

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

# Annual Report Template(Updated June 2022)

## Introduction

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

## Annual Report Submission Guidelines

### Annual Report Submission

Each year per *N.J.S.A.* 18A:36A-16(b) and *N.J.A.C.* 6A:11-2.2(a), the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

### Submission Process for the 2021-2022 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2022.” To submit the report, upload it to the subfolder “Annual Report 2022” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#filenaming) found at the end of the document and then uploaded to the “Annual Report 2022” subfolder on the charter school’s Homeroom site.

**Additional Submission Requirements**

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Monday, August 1, 2022. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies arenot required to be sent to the executive county superintendent.

Written Comment Period:The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 3, 2022.

## Annual Report Questions

### Basic Information about the School

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

Table : Basic Information

|  |  |
| --- | --- |
| Name of charter school |  |
| Grade level(s) to be served in 2022-2023 |  |
| 2021-2022 Total enrollment as of June 30, 2022  |  |
| 2021-2022 Students with Disabilities (SWD) enrollment as of June 30, 2022 |  |
| 2021-2022 English Language Learners (ELL) enrollment as of June 30, 2022  |  |
| Projected enrollment for 2022-2023 |  |
| Current waiting list for 2022-2023 by grade level*Pursuant to N.J.A.C. 6A:11-4.6(a)2* |  |
| Waitlist within the district/region of residence |  |
| Waitlist of non-resident district/region of residence |  |
| Website address |  |
| Name of board president |  |
| Board president email address |  |
| Board president phone number |  |
| Name of school leader |  |
| School leader email address |  |
| School leader office phone number and extension |  |
| Name of School Business Administrator (SBA) |  |
| SBA email address |  |
| SBA phone number |  |

## School Site Information:

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

Table : School Site Information

|  |  |
| --- | --- |
| Site name |  |
| Year site opened |  |
| Grade level(s) served at this site in 2021-2022 |  |
| Grade level(s) to be served at this site in 2022-2023 |  |
| Site street address |  |
| Site city |  |
| Site zip |  |
| Site lead or primary contact’s name |  |
| Site lead or primary contact’s office phone number and extension |  |
| Site lead or primary contact cell phone number |  |
| Site lead’s email address |  |

## Organizational Performance Areas

### Education Program and Capacity

The following questions are aligned to the [*Organizational Performance Framework*](https://www.nj.gov/education/chartsch/accountability/docs/PerformanceFramework.pdf), Performance Area 1: Education Program and Capacity.

#### 1.1 Mission and Key Design Elements

1. State the school’s Commissioner-approved mission.
2. Provide a brief description of the school’s key design elements.
3. If applicable, provide information regardingthe school’s unique academic goals related to the school’s mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school’s original charter application.

##### Guidelines

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

Table : Format

|  |  |
| --- | --- |
| Goal | Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework. |
| Measure | Ex: Year over year growth in the participation and passing rates on AP tests. |
| Target | Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2020-2021 to 2021-2022. |
| Actual Outcome | Ex: In 2020-2021, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2021-2022, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase An additional 10 students took the AP exam. **Goal has been met.** |

#### 1.2 Curriculum

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

#### 1.3 Instruction

1. What constitutes high quality instruction at this school?
2. Provide a brief description of the school’s common instructional practices.
3. Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?
4. Please describe the school's policies regarding instruction for students who were required to quarantine during the 2021-2022 school year.
5. Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2021-2022 school year. What supports will the school provide in the 2022-2023 school year?

#### 1.4 Assessment

1. On April 6, 2021, the United States Department of Education (USED) recognizing that “we are in the midst of a pandemic that requires real flexibility,” informed the New Jersey Department of Education (Department) that the administration of Start Strong Fall 2021 Assessments would satisfy federal statewide assessment requirements for the 2020-2021 school year. On October 13, 2021, the Department required the administration of Spring 2022 New Jersey Student Learning Assessments (NJSLA) between April 25 and June 3, 2022. Absent embargoed NJSLA spring of 2022 assessment data, the Department requests Start Strong Fall 2021 performance data to report on whether students required strong, some, or less support. Fill in the following Start Strong Fall 2021 Assessment data by the number and percentage of students requiring strong, some, or less support for all grade levels that participated in the Start Strong Fall 2021 Assessment.
2. In addition to the Start Strong Fall 2021 Assessment data, the Department is requesting data from local benchmark assessments administered during the 2021-2022 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Table 4: Start Strong Assessment Outcomes *(Fall 2021)*

| **Assessment** | **Strong Support** **Number of students** | **Strong Support** **Percentage of Students** | **Some Support** **Number of students** | **Some Support** **Percentage of students** | **Less Support** **Number of students** | **Less Support** **Percentage of students** |
| --- | --- | --- | --- | --- | --- | --- |
| ELA 4 |  |  |  |  |  |  |
| ELA 5 |  |  |  |  |  |  |
| ELA 6 |  |  |  |  |  |  |
| ELA 7 |  |  |  |  |  |  |
| ELA 8 |  |  |  |  |  |  |
| ELA 9 |  |  |  |  |  |  |
| ELA 10 |  |  |  |  |  |  |
| MAT 4 |  |  |  |  |  |  |
| MAT 5 |  |  |  |  |  |  |
| MAT 6 |  |  |  |  |  |  |
| MAT 7 |  |  |  |  |  |  |
| MAT 8 |  |  |  |  |  |  |
| Algebra I |  |  |  |  |  |  |
| Geometry |  |  |  |  |  |  |
| Algebra II |  |  |  |  |  |  |

Table 5a: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2021

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

Table 5b: Proficiency Rates on Local assessments (% of Students) —End of Year Summative Assessment 2022

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

1. Identify the type of assessments used for interim assessment data:

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

1. Identify the type of assessments used for end of year assessment results:

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

1. Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups).
2. For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2021-2022 year.
3. Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
4. Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

#### 1.5 Organizational Capacity - School Leadership/Administration

1. Fill in the requested information in Table 6 below regarding school leadership.

Table 6: School Leadership/ Administration Information

| **Administrator Name** | **Title** | **Start Date** | **Annual Salary** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### School Culture & Climate

The following questions are aligned to the [*Organizational Performance Framework*](https://www.nj.gov/education/chartsch/accountability/docs/PerformanceFramework.pdf), Performance Area 2: School Culture & Climate.

#### 2.1 School Culture and Climate

1. Fill in the requested information in Table 7 below regarding learning environment at the school.

Table 7: School Culture and Climate Learning Environment

|  |  |
| --- | --- |
| Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled) |  |
| Elementary School Attendance Rate (grades K-5) |  |
| Middle School Attendance Rate (grades 6-8) |  |
| High School Attendance Rate (grades 9-12) |  |
| Student - Teacher Ratio |  |

1. Fill in the requested information in Table 8, below, regarding the professional environment at the school.

Table 8: School Culture and Climate Professional Environment

|  |  |
| --- | --- |
| Teacher Retention Rate from SY 2020-2021 to 2021-2022 |  |
| Total Staff Retention Rate from SY 2020-2021 to 2021-2022 |  |
| Frequency of teacher surveys and date of last survey conducted |  |
| Percent of teachers who submitted survey responses |  |
| Percent of teachers who expressed satisfaction with school leadership or with the overall school environment |  |

1. What were the three main positive aspects teachers identified in the latest survey?
2. What were the three main challenges that teachers identified in the latest survey?
3. Fill in the requested information below regarding the school’s discipline environment in
2021-2022. If there was a noticeable increase or decrease in suspensions and expulsions in 2021-2022 compared to 2020-2021, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2021-2022

| Grade Level | Number of students enrolled as of Oct. 15, 2021 | Number of students receiving an out-of-school suspension (unique count) | Number of students expelled |
| --- | --- | --- | --- |
| K |  |  |  |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |

#### 2.2. Family and Community Engagement

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

Table 10: Family Involvement and Satisfaction

|  |  |
| --- | --- |
| Number of parents/guardians currently serving on the school’s board, out of the total number of board members |  |
| Frequency of parent/guardian surveys  |  |
| Date of last parent/guardian survey conducted |  |
| Percent of parents/guardians completing the survey (consider one survey per household) |  |
| Percent of parents/guardians that expressed satisfaction with the overall school environment |  |

1. What were the three main positive aspects identified by parents/guardians in the latest survey?
2. What were the three main challenges identified by parents/guardians in the latest survey?
3. List and briefly describe the major activities or events the school offered to parents/guardians during the 2021-2022 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.
4. List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals and how events were offered, i.e. in-person, virtually, hybrid, etc.
5. Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

Table 11: Community Involvement with Education Institutions

| **Partnering Organization** | **Description of the Partnership**  | **Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Table 12: Community Involvement with Community Institutions

| **Partnering Organization** | **Description of the Partnership**  | **Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Briefly describe how the educational and community partnerships established furthers the school’s mission and goals.

### Board Governance

The following questions are aligned to the [*Organizational Performance Framework*](https://www.nj.gov/education/chartsch/accountability/docs/PerformanceFramework.pdf)*,* Performance Area 3: Board Governance.

#### 3.1 Board Capacity

1. Fill in the requested information in Table 13 below regarding board governance.

Table 13: Board Governance

|  |  |
| --- | --- |
| Number of board members required by the charter school’s bylaws  |  |
| Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as **Appendix B**) |  |
| Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as **Appendix C**) |  |

1. List the amendments to bylaws that the board adopted during the 2021-2022 school year.
2. List the critical policies adopted by the board during the 2021-2022 school year.
3. What were the main strengths of the board identified in the latest board self-evaluation?
4. What were the three main challenges identified in the latest board self-evaluation?

#### 3.2 Board Compliance

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

Table 14: Board of Trustee Information

| **Name** | **Start Date** | **Term Expiration Date** | **Role on Board** | **Email Address** | **Date of Criminal Background Check** | **Date of all NJSBA Trainings** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

1. Pursuant to *N.J.A.C.* 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.
2. Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.
3. Pursuant to *N.J.S.A.* 18A:36A-15, Complaints to board of trustees, please provide as **Appendix D** the board policy for the establishment of the grievance committee.

### Access and Equity

The following questions are aligned to the [*Organizational Performance Framework*](https://www.nj.gov/education/chartsch/accountability/docs/PerformanceFramework.pdf), Performance Area 4: Access and Equity.

#### 4.1 Access and Equity

1. Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2021-2022.

Table 15: School Year 2021-2022 Application Process Timeline

|  |  |
| --- | --- |
| Date the application for school year 2021-2022 was made available to interested parties |  |
| Date the application for school year 2021-2022 was due back to the school from parents/guardians |  |
| Date and location of the lottery for seats in school year 2021-2022  |  |

1. Provide the URL to the school’s application for prospective students for school year 2021-2022. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.
2. List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2021-2022.
3. List all languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.
4. List all ways in which the school advertised that applications for prospective students for school year 2021-2022 were available prior to the enrollment lottery.
5. Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2021-2022.

Table 16: Student Enrollment and Attrition

| Grade Level | Number of student withdrawals (for any reason) during the school year | Number of students enrolled after the first day of school year 2021-2022 | Number of students retained in 2021-2022 for the 2022-2023 school year |
| --- | --- | --- | --- |
| K |  |  |  |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |

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

### Compliance

The following questions are aligned to the[*Organizational Performance Framework*](https://www.nj.gov/education/chartsch/accountability/docs/PerformanceFramework.pdf)*,* Performance Area 5: Compliance.

#### 5.2 Office of Charter and Renaissance School Compliance

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

Table 17: School Site Facility Information

|  |  |
| --- | --- |
| Site name |  |
| Facility lease information |  |
| Landlord name |  |
| Lease commencement date  |  |
| Lease termination date |  |
| 2021-2022 annual lease cost |  |
| Facility mortgage/bond information |  |
| Purchase date |  |
| Mortgage lender/Bond Issuer(s) |  |
| Outstanding loan amount as of July 1, 2022 |  |
| Latest date of appraisal |  |
| Appraised value of property |  |

Table 18: School Site Facility Information Lease Summary

|  |  |
| --- | --- |
| Total number of leased facilities |  |
| Total annual cost of all leases |  |
| Total lease amount budgeted for 2022-2023 |  |

Table 19: School Site Facility Information Mortgage/Bond Summary

|  |  |
| --- | --- |
| Total number of mortgaged facilities |  |
| Total mortgage/bond amount |  |
| Mortgage principal budgeted for 2022-2023 |  |
| Mortgage payment interest budgeted for 2022-2023 |  |

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

#### 5.3 Other Compliance

1. Provide a description of the educator evaluation system the school has implemented.
2. Provide a description of the school leader evaluation system that the school has implemented.
3. As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

**Note**: You may use [*Educator Evaluation System Guidelines for New Jersey Charter Schools*](https://www.nj.gov/education/chartsch/about/info/docs/evaluation.pdf) for guidance answering a), b) and c) above.

## File Naming Convention

Table 20: Appendix File Naming Convention

| **Appendix** | **File Naming Convention** |
| --- | --- |
| [Appendix A](#_Assurance_that_the) | Appendix A Statements of Assurance |
| Appendix B | Appendix B Board Self Evaluation Tool |
| Appendix C | Appendix C School Leader Evaluation Tool |
| Appendix D | Appendix D Board policy for the establishment of a grievance committee |
| Appendix E | Appendix E Admissions Application (Language) |
| Appendix F | Appendix F Board resolution approving the teacher and school leader/principal evaluation systems |
| Appendix G | Appendix G 2022 – 2023 School Calendar |
| Appendix H | Appendix H Organizational Chart |
| Appendix I | Appendix I Promotion/Retention Policy |
| Appendix J | Appendix J Graduation Policy |

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2022.” Save each appendix by the file naming convention provided in the second column of the above table.

## Appendix AAssurance that the school is meeting statutory and regulatory requirements

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

| **Statement** | **Confirm Compliance(Add ✓ or X)** |
| --- | --- |
| **Instructional Providers**The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C.* 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff. |  |
| **Background Checks; Fingerprinting**The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A.* 18A:6-7.1, *et esq*. |  |
| **Educational Program**The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards. |  |
| **Student Disciplinary Code**The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities. |  |
| **Provision of Services**The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et* *seq*.) (the “IDEA”), the Americans with Disabilities Act (42 U.S.C. § 12101 *et* *seq*.) (the “ADA”) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) (“Section 504”) and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team. The School shall comply with all applicable provisions of section *N.J.S.A.* 18A:46-1 *et seq.*, and section *N.J.A.C.* 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities. |  |
| **Facility Location**The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *N.J.A.C.* 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at *N.J.A.C.* 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at *N.J.A.C.* 5:70-4. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository. |  |

### School Official/School Lead

Signature of School Official (School Lead):

Date:

Print/Type Full Name:

Title:

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

Signature:

Date:

Print/Type Full Name:

Title: