bank Account Code(s): A,B,D,E Only

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A:04442	3/11/22	The Goodkind Group, LLC			
		Paras wk end 2/20/2022	9,379.19	P202200181	20-231-100-300-000-096
		Paras wk end 2/13/2022	11,606.97	P202200181	20-231-100-300-000-096
		Paras 2/27/2022	7,716.07	P202200181	20-231-100-300-000-096
		Paras wk end 3/6/2022	10,646.02	P202200181	20-231-100-300-000-096
		Total Check Amount:	39,348.25		
A:04443	3/11/22	Horizon BCBS			
		March 2022 Health Ins	39,897.11	P202200016	11-000-291-270-000-054
A:04444	3/11/22	INVO HEALTHCARE ASSOCIATES			
		Jan 2022 SLP and Collateral Services	4,060.90	P202200139	11-000-216-320-002-067
A:04445	3/11/22	Jesuit Volunteer Corp			
		2022-2023 Screening & Placement Fee	1,000.00	P202200187	11-190-100-330-000-046
A:04446	3/11/22	Link High Technologies Inc.			
		Mar. 2022 IT Service Agreement & Monthly Anti	4,700.00	P202200007	11-190-100-320-000-045
		March 2022 GSuite & GDrive Backup	137.50	P202200007	11-190-100-320-000-045
		March 2022 Datto Back Monthly Service	561.25	P202200007	11-190-100-320-000-045
		SonicWall-3yr License	1,502.25	P202200182	11-000-230-300-000-055
		Total Check Amount:	6,901.00		
A:04447	3/11/22	MACHADO LAW GROUP			
		Jan 2022 Legal Services	880.00	P202200072	11-000-230-331-000-055
		Feb 2022 Legal Services	1,360.00	P202200072	11-000-230-331-000-055
		Total Check Amount:	2,240.00		
A:04448	3/11/22	Maschio's Food Service Inc.			
		Meals program Jan 2022	13,318.07	P202200096	60-910-310-600-000-000
A:04449	3/11/22	New Jersey Manufacturers Insurance Company			
		2021-2022 WC	2,951.00	P202200102	11-000-291-260-000-054
A:04450	3/11/22	One Source Solutions			
		Kindergarten Student Recruit Postcards Eng&Spa	790.00	P202200177	20-500-100-800-000-000
A:04451	3/11/22	Optimum			
		2/23-3/22 Internet Service	146.27	P202200006	11-000-230-530-000-057
A:04452	3/11/22	School Health Corp			
		2021-2022 Nurse Supplies	36.60	P202200019	11-190-100-610-000-047
A:04453	3/11/22	Schwartz, Kirwin & Fauss Inc			
		80 Deluxe Padded Diploma Covers w/ Imprint	825.00	P202200154	11-190-100-610-000-047
A:04454	3/11/22	Maria Paradiso			
		Phone & Auto Allowance	1,200.00	P202200017	11-421-100-105-000-044
A:04455	3/11/22	Staples Advantage			
		School Supplies 2021-2022	738.40	P202200136	11-190-100-610-000-047

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A:04456	3/11/22	Success Communications Group 11/13/21 Advertising	290.30	P202200073	11-000-240-500-000-068
A:04457	3/11/22	Verizon Fios 2021-2022 Fios	289.00	P202200057	11-000-230-530-000-057
		21-22 Fios Internet (Broad)	139.00	P202200188	11-000-230-530-000-057
		Total Check Amount:	428.00		
A:04458	3/11/22	Waste Management of New Jersey, Inc. Annual contract waste/recycling	762.30	P202200010	11-000-240-500-000-068
A:04459	3/11/22	Western Pest Services 1/24/22 Pest Control	237.00	P202200103	11-000-240-500-000-068
		2/15/2022 Pest Control	237.00	P202200103	11-000-240-500-000-068
		2/28/2022 Pest Control	237.00	P202200103	11-000-240-500-000-068
		Total Check Amount:	711.00		
A:04460	3/11/22	Worrall Communications Newspapers, Inc. 12/30/21 ADS	53.12	P202200008	11-190-100-890-000-049
		2/24/22 ADS	55.28	P202200008	11-190-100-890-000-049
		Total Check Amount:	108.40		
A:04461	3/11/22	Youth Development Clinic Feb 2022 Mental Health Service, PD, & Consulti	3,861.00	P202200138	11-000-216-320-002-067
D:01205	3/11/22	Horizon BCBS March 2022 Dental	2,788.81	91 - 485	Dental
A:04462	3/14/22	LINK EDUCATION PARTNERS, INC Apr 2022 Rent	27,333.33	P202200003	11-000-251-830-000-062
		Add'l Space Mar 2022	2,000.00	P202200003	11-000-251-830-000-062
		Add'l Space Apr 2022	2,000.00	P202200003	11-000-251-830-000-062
		Total Check Amount:	31,333.33		
A:04463	3/14/22	Motivated Security Services, Inc. Security services 2/15-2/28/22	4,197.12	P202200170	11-000-240-500-000-068
		Security services	(174.88)	P202200170	11-000-240-500-000-068
		Total Check Amount:	4,022.24		
A:04464	3/14/22	Verizon 2021-2022 Telephone Service	425.88	P202200056	11-000-230-530-000-057
A:04465	3/14/22	AT&T Mobility 2021-2022 Mobile Service	2,705.47	P202200046	11-000-230-530-000-057
A:04466	3/14/22	Protective Measures 2021-2022 Fire System Maint. & Central Monitor	527.17	P202200060	11-000-262-890-000-075

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A:04467	3/14/22	Amazon Capital Services			
		Faculty Supplies	289.50	P202200180	11-190-100-890-000-049
		School Supplies	222.84	P202200166	11-190-100-890-000-049
		School Supplies	27.62	P202200166	11-190-100-890-000-049
		School Supplies	55.71	P202200166	11-190-100-890-000-049
		School Supplies	81.75	P202200166	11-190-100-890-000-049
		School Supplies	33.18	P202200166	11-190-100-890-000-049
		School Supplies	65.61	P202200166	11-190-100-890-000-049
		School Supplies S&H	18.90	P202200166	11-190-100-890-000-049
		School Supplies	(5.67)	P202200166	11-190-100-890-000-049
		Custodial Supplies	38.97	P202200180	11-000-262-610-000-071
		Custodial Supplies	91.47	P202200180	11-000-262-610-000-071
		Custodial Supplies	92.38	P202200180	11-000-262-610-000-071
		Custodial Supplies	64.99	P202200180	11-000-262-610-000-071
		Custodial Supplies	26.80	P202200180	11-000-262-610-000-071
		Custodial Supplies	107.07	P202200180	11-000-262-610-000-071
Total Check Amount:			1,211.12		
A:04468	3/14/22	Selective Insurance Company of America PC/GL 2021-22	5,352.00	P202200108	11-000-262-520-000-070
A:04469	3/14/22	J L 360 LLC Bus Signs Campaign + Production	6,016.92	P202200169	20-500-100-600-000-000
A:04470	3/14/22	La Hermosa Church 21-22 Snow Plowing	500.00	P202200191	11-000-230-500-000-056
D:01206	3/14/22	AFLAC	1,006.38	91 - 473	AFLAC
The Grand Total of all Checks from Fund 11 is:			145,163.36		
The Grand Total of all Checks from Fund 20 is:			62,828.92		
The Grand Total of all Checks from Fund 60 is:			34,290.14		
The Grand Total of all Checks from Fund 91 is:			7,635.19		
The Grand total of all checks for this period is:			249,917.61		

Link Community Charter School Budget Transfers printed on 3/12/2022
Report Includes Effective Dates from Feb 01, 2022 to Feb 28, 2022

<u>Date</u>	<u>Source Account/Title</u>	<u>Target Account/Title</u>	<u>Comments</u>	<u>Amount</u>
02/28/22	11-000-291-232-000-054 Benefits - NJ State Pension	11-000-230-500-000-056 Other Purchased Services	to cover shortage	5,000.00
The total of all transfers within fund 10 is:				5,000.00