



Englewood on the Palisades Charter School Annual Report August 3, 2026

Report was sent to the districts of Bergenfield, Bogota, Edgewater, Elmwood Park, Englewood, Fairview, Fort Lee, Garfield, Hackensack, Newark, North Bergen, Palisades Park, Paterson, Ridgefield, Ridgefield Park, South Hackensack, and Teaneck

The annual report was established in the *Charter School Program Act of 1995* 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 (OCRS), 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

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 2025-2026 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2026.” To submit the report, upload it to the subfolder “Annual Report 2026” 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 conventions](#) found at the end of the document and then uploaded to the “Annual Report 2026” 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 3, 2026. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not 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 1, 2026.

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Englewood on the Palisades Charter School
Grade level(s) to be served in 2026-2027	K-8
Projected enrollment for 2026-2027	324
2025-2026 Total enrollment as of June 30, 2026	316
2025-2026 Students with disabilities (SWD) enrollment as of June 30, 2026	42
2025-2026 Multilingual learners (ML) enrollment as of June 30, 2026	36
Current waiting list for 2026-2027 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	Kindergarten - 12 1st Grade - 17 2nd Grade - 14 3rd Grade - 7 4th Grade - 12 5th Grade -11 6th Grade - 5 7th Grade - 4 8th Grade - 4
Waitlist within the district/region of residence	47
Waitlist of non-resident district/region of residence (Organize by district/region)	39
Website address Homepage must include: FY27 Board Approved Budget Board Meeting Notices	Board of Trustees

Annual Reports A list of all current voting Board of Trustees Members A list of all facilities operated by the charter school including each physical address	
Name of board president	Judy Khan
Board president's email address (Embed link to board president's email address on charter school website)	judy.khan@englewoodcharter.org
Board president's direct phone number (Do not include charter school number)	917-754-0681
Name of school leader (Include the preferred point of contact for official communications)	Dana Clark
School leader's email address	dana.clark@englewoodcharter.org
School leader's direct office phone number and/or extension	201-569-9765 ext. 111
Title IX McKinney-Vento District Homeless Liaison's name and email address	Lenika Olivry, lenika.olivry@englewoodcharter.org Michael Owens, michael.owens@englewoodcharter.org
School Safety Specialist's name and email address	Darrin Williams, darrin.williams@englewoodcharter.org
School Threat Assessment Team Members' names and email addresses	Dana Clark, dana.clark@englewoodcharter.org Michael Owens, michael.owens@englewoodcharter.org Megan Hartmann, megan.hartmann@englewoodcharter.org Samantha Gerson, samantha.gerson@englewoodcharter.org Lenika Olivry, lenika.olivry@englewoodcharter.org Sara Welish, sara.welish@englewoodcharter.org Jeff Telep, jeffrey.telep@englewoodcharter.org Darrin Williams, darrin.williams@englewoodcharter.org

Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Michael Owens michael.owens@englewoodcharter.org
Name of School Business Administrator (SBA)	David Block
SBA email address	david.block@englewoodcharter.org
SBA phone number	732-684-5555
Name of District Testing Coordinator (DTC)	Frank LeRose
DTC email address	frank.lerose@englewoodcharter.org
DTC phone number	201-569-9765
Name of anticipated SY 2026-2027 Student Placement Liaison (SPL)	N/A
SPL email address	N/A
SPL phone number	N/A



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

Table 2: School Site Information

Site name	Englewood on the Palisades Charter School
Year site opened	1998
Grade level(s) served at this site in 2025-2026	Kindergarten - 8th
Grade level(s) to be served at this site in 2026-2027	Kindergarten – 8th
Site street address	65 W. Demarest Avenue
Site city	Englewood
Site zip	07631
Site lead or primary contact's name	Dana Clark
Site lead or primary contact's office phone number and extension	(201) 569-9765 ext 111

Site lead's email address	dana.clark@englewoodcharter.org
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Education Program and Capacity

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

1.1 Mission and Key Design Elements

Our Mission is to provide a nurturing, caring, child-centered, constructivist learning community; modeling skills and practices necessary for obtaining a high degree of achievement in an increasingly complex, interdependent global society.

EPCS Key Design Elements (2026)

a) Small School Environment

EPCS provides a safe, nurturing, and personalized learning environment with smaller class sizes to foster strong relationships among students, staff, and families.

b) Rigorous, Standards-Aligned Curriculum

A focus on high academic standards aligned with the New Jersey Student Learning Standards (NJSLS), incorporating data-driven instruction and targeted interventions to meet diverse learner needs.

c) Whole-Child Approach

Emphasis on social-emotional learning (SEL), character and leadership development, along with wellness initiatives to support students' physical, mental, emotional, and behavioral development.

d) Family and Community Engagement

Strong partnerships with families and the local community are central to the school's mission, including frequent communication, workshops, and inclusive school events.

e) Commitment to Equity and Inclusion

EPCS supports a diverse student population, including Multilingual Learners (MLs) and students with disabilities, through specialized programs and culturally responsive practices.

f) Leadership Development and Citizenship

Opportunities for student voice, service learning, and leadership activities that promote responsible citizenship and lifelong learning.

g) Collaborative, Reflective Teaching Culture

Professional Learning Communities (PLCs) and continuous staff development are embedded in school operations to enhance instructional quality and educator growth.

Guidelines

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

Table 3: Format

Goal	By June 2026, at least 65% of students will meet their individual growth targets in Mathematics as measured by End of the Year i-Ready diagnostics, with targeted improvement among Black, Hispanic, Economically Disadvantaged students, and students with disabilities.
Measure	Percentage of students meeting their individual i-Ready Mathematics growth targets on the End-of-Year Diagnostic, disaggregated by student subgroup (Black, Hispanic, Economically Disadvantaged, and Students with Disabilities).
Target	At least 65% of all students will meet their individual Mathematics growth targets by June 2026. The school will also demonstrate increased percentages of students meeting growth targets within the identified subgroups compared to the prior year.
Actual Outcome	In 2025–2026, 37.8% of students met their individual Mathematics Typical Growth targets on the End-of-Year i-Ready Diagnostic, which was below the goal of 65%. Among Students with Disabilities, 38.1% met their individual growth targets. The school will continue to strengthen data-driven instruction, targeted interventions, and progress monitoring to increase the percentage of students meeting their individualized growth goals. The goal was not met.

Goal	By June 2026, the schoolwide chronic absenteeism rate will decrease by at least 2 percentage points and at least 70% of students identified for Tier II SEL supports will demonstrate improved engagement, as measured by attendance records, CICO data, and SEL progress monitoring.
Measure	Schoolwide chronic absenteeism rate. Percentage of students receiving Tier II SEL supports who demonstrate improved engagement based on attendance records, CICO data, and SEL progress monitoring.
Target	Reduce the schoolwide chronic absenteeism rate by at least 2 percentage points from the 2024–2025 baseline. In addition, at least 70% of students receiving Tier II SEL supports will demonstrate improved engagement by June 2026.

Actual Outcome	In 2025–2026, the schoolwide chronic absenteeism rate decreased from 19.0% in 2024–2025 to 11.1%, representing a 7.9 percentage point reduction, which exceeded the target of a 2 percentage point decrease. Additionally, 90.9% (10 of 11) of students identified for Tier II SEL supports demonstrated improved engagement as measured by attendance records and progress monitoring. Therefore, the school met this goal by significantly reducing chronic absenteeism and exceeding the target for improved engagement among students receiving Tier II supports.
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Goal	By June 2026, students in Grades 5 and 8 will demonstrate improvement in Science achievement, with at least 70% of students showing mastery of NGSS-aligned unit assessments and performance tasks as measured by Interactive Science, STEM Lab, and local benchmarks.
Measure	Percentage of Grade 5 and Grade 8 students demonstrating mastery on NGSS-aligned unit assessments and performance tasks, as measured through Interactive Science assessments, STEM Lab performance tasks, and local benchmark assessments.
Target	By June 2026, at least 70% of students in Grades 5 and 8 will demonstrate mastery of NGSS-aligned unit assessments and performance tasks.
Actual Outcome	Based on final science grades recorded in the gradebook, 67 out of 68 students in Grades 5 and 8 demonstrated mastery by earning a grade of 70% or higher on NGSS-aligned assessments, performance tasks, and related science coursework. This represents 98.5% of students meeting the mastery benchmark, exceeding the goal target of 70%. This goal was met.

Goal	By June 2026, the percentage of English Learners demonstrating progress toward language proficiency will increase, with at least 70% of ELs meeting individual growth targets on ACCESS for ELLs, i-Ready Reading, and local benchmarks.
Measure	Percentage of English Learners meeting their individual language proficiency and academic growth targets as measured by ACCESS for ELLs, i-Ready Reading, and local benchmark assessments.
Target	By June 2026, at least 70% of English Learners will meet their individual growth targets on ACCESS for ELLs, i-Ready Reading, and local benchmark assessments.
Actual Outcome	Although English Learners made progress in both English language development and reading achievement, the school did not meet its target of having 70% of ELs demonstrate progress toward language proficiency through ACCESS for ELLs, i-Ready Reading, and local measures. Of the 30 students with comparable ACCESS scores from 2025 to 2026, 40% met the expected ACCESS growth target of increasing their Overall Composite Score by at least 0.5. Additionally, 46.7% met their Typical Growth goal on the

	i-Ready Reading Diagnostic, but only 16.7% of students met both the ACCESS growth target and i-Ready Reading Typical Growth target. The goal was not met.
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1.2 Curriculum

- a) All charter schools are required to adopt and implement curricula aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.
- b) Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

[EPCS Curriculum](#)

1.3 Instruction

- a) What constitutes high-quality instruction at this school?
At our school, high-quality instruction is grounded in rigorous academic expectations, data-driven decision making, and differentiated support to meet the needs of all learners. Instruction is aligned to the New Jersey Student Learning Standards (NJSLs) and designed to be engaging, culturally responsive, and inclusive. Teachers use formative and summative assessments to monitor student progress and adjust instruction in real time.
- b) Provide a brief description of the school's common instructional practices.
Teachers across all grade levels implement consistent instructional routines, including:
 - a. *Daily learning objectives and success criteria*
 - b. *Whole group lessons followed by small group or independent work*
 - c. *Frequent checks for understanding*
 - d. *Use of instructional technology to enhance learning (e.g., iReady, Google Classroom, and IXL)*
 - e. *Differentiation and scaffolding based on student needs*
 - f. *Collaborative planning using student data to inform instruction**Instructional coaching, common planning, and professional learning communities support continuous improvement in instructional practice.*
- c) Provide the number of students, by grade level, that the school will academically retain and not promote to the next grade for the 2026-2027 school year. If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be academically retained for the 2026-2027 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section

504 Plan. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

The school will not academically retain any students for the 2026–2027 school year.

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

N/A

1.4 Assessment

- The first administration of the New Jersey Student Learning Assessment–Adaptive (NJSLA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will not be available until fall 2026, please complete Table 4 using your school's 2023–2025 NJSLA results to reflect the proportion of students meeting or exceeding expectations in ELA and mathematics.

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2024	Spring 2025	Spring 2026
ELA 3	42%	29.7%	
ELA 4	42%	52.9%	
ELA 5	54%	40.5%	
ELA 6	41%	45.9%	
ELA 7	47%	40%	
ELA 8	67%	60.6%	
ELA 9	N/A	N/A	N/A
MAT 3	25%	29.7%	
MAT 4	42%	44.1%	
MAT 5	22%	21.6%	
MAT 6	19%	29.7%	
MAT 7	32%	17.1%	
MAT 8	38%	36.4%	
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

- Please complete Table 5 to show year-over-year trends in proportion of students who achieved proficient or advanced proficiency on the NJSLA for Science (NJSLA-S), as administered by the school, if applicable. *Note: If the results of the Spring 2026 NJSLA-S have not been released to schools by July 15, 2026, leave the Spring 2026 column blank.*

Table 5: 3-Year NJSLA Science Assessment Results:

Assessment	Spring 2024	Spring 2025	Spring 2026
SCI 5	17%	18.9%	
SCI 8	9%	3%	
SCI 11	N/A	N/A	N/A

- The first administration of the New Jersey Graduation Proficiency Assessment – Adaptive (NJGPA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will not be available until summer/fall 2026, please complete Table 6 using your school’s 2023–2025 NJGPA results (if applicable) to reflect the proportion of students who are graduation-ready in ELA and mathematics.

Table 6. 3-Year NJGPA ELA and Mathematics Assessment Results

Assessment	Spring 2024	Spring 2025	Spring 2026
NJGPA-ELA	N/A	N/A	N/A
NJGPA-Mathematics	N/A	N/A	N/A

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

Englewood on the Palisades Charter School (EPCS) remains committed to ensuring academic progress for all students across subjects and grade levels, with focused attention on key subgroups including students eligible for free and reduced-price lunch, multilingual learners, students with disabilities, and students from various racial and ethnic backgrounds. The school employs a comprehensive, data-driven approach to monitor student growth throughout the year. Benchmark assessments in English language arts and mathematics are administered multiple times annually, allowing teachers and administrators to analyze performance trends by grade and subgroup. This ongoing data review informs instructional decisions and allows for timely, targeted interventions.

To support academic progress, EPCS provides small-group and individualized instruction both during and beyond the school day. Students who are economically disadvantaged, multilingual learners, and those with disabilities are prioritized for Tier 2 and Tier 3 interventions, including after-school tutoring, push-in and pull-out services, and extended learning opportunities. Multilingual learners receive scaffolded instruction aligned with WIDA standards, and special education students receive services that are fully

aligned with their IEPs or 504 Plans. Co-teaching models and differentiated instruction strategies help ensure access to grade-level content for all learners.

Professional development for instructional staff is ongoing and tailored to support the needs of diverse learners. Topics include data analysis for instructional planning, culturally responsive teaching, inclusive classroom practices, and structured literacy. Teachers also engage in collaborative planning sessions and coaching cycles to refine their instructional approaches based on student outcomes. At the same time, the school has increased its efforts to engage families and the broader community. Multilingual learners' families receive translated materials and interpreter support during meetings and conferences. Grade-level teams implement structured strategies to support student growth. In early grades, instruction emphasizes foundational literacy and numeracy through phonics instruction and hands-on math routines. Intermediate grades focus on developing reading comprehension and mathematical reasoning using small-group instruction and data-informed re-teaching. In middle school, students engage in higher-level analysis in ELA and pre-algebraic thinking in math, with intervention blocks built into the schedule to address subgroup needs. Across all levels, teachers monitor progress closely, adjusting instruction based on subgroup performance.

EPCS leadership engages in quarterly reviews of student achievement data disaggregated by subgroups to assess the effectiveness of instructional strategies and reallocate resources as needed. Beginning in the upcoming school year, the school plans to continue the use of adaptive software in all grades to provide personalized reading and math support and generate real-time data on student learning trajectories. Additionally, mentoring programs and community partnerships have been introduced to support academic and social-emotional development, particularly among underrepresented groups. Through these intentional strategies, EPCS continues to promote academic equity and excellence. The school remains committed to closing achievement gaps and ensuring that every student—regardless of background—has the opportunity to thrive and succeed.

Core Instructional Strategies (All Grades and Subjects)

- *Data-Driven Instruction: Weekly meetings allow teachers to review formative and benchmark assessment data, identify learning gaps, and plan targeted instruction.*
- *Curriculum Alignment: Teachers utilize high-quality, standards-aligned instructional materials vetted for cultural responsiveness and accessibility.*
- *Professional Development: Ongoing training supports implementation of Universal Design for Learning, differentiated instruction, culturally responsive instruction, and data analysis.*
- *Instructional Coaching: Coaching is available to support with lesson planning, modeling, and co-teaching, with a focus on evidence-based strategies and subgroup performance.*

Subject and Grade-Specific Supports

English Language Arts (ELA)

- *Grades 3-8: Focused support on reading comprehension, vocabulary acquisition, and constructed response writing using standards-aligned texts.*
- *Subgroup Focus:*
 - *MLs: Use of scaffolded texts and integrated language supports aligned to WIDA standards.*
 - *SWDs: Push-in support and/or pull-out services along with the integration of assistive technology and graphic organizers.*
 - *FRL and racial/ethnic subgroups: Diverse and representative texts to foster engagement and build background knowledge*
- *Targeted Interventions: Leveled literacy instruction, daily small group guided reading, and foundational phonics instruction in lower grades.*

Mathematics

- *Grades 3-8: Emphasis on conceptual understanding, procedural fluency, and problem-solving using manipulatives and visual models.*
- *Subgroup Focus:*
 - *SWDs: Use of visual supports, extended time, and real-life problem contexts for accessibility.*
 - *MLs: Vocabulary-rich instruction with sentence frames and math-language routines.*
 - *FRL and racial/ethnic subgroups: Equity-focused practices and supplemental tutoring programs.*
- *Targeted Interventions: i-Ready Math diagnostic and pathway, math intervention blocks during the day, and after school tutoring.*

Science

- *Grade 5 & 8: Increased focus on hands-on learning, crosscutting concepts, and claim-evidence-reasoning (CER) writing tasks.*
- *Subgroup Focus:*
 - *SWDs and MLs: Visual aids, sentence starters, and frequent checks for understanding.*
- *Curriculum Enhancements: Integration of science vocabulary instruction and NGSS-aligned performance tasks.*

Subgroup-Specific Schoolwide Supports:

Multilingual Learners (MLs)

- *Sheltered instruction training for all teachers*
- *Co-teaching models in core content areas*
- *Use of WIDA Can Do Descriptors in planning*

Students with Disabilities (SWDs)

- *Push-in and pull-out supports based on IEP goals*
- *Progress monitoring through IEP review meetings and interim assessments*

Economically Disadvantaged (FRL)

- *After school tutoring program*
- *Access to school-based mental health services*
- *Breakfast in the school and social work referrals*

Racial/Ethnic Subgroups

- *Culturally responsive teaching training*
- *Equity audits of curriculum and school practices*
- *Schoolwide celebrations of culture and identity*

Monitoring and Accountability

- *Interim Assessments: Administered 3 times per year to measure progress and adjust instruction.*
- *Leadership Walkthroughs: Conducted with feedback to instructional teams.*
- *Student Data Review: Individual student data analyzed by teachers and used to adjust instruction.*
- In table 7, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2025-2026 school year.

Table 7: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	39	39
DLM-ELA	0	0
DLM-Math	0	0
DLM-Science	0	0

- In table 8 and table 9, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2025-2026 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 8: ELA Local Benchmark Assessments Information for the 2025-2026 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	Gr. 1-8: 9/8/25-9/27/25 Kdgn: 10/7/25-10/25/25	i-Ready Diagnostic	K-8	Vendor Created
Mid	1/6/26-1/31/26	i-Ready Diagnostic	K-8	Vendor Created
End	5/26/26-6/13/26	i-Ready Diagnostic	K-8	Vendor Created

Table 9: Math Local Benchmark Assessments Information for the 2025-2026 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	Gr. 1-8: 9/8/25-9/27/25 Kdgn: 10/7/25-10/25/25	i-Ready Diagnostic	K-8	Vendor Created
Mid	1/6/26-1/31/26	i-Ready Diagnostic	K-8	Vendor Created
End	5/26/26-6/13/26	i-Ready Diagnostic	K-8	Vendor Created

- Describe the school's process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school's chosen curricula.

Our school utilizes i-Ready as the local benchmark assessment tool for both English Language Arts and Mathematics. The decision to implement i-Ready was made through a collaborative review process involving school leadership and instructional staff. This process considered several key factors, including alignment to the New Jersey Student Learning Standards (NJSLS), compatibility with our chosen curricula, and the platform's ability to provide actionable, standards-based data to inform instruction.

i-Ready assessments are standards-aligned, meaning each question is mapped to specific grade-level NJSLS expectations. This ensures that students are being assessed on the knowledge and skills outlined by the state. Furthermore, i-Ready is compatible with our curriculum materials, offering targeted diagnostic and growth data that educators can use to adjust pacing guides, differentiate instruction, and identify areas in need of intervention or enrichment.

The assessments are administered three times a year which allows us to monitor student growth over time and make instructional decisions that are both data-informed and standards-driven.

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

For the 2024–2025 school year, local benchmark assessment results were generally consistent with student performance on the NJSLA, with both measures identifying similar areas of academic strength and need. Students demonstrated measurable growth from the beginning to the end of the year on the local reading and mathematics diagnostic assessments, indicating that instructional programs supported academic progress over time.

Overall, NJSLA English Language Arts results aligned more closely with local reading benchmark data. Students showed steady growth on the local reading diagnostic, particularly in grades K–3, while NJSLA ELA results reflected stronger performance in Grades 4 and 8 and identified continued opportunities for improvement in Grades 3, 5, 6, and 7.

The greatest disparity was observed in mathematics. While local benchmark assessments showed meaningful growth from the fall to the end of the year across most grade levels, NJSLA mathematics proficiency remained lower in several grades, particularly Grades 5 through 7. This difference is likely attributable to the broader scope and greater rigor of the state assessment, as well as differences in assessment format and timing. Local assessments are administered multiple times throughout the year and are designed to measure incremental growth, whereas the NJSLA evaluates cumulative mastery of the New Jersey Student Learning Standards at a single point in time.

The school will continue to use both local benchmark data and NJSLA results to identify instructional priorities, strengthen curriculum alignment to the New Jersey Student Learning Standards, and provide targeted interventions for students requiring additional support.

- For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2025-2026 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

Diagnostic, formative, and summative assessments

Grade(s)	Subject	Diagnostic Assessments	Formative Assessments	Summative Assessments
K-8	English Language Arts	i-Ready Diagnostic Reading (<i>Curriculum Associates, LLC</i>)	Teacher-created quizzes, exit tickets, reading conferences, writing samples, running records (K-5), comprehension checks, classroom discussions, vocabulary assessments	Unit assessments, writing performance tasks, report card grades, NJSLA-ELA (Grades 3-8) (<i>New Jersey Department of Education/Pearson Education, Inc.</i>)
K-8	Math	i-Ready Diagnostic Reading (<i>Curriculum Associates, LLC</i>)	Teacher-created quizzes, exit tickets, math journals, observation, performance tasks, classroom checks for understanding	Unit/chapter tests, performance tasks, report card grades, NJSLA-Mathematics (Grades 3-8) (<i>New Jersey Department of Education/Pearson Education, Inc.</i>)
K-5	Science	Teacher-created pre-assessments	Laboratory investigations, science notebooks, classroom quizzes, observations	Unit tests, STEM/performance tasks, report card grades, NJSLA-Science (Grade 5) (<i>New Jersey Department of</i>

				<i>Education/Pearson Education, Inc.)</i>
6-8	Science	Teacher-created pre-assessments	Laboratory investigations, science notebooks, quizzes, CER (Claim-Evidence-Reasoning) activities	Unit tests, laboratory reports, report card grades, NJSLA-Science (Grade 8) (<i>New Jersey Department of Education/Pearson Education, Inc.</i>)
K-8	Social Studies	Teacher-created pre-assessments	Class discussions, document-based questions (DBQs), quizzes, projects, presentations	Unit tests, research projects, report card grades
K-8	Spanish	Teacher-created pre-assessments	Vocabulary quizzes, oral language activities, speaking/listening tasks, classroom participation	Unit assessments, oral presentations, report card grades
K-8	Visual Arts	Teacher observation and skill inventories	Portfolio reviews, classroom critiques, project checkpoints	Performance-based projects, portfolios, report card grades
K-8	Music	Teacher observation and skill inventories	Performance practice, participation, rhythm and vocal assessments	Concert performances, performance assessments, report card grades
K-8	Physical Education	Teacher observation and fitness baseline activities	Skill demonstrations, participation, teacher observation	Skills assessments, fitness assessments, report card grades

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

For the 2025–2026 school year, assessment results were used as an integral part of the school's continuous improvement process to inform instruction, monitor student progress, and guide interventions. Diagnostic assessment data from the beginning, middle, and end of the year were analyzed to identify students' strengths, learning gaps, and instructional needs. Teachers used the data to differentiate instruction, establish flexible instructional groups, and provide targeted interventions and enrichment opportunities.

Formative assessment results, including classroom quizzes, exit tickets, writing samples, observations, performance tasks, and teacher-created assessments, were reviewed regularly during Professional Learning Community (PLC) meetings and grade-level collaboration sessions. Teachers used these data to adjust pacing, reteach standards that students had not yet mastered, modify instructional strategies, and provide timely feedback to students. Students requiring additional support received targeted

interventions through classroom instruction, Basic Skills Instruction (BSI), and special education services, English Learner (EL) supports, as appropriate.

Summative assessment data, including unit assessments, report card grades, and NJSLA results, were analyzed by teachers and administrators to evaluate curriculum effectiveness and student achievement relative to the New Jersey Student Learning Standards. Trends across grade levels and content areas were used to identify strengths and areas for improvement, inform professional development priorities, refine curriculum and instructional practices, and support schoolwide goal setting. NJSLA results were also compared with local benchmark assessment data to ensure consistency in student performance and to identify any areas requiring additional instructional focus.

Collectively, the assessment system provided multiple measures of student learning throughout the school year, enabling teachers and administrators to make informed instructional decisions that supported improved student outcomes and continuous school improvement.

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

During the 2025-2026 school year, assessment results were shared with stakeholders through multiple methods to ensure timely communication and support informed decision making.

- **Parents and Families:** *Assessment results, including report cards, were shared through the school's student information system and parent portal. State assessment reports were shared via mail. Teachers discussed benchmark assessments and student performance during parent-teacher conferences and, when appropriate, communicated assessment results through phone calls, emails, and scheduled intervention meetings. Families of students receiving intervention services or special education support also received progress reports aligned to Individual Education Programs (IEPs).*
- **Students:** *Teachers reviewed assessment results with students during class, individual conferences, and small-group instruction. Diagnostic and formative assessment data were used to help students understand their strengths, identify areas for growth, and establish academic goals. Students also received regular feedback on classroom assignments, quizzes, projects, and benchmark assessments.*
- **School Administration:** *Administrators regularly analyzed schoolwide and grade-level assessment data. Data were reviewed during leadership meetings to monitor student progress, identify trends, allocate instructional supports, and guide professional development and school improvement planning.*
- **Board of Trustees:** *The Board received periodic reports summarizing schoolwide assessment outcomes, student achievement trends, and progress toward academic goals. These reports included aggregate data rather than individual student information and were used to monitor the school's academic performance and support strategic planning. This information was also shared to the school staff during faculty meetings.*

Overall, assessment data were used not only to communicate student progress but also to inform instructional decisions, intervention planning, curriculum refinement, and continuous school improvement.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 10 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 10: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/Contract Fee (2025-2026)
Dana Clark	Principal	Employed by EPCS	1/19/23	\$171,600
David Block	Business Administrator	Employed by EPCS	1/3/22	\$88,500
Michael Owens	Assistant Principal	Employed by EPCS	8/13/24	\$145,600
Megan Hartmann	Supervisor of Curriculum & Instruction	Employed by EPCS	8/26/24	\$98,800

School Culture & Climate

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

2.1 School Culture and Climate

- a) Fill in the requested information in Table 11 below regarding the learning environment at the school.

Table 11: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	95%
Elementary School Attendance Rate (grades K-5)	95%
Middle School Attendance Rate (grades 6-8)	95%
High School Attendance Rate (grades 9-12)	N/A
Student to Certified Teacher Ratio	14:1

- b) Fill in the requested information in Table 12 below, regarding the professional environment at the school.

Table 12 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2025, to July 1, 2026	82%
Total Staff Retention Rate from July 1, 2025, to July 1, 2026	89%
Frequency of teacher surveys and date of last survey conducted	1 per year, conducted June
Percent of teachers who completed the most recent survey	32.5%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	100%

- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

d) What were the three main positive aspects teachers identified in the latest survey?

1. Positive School Community and Overall Job Satisfaction

- *Several teachers shared that they enjoy working at EPCS and value being part of the school community.*
- *Staff described the school as a good place to work and expressed overall satisfaction with the school year.*

2. Strong Communication and Administrative Support

- *Teachers appreciated communication and feedback from administration.*
- *Staff noted that they generally felt informed and supported throughout the school year.*

3. Commitment to Student Learning and School Programs

- *Teachers highlighted positive instructional initiatives, including the handwriting program.*
- *Staff expressed appreciation for opportunities that support student engagement and learning, while also suggesting ways to continue strengthening instructional resources.*

e) What were the three main challenges that teachers identified in the latest survey?

1. Student Behavior and Schoolwide Discipline

- *The most frequently mentioned concern was the need for a more consistent discipline system.*
- *Teachers requested clearer procedures for referrals and consequences, stronger follow-through for repeat behaviors, and improved behavior management during lunch and schoolwide events.*

2. Organization, Roles, and Scheduling

- *Staff requested greater clarity regarding roles, responsibilities, and task delegation.*
- *Teachers also identified scheduling concerns, including elementary instructional schedules, common planning time, onboarding of new staff, and better organization of school initiatives.*

3. Staff Support, Recognition, and Resources

- *Teachers expressed a desire for increased staff recognition and appreciation.*
- *Additional requests included more professional development, improved storage and classroom space, more instructional resources (such as classroom books), and better facilities for specialized subject areas.*

f) Fill in the requested information below regarding the school's discipline environment in 2025-2026.

Table 13: Discipline Environment 2025-2026

Grade Level	Number of students enrolled as of Oct. 15, 2025	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	36	1	0	0
1	35	0	0	0
2	36	1	0	0
3	34	0	0	0
4	35	0	0	0
5	34	3	0	0
6	36	3	0	0
7	34	2	0	0
8	35	0	0	0
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
Total	315	10	0	0

- g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2025-2026 school year.

During the 2025–2026 school year, five students with disabilities received either an in-school or out-of-school suspension. This included one Kindergarten student with an IEP, one Grade 2 student with a Section 504 Plan, two Grade 5 students with IEPs, and one Grade 6 student with an IEP. The Kindergarten student's IEP was not known to the school at the time of the suspension.

- h) If the suspensions and expulsions in 2025-2026 increased or decreased by ten percentage points or more than those in 2024-2025, please describe the reasons for the change.

There was not a significant increase or decrease by 10 percentage points.

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

- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2024-2025 HIB Grade Report to the school website. Please provide the link to the school's report below.

<https://www.inglewoodcharter.org/Downloads/HIB9.pdf>

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 14 below regarding family involvement and satisfaction.

Table 14: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	1
Frequency of parent/guardian surveys	Once per year
Dates of parent/guardian survey conducted in the 2025-2026 school year	June 2026
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	11%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	98%

- b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?

To encourage strong parent participation in the annual Culture and Climate Survey, Englewood on the Palisades Charter School implemented a comprehensive, multi-platform communication strategy. The survey was distributed through TalkingPoints (text message), ClassDojo, and School Messenger (email), allowing families to access it through the communication platforms they use most frequently. Survey information remained pinned to the top of the school's Schoolwide ClassDojo page throughout the survey period (one month), and notices were posted on the school's front entrance alongside other important school announcements to provide an additional reminder for families entering the building. A QR code linking directly to the survey was included on posted notices, making it easy for families to access and complete the survey from their devices. The survey was available in both English and Spanish to ensure accessibility for all families.

The school encourages all parents and guardians to take an active role in shaping the school community by completing the annual survey. Parent feedback is viewed as an essential component of continuous school improvement and is used to inform decisions related to school climate, family engagement, communication, and programming. While participation is voluntary and all responses are anonymous, the school emphasizes the importance of hearing from every family to ensure that school improvement efforts reflect the needs and perspectives of the entire school community.

- c) What were the three main positive aspects identified by parents/guardians in the latest survey?

1. Respectful and supportive school climate

Parents overwhelmingly indicated that they are treated with respect by teachers and non-teaching staff, that their children feel welcome and valued, and that the school

provides a safe, positive learning environment. These items consistently received "Agree" or "Strongly Agree" responses.

2. Strong communication and responsive teachers

Families reported that teachers are available to discuss student progress, respond to questions, and keep parents informed. Most parents also expressed satisfaction with the frequency of school communication and the use of communication tools such as Talking Points and School Messenger.

3. High satisfaction with academics and overall school quality

Parents were generally satisfied with the school's academic programs, faculty, class sizes, facilities, and enrichment opportunities. Many responses reflected confidence in the quality of instruction and indicated they would recommend the school to other families.

d) What were the three main challenges identified by parents/guardians in the latest survey?

1. Difficulty accessing information online

The most common concern involved locating information on the website or through school platforms. Parents specifically mentioned trouble finding schedules, teacher information, the lunch menu, student support programs, and difficulty accessing certain applications.

2. Technology and communication platform issues

Several parents noted that OnCourse does not always display grades or missing assignments reliably and feels outdated. Others reported that ClassDojo messaging was inconsistent or ineffective and preferred more direct communication options.

3. Opportunities for family involvement and enrichment

Although overall ratings were positive, these areas received more "Neutral" and "Somewhat Satisfied" responses than other categories, suggesting there is room to strengthen parent involvement opportunities and continue expanding or promoting enrichment programs and activities.

e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2025-2026 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

High School Information Session (Virtual – Zoom):

*The school partnered with **Apply High School Consulting LLC** to host a virtual High School Information Session for families via Zoom. The session provided parents/guardians with expert guidance on the high school admissions process, including application timelines, school selection, admissions expectations, and strategies for supporting students through the transition to high school. Families had the opportunity to*

ask questions and receive practical advice from an experienced admissions consultant, helping them feel more informed and prepared for the application process.

8th Grade Parent Information Meeting (Virtual – Zoom):

The school hosted a virtual 8th Grade Parent Information Meeting led by the eighth-grade advisors to provide families with an overview of the school year. The meeting covered important topics such as academic expectations, graduation requirements and activities, class trips, associated costs, important dates, and other end-of-year events. Parents/guardians had the opportunity to ask questions and gain a clear understanding of what to expect throughout their child's final year at the school.

Back-to-School Night (In-Person):

The school hosted an in-person Back-to-School Night to provide parents and guardians with an opportunity to meet their child's teachers and learn about classroom expectations, curriculum, instructional practices, and grade-level goals for the school year. Families visited classrooms and received information about academic expectations, communication methods, homework, and ways to support student success. The event strengthened the partnership between home and school while fostering open communication between families and staff.

Honor Roll Recognition Assemblies (Hybrid – In-Person and Virtual):

The school held Honor Roll Recognition Assemblies at the conclusion of each of the four marking periods to celebrate students' academic achievement. Assemblies were conducted in person for students and families and on Zoom to celebrate their child's accomplishments. These ceremonies recognized students who earned Honor Roll distinctions while fostering family engagement and encouraging continued academic excellence.

Annual High School Information Fair (In-Person):

The school hosted its annual High School Information Fair to support middle school students and their families as they prepared for the high school application process. Representatives and current students from a variety of public, private, parochial, and specialized high schools were invited to attend, providing families with the opportunity to learn about each school's academic programs, extracurricular activities, admissions requirements, and school culture. Parents and students were able to speak directly with school representatives, ask questions, and gather information to help them make informed decisions about their high school options.

Parent-Teacher Conferences (In-Person):

The school held Parent-Teacher Conferences twice during the school year to provide families with dedicated opportunities to meet individually with their child's teachers. During these conferences, parents and guardians discussed students' academic progress, social-emotional development, strengths, areas for growth, and strategies for supporting learning at home. The conferences promoted meaningful communication between families and educators and strengthened the home-school partnership in support of student success.

Board of Trustees Meetings (In-Person – Monthly):

The school held monthly Board of Trustees meetings that were open to parents, guardians, and members of the school community. These meetings provided updates on school operations, finances, governance, and strategic initiatives, while offering families the opportunity to stay informed about important school matters and participate in the public comment portion of the meeting. The meetings promoted transparency and encouraged ongoing communication between the Board and the school community.

Annual Talent Show (In-Person):

The school hosted its annual Talent Show, inviting parents, guardians, and family members to attend and celebrate students' talents and creativity. Students from various grade levels showcased their abilities through musical performances, dance, singing, instruments, and other acts in a supportive and encouraging environment. The event fostered student confidence, celebrated individual talents, and strengthened connections between families and the school community.

Winter and Spring Concerts (In-Person):

The school hosted annual Winter and Spring Concerts featuring performances by students through their music classes. Parents, guardians, and family members were invited to attend and celebrate students' musical growth and accomplishments. These concerts provided every student with the opportunity to perform as part of the music curriculum while strengthening family engagement and showcasing the school's commitment to arts education.

Family Math Game Night (In-Person):

The school partnered with Mathnasium to host a Family Math Game Night, inviting parents, guardians, and students to participate in interactive math games and hands-on activities together. The event promoted family engagement in mathematics, reinforced problem-solving and critical thinking skills, and provided families with enjoyable strategies to support math learning at home while fostering a positive attitude toward mathematics.

f) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.

Parent-Teacher Organization (PTO) Meetings (Hybrid – In-Person and Virtual):

Parents and guardians, through the Parent-Teacher Organization (PTO), met monthly to collaborate with school leadership in planning and supporting activities that furthered the school's mission and goals. Meetings were held in person with a Zoom option available for families who were unable to attend in person. The meetings provided opportunities for parents and guardians to organize school events, coordinate volunteer efforts, plan fundraising initiatives, share feedback, and partner with staff to enhance the educational experience and strengthen the school community.

Scholastic Book Fairs (In-Person – Three Events):

Parents and guardians, in collaboration with the Parent-Teacher Organization (PTO), helped organize and support three Scholastic Book Fairs throughout the school year. Families volunteered during the events and encouraged students to explore and purchase books that fostered a love of reading and lifelong learning. The book fairs also helped raise funds to support classroom libraries, instructional resources, and literacy initiatives, furthering the school's mission of promoting academic achievement and student success.

PTO Family Fundraiser at Dave & Buster's (In-Person):

Parents and guardians, through the Parent-Teacher Organization (PTO), organized and hosted a family fundraiser at Dave & Buster's. Families attended the event to support the school while enjoying an evening together outside of the school setting. The fundraiser strengthened relationships among families and staff and raised funds to support PTO-sponsored programs, school events, and student enrichment activities that further the school's mission and goals.

PTO Family Fundraiser at Chuck E. Cheese (In-Person):

Parents and guardians, through the Parent-Teacher Organization (PTO), organized and hosted a family fundraiser at Chuck E. Cheese. Families participated in the event to support the school while enjoying an evening together outside of the classroom. The fundraiser strengthened the school community and generated funds to support PTO-sponsored programs, school events, and student enrichment activities that further the school's mission and goals.

5th Grade Clap-Out Celebration (In-Person):

Parents and guardians collaborated with school staff to organize and celebrate the 5th Grade Clap-Out, recognizing students as they completed elementary school and prepared to transition to middle school. Families donated snacks, games, activities, and decorations, and volunteered their time to decorate and help facilitate the celebration. The event honored students' accomplishments, celebrated this important milestone, and strengthened the partnership between families and the school community.

Field Day (In-Person):

The school's annual Field Day was organized by the physical education teacher and supported by parent and guardian volunteers. Families volunteered at activity stations throughout the day, assisting with games, supervising events, and encouraging students. This school-wide event promoted teamwork, physical activity, sportsmanship, and school spirit while strengthening collaboration between families and school staff in support of a positive school community.

Science Fair (In-Person)

Parents and guardians attended the school's Science Fair to support students as they presented their research, experiments, and scientific findings. Families viewed student projects, asked questions, and celebrated students' creativity, critical-thinking skills, and understanding of the scientific process. Their participation encouraged student achievement and reinforced the importance of science, inquiry, and hands-on learning.

Kindergarten Orientation (In-Person)

Parents and guardians of incoming kindergarten students attended an in-person orientation to prepare their children for a successful transition to school. During the orientation, incoming students visited kindergarten classrooms, completed sample classroom activities, explored the learning environment, and became familiar with classroom routines and expectations. Families met school staff, received important information and resources, and had the opportunity to ask questions. The orientation helped students feel more comfortable and confident about beginning kindergarten while establishing a strong home-school partnership.

Women's Career Day (In-Person)

Parents, guardians, and members of the school community participated in the school's Women's Day program, which celebrated the achievements, leadership, and contributions of women. Female family and community members shared their experiences, careers, and personal journeys with students, providing positive role models and encouraging students to pursue their goals. The event supported the school's commitment to empowerment, inclusion, and community engagement.

Kindergarten Guest Readers (In-Person)

Parents and guardians were invited to participate as guest readers in kindergarten classrooms. Family members selected and read age-appropriate books to students, helping promote literacy, language development, and a love of reading. The program gave families a meaningful opportunity to participate in classroom learning while strengthening relationships among students, families, and teachers.

Kindergarten Graduation (In-Person)

Parents and guardians attended the school's Kindergarten Graduation to celebrate students' completion of kindergarten and their transition to first grade. Families supported the event by attending the ceremony and recognizing students' academic, social, and developmental growth. The celebration honored this important milestone and reinforced the value of family involvement throughout students' educational journeys.

8th Grade Graduation (In-Person and Virtual Option)

Parents and guardians attended the school's 8th Grade Graduation to celebrate students' completion of middle school and transition to high school. Families supported graduates throughout the planning process and joined school staff in recognizing students' academic accomplishments, personal growth, and contributions to the school community. The ceremony celebrated this significant milestone and strengthened the connection among students, families, and the school.

Halloween Candy Stroll (In-Person)

Parents and guardians, in collaboration with the Parent-Teacher Organization (PTO) and Community Outreach Program, helped organize and support the school's Halloween Candy Stroll. Families donated candy and supplies, decorated designated areas, volunteered during the event, and accompanied students as they participated in a safe and festive school-community celebration. The event encouraged family participation, promoted school spirit, and provided students with a positive opportunity to celebrate together.

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

Table 15: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
EPSD/Academies at Englewood, Bergen Technical Schools (Applied Technology High School, Bergen Academies, Bergen Technical School Teterboro Campus, Bergen Technical School Paramus Campus, Bergen County Institute for Science and Technology), and Paramus Catholic High School, Academy of Holy Angels, Bergen Catholic High School	High School Information Fair	2023	38 students with their families, 3 staff members, 6 hours of planning, 2 hour event
Mathnasium Math Learning Center	Family Math Night	2025	73 families, 10 staff members, 3 hours of planning, 2 hour event
Young Debater's Program	Program designed to help students develop critical thinking, public speaking, and argumentation skills through structured debate.	2022	1 teacher, 21 students, meetings were biweekly on Tuesdays and Thursdays.
Scripps National Spelling Bee	Students in grades 1–8 engaged in classroom and school-wide spelling competitions, with our school champion for grades 3-8 advancing to the regional level.	2018	286, 11 teachers. 10 hours including planning time.
National Junior Honor Society	Students in grades 6-8 were eligible to apply based on academic standing and then applicants were voted on based on a faculty council decision . Students within	2022	1 teacher, 30 students. monthly meetings, Induction Ceremony, Month long service project.

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
	the club participated in meetings and fundraising efforts.		

Table 16: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Bergen County Sheriff's Dept., Englewood Police Dept., Englewood Fire Dept.	First day of school greeting for students upon entering the building.	2023	315 students, 6 staff members assisted, 1 hour
Bergen County Department of Health Services, Division of Mental Health & Addiction Services	Narcan Training for our school's Medical Emergency Response Team	2025	14 staff members participated in the 30 minute training.
Englewood Fire Department	Fire prevention assembly for elementary students	1998	210 students, 15 staff members, 1 hour
Englewood City Manager's Office	Our chorus performed at Englewood's Holiday Tree Lighting festival.	2024	30 students, 4 staff, 1 hour long event. Students met every Thursday during the school year for rehearsals
Englewood Rotary Club	Teens for Peace Program: 5 students from each of the 5 middle schools in Englewood met monthly at the Community House. The program helps the students gain mutual understanding, respect, and civic engagement. It underscores Rotary's	2021	5 students, ongoing

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
	philosophy of "Service above Self."		
NVE Bank	NVE Bank came to EPCS as part of their "Teach Children to Save" program. They taught 1st-8th grade students about savings through stories and activities.	2018	200+ students, 20 staff, assemblies per grade level
CarePlus	Partnered via signed contract (July 1, 2026 -June 30, 2027) for school clearances, drug screenings, and psychiatric evaluations.	2024	Schoolwide, ongoing
American Heart Association/Kids Heart Challenge	Students and staff participated in the Kids Heart Challenge, an initiative that promotes heart health, physical activity, and community service among students. Students participated in heart-healthy activities, learned about making positive lifestyle choices, and raised 6,518.37 to support heart disease research and education.	2024	Schoolwide, month of February
Family of Caring	Our extra curricular chorus club sang to and played games with senior members of the Family of Caring Center.	2024	30 students, 4 staff, students met every Thursday during the school year for rehearsals

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Bergen County Animal Shelter	National Junior Honor Society members collected funds and supplies during the month of May for the animals supported by the Bergen County Animal Shelter	2026	1 staff member, 30 students
Englewood Police Department	The Englewood Police Department held a two-hour basketball clinic for students in grades 5-8. An assembly was held for students in grades 5-8 titled, "Words Matter: Real Talk About Threats, Safety & Speaking Up," presented by members of the Juvenile Division. They addressed important and age-appropriate topics, including making threats (in person and online), sexting, cyberbullying, and the importance of reporting concerns to trusted adults.	2026	5 Police Officers, 20 students, two hours 138 students, 4 Police Officers, 12 staff members
Bergen County Youth Services Commission	Englewood on the Palisades partnered with BCYSC Confidence Closet and received funds to create a closet with materials to distribute to families in need by their request. (items included but were not limited to: hygiene products, personal need items, tote	2026	School wide, 4 staff, ongoing

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
	bags, blankets, and clothing items)		
Stop & Shop	Stop & Shop of Teaneck provided our Community Outreach Program with funds to create a food pantry for EPCS families. Food was purchased by members of our Community Outreach Program, bagged and distributed monthly to our families in need, by students and school staff.	2024	10 students; 2 staff members; 8 hours per month

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

EPCS's educational and community partnerships directly support the school's mission by enriching student learning, promoting character development, strengthening community connections, and supporting the well-being of students and families.

Enhancing Student Learning & Life Skills:

Partnerships such as NVE Bank's Teach Children to Save program provide students with valuable financial literacy skills, while educational presentations from the Englewood Fire Department and community organizations connect classroom learning to real-world experiences.

Promoting Safety, Wellness & Student Support:

Collaborations with the Bergen County Sheriff's Department, Englewood Police Department, Englewood Fire Department, CarePlus, the American Heart Association, Stop and Shop, and the Bergen County Youth Services Commission promote student safety, physical and mental wellness, and ensure families have access to needed resources and support services.

Fostering Civic Responsibility & Character:

Programs such as the Englewood Rotary Club's Teens for Peace, the National Junior Honor Society, and the Kids Heart Challenge encourage leadership, service learning, empathy, and active citizenship.

Strengthening Community Connections:

Student participation in community events, including the Englewood Holiday Tree Lighting, performances for local senior citizens, and the Englewood Police Department's basketball clinic, provide meaningful opportunities for students to engage with and contribute to their community while building positive relationships with local organizations.

These partnerships extend learning beyond the classroom, provide authentic experiences that support academic and social-emotional growth, and reinforce EPCS's commitment to developing well-rounded, responsible, and engaged members of the community.

Board Governance

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

3.1 Board Capacity

- a) Fill in the requested information in Table 17 below regarding board governance.

Table 17: Board Governance

Number of board members required by the charter school's bylaws	5-9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	August 20, 2025
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	August 20, 2025
If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO) (Include a copy of the board's evaluation tool for this contracted organization as Appendix D and as Appendix E , provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2026-2027 school year.)	

- b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws.
- c) List the amendments to bylaws that the board adopted during the 2025-2026 school year.
- None
- d) List the critical policies adopted by the board during the 2025-2026 school year.
- The NJSBA Critical Policy Manual was approved in its entirety at the June 17, 2026 Board of Trustees Meeting.
- e) What were the board's three main strengths identified in the latest board self-evaluation?

1. **Commitment to the School's Mission** – The Board demonstrated a strong commitment to supporting the mission and vision of Englewood on the Palisades Charter School and maintaining a focus on student achievement and organizational success.
 2. **Financial Oversight and Governance** – The Board provided effective oversight of the school's finances, policies, and compliance responsibilities, ensuring the long-term fiscal stability and accountability of the organization.
 3. **Collaborative Leadership** – The Board maintained a positive working relationship with school leadership, providing guidance and support while respecting the distinct roles of governance and administration.
- f) What were the board's three main challenges identified in the latest board self-evaluation?
1. **Formal Board Self-Evaluation** – The Board identified the need to implement a structured annual self-evaluation process to assess its effectiveness and establish goals for continuous improvement.
 2. **Ongoing Board Development** – The Board recognized the importance of continued professional development in areas such as charter school governance, strategic planning, and evolving legal and regulatory requirements.
 3. **Strategic Long-Term Planning** – The Board identified an opportunity to dedicate additional time to long-term strategic planning, including succession planning, facilities planning, and monitoring progress toward multi-year organizational goals.

3.2 Board Compliance

- a) Fill in the requested information in Table 18 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

Table 18: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	State and District of Residence	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Judy Khan	2/15/17	6/30/26	4	President	Englewood NJ	judy.khan@englewoodcharter.org	3/15/2017	6/29/18 6/27/19 7/30/21 12/30/25
Aree Booker	5/10/12	6/30/27	5	Member	Englewood NJ		5/23/2012	12/13/12 10/1/13 10/30/14

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	State and District of Residence	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
						aree.booker@englewoodcharter.org		8/20/19 1/6/26
Glenn Coley	5/10/12	6/30/27	5	Member	Englewood NJ	glenn.coley@englewoodcharter.org	1/28/2012	12/13/12 1/1/13 6/1/15 8/9/22 1/1/26
Felice T. Matlock - Brown	2/16/17	6/30/26	4	Vice President	Hackensack, NJ	felise.matlock@englewoodcharter.org	3/15/2017	7/12/18 7/2/19 7/30/21 9/16/25
Christopher McEvilly	7/1/23	6/30/26	2	Member	Hackensack, NJ	christopher.mcevilley@englewoodcharter.org	Pending	2/15/24 6/26/25

- b) Pursuant to *N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act*, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://www.englewoodcharter.org/BoardofTrustees.aspx>

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

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- d) Pursuant to *N.J.S.A. 18A:12-1.3*, all school districts and charter schools serving grades 9-12 must include at least one nonvoting student representative on the board of trustees. Please indicate the number of nonvoting high school board of trustees members that served in the 2025-2026 school year.

Not applicable. Our charter school serves students in Kindergarten through Grade 8 only and does not serve grades 9–12. Therefore, 0 nonvoting high school student representatives served on our Board of Trustees during the 2025–2026 school year.

- e) Pursuant to N.J.S.A. 18A:36A-15, *Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school’s website.

See Appendix F

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

0

- g) Provide a link to the charter school website’s homepage where the following are posted: [Board of Trustees](#)

- FY27 Board Approved Budget
- Board Meeting Notices
- Annual Reports
- A list of all current voting Board of Trustees Members
- A list of all facilities operated by the charter school including each physical address

- h) As **Appendix P**, please provide a list of the current voting members of the charter school’s board of trustees. Include their names, primary addresses, and the address to their current place of employment, if applicable.

Access and Equity

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

4.1 Access and Equity

- a) Fill in the requested information in Table 19 below regarding the timeline of the school’s application process for prospective students for school year 2025-2026.

Table 19: School Year 2025-2026 Application Process Timeline

Date the application for school year 2025-2026 was made available to interested parties	<i>January 2, 2025</i>
Date the application for school year 2025-2026 was due to the school from parents/guardians	<i>Ongoing</i>
Date and location of the lottery for seats in school year 2025-2026	<i>N/A</i>

- b) Provide the URL to the school's application for prospective students for school year 2026-2027. As **Appendix G**, provide pdf copies of the 2025-2026 and 2026-2027 initial application in as many languages as available.
- a. [https://www.inglewoodcharter.org/Downloads/Admissions%20Application%20-%20English%202026-2027%20\(1\).pdf?v=73](https://www.inglewoodcharter.org/Downloads/Admissions%20Application%20-%20English%202026-2027%20(1).pdf?v=73)
 - b. <https://www.inglewoodcharter.org/Downloads/Admissions%20Application%20-%20Spanish%202026-2027.pdf>
- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2025-2026 and school year 2026-2027.
- a. School Website - <https://www.inglewoodcharter.org>
 - b. School Office
- d) List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.
- a. English
 - b. Spanish
- e) List all ways in which the school advertised that applications for prospective students for school year 2025-2026 and school year 2026-2027 were available prior to the enrollment lottery.
- a. Lottery is not applicable. As per District Policy, applications are accepted starting the first day we return from Holiday Break.
- f) Fill in the requested information in Table 20 below regarding student enrollment and attrition rates by grade level in 2025-2026.
- g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.
- a. Siblings of Currently enrolled students
 - b. Residents of Englewood in chronological order of application
 - c. Residents of other districts within the state of New Jersey

Table 20: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the 2025-2026 school year	Number of students enrolled after the first day of school year 2025-2026	Number of students enrolled in school year 2025-2026 who continued enrollment in school year 2026-2027
K	3	0	34
1	1	0	34
2	1	2	35
3	3	2	35
4	4	3	35
5	1	0	33
6	0	0	33
7	3	1	31
8	1	0	0
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

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

The primary reason students exited the school during the reporting period was family relocation. A limited number of students also withdrew to return to their resident school district for personal or family reasons.

Compliance

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

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 21 below and fill it out for each school site if the school has more than one site.

Table 21: School Site Facility Information

Site name	Saint Cecilia High School
Site address	65 W. Demarest Avenue, Englewood, NJ 07631
Facility lease information	N/A
Landlord name	Saint Cecilia Church
Lease commencement date	7/1/2016
Lease termination date	6/30/2026
2026-2027 annual lease cost	\$455,479.56
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2026	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 22: School Site Facility Information Lease Summary

Total number of leased facilities	1
Total annual cost of all leases	\$455,479.56
Total lease amount budgeted for 2026-2027	\$474,000.00

Table 23: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A

Mortgage principal budgeted for 2026-2027	N/A
Mortgage payment interest budgeted for 2026-2027	N/A

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit **Appendix A** available at the end of this document.
- b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with "Ae" code for each approved campus, and current leases. Multi-year leases should still be submitted in this appendix annually.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C. 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.

The school implements a comprehensive educator evaluation system aligned with the requirements of N.J.A.C. 6A:11 and the New Jersey Educator Effectiveness regulations. Evaluations are designed to support professional growth through classroom observations, evidence-based feedback, goal setting, and post-observation conferences.

Teachers are evaluated as follows:

Non-tenured teachers receive three observations annually: two unannounced observations and one announced observation.

Tenured teachers receive two observations annually: one unannounced observation and one announced observation.

Each observation includes a pre-observation conference for announced observations (when required), a classroom observation, a post-observation conference, and a written evaluation completed within the timelines established by state regulations.

Administrators are evaluated in accordance with N.J.A.C. 6A:11-6.2. Non-tenured administrators receive the required minimum number of observations and evaluations annually, while tenured administrators receive the required annual evaluation and observations as prescribed by state regulations.

- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.

The evaluation system for school leaders at Englewood on the Palisades Charter School is distinct from the teacher evaluation system but maintains alignment with state requirements and a commitment to continuous professional growth and accountability. The evaluation system is used

for the Principal and Assistant Principal and is formally approved by the school's Board of Trustees, as documented in the annual Board resolution.

The school leader evaluation system includes multiple components:

Principal Practice – Assessed through structured observations, school visits, and leadership evidence aligned with New Jersey's Professional Standards for School Leaders. Evaluators assess key domains such as instructional leadership, school culture, staff management, operational effectiveness, and stakeholder engagement.

Student Achievement – Measured through school-wide academic performance indicators, including growth on standardized assessments, progress toward annual school goals, and performance targets established in the Annual School Plan (ASP).

Leadership Goals and Professional Responsibilities – School leaders collaborate with the Chief School Administrator or Board designee to set annual goals that align with school improvement priorities. Evidence of progress toward these goals, along with reflection and professional responsibilities, contributes to the overall evaluation.

Summative Evaluation – The final summative rating incorporates both Principal Practice and Student Achievement measures using a weighted system consistent with state guidelines. Ratings are classified as Highly Effective, Effective, Partially Effective, or Ineffective, in alignment with the state's four-tiered model.

Evaluations are conducted annually and include multiple touchpoints for feedback, support, and reflection. This system is designed not only to assess performance but to guide professional growth and leadership development in service of improved outcomes for students and staff.

- c) As **Appendix J**, provide the board resolution approving the teacher and school leader evaluation systems along with the charter school's District Mentoring Plan mandated by N.J.A.C. 6A:9C-4.4 and N.J.A.C. 6A:9C-5.3

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 24: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable

Appendix	File Naming Convention
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated with EIN number, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with “Ae” code, and current leases
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems and District Mentoring Plan
Appendix K	Appendix K 2026 – 2027 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix O Local Benchmark Assessment Results
Appendix P	Appendix P Current Board of Trustees Member Information

Each appendix must be submitted as a separate Word or PDF file to the Homeroom folder “Annual Report 2026.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

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

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

Statement	Confirm Compliance (Add ✓ or X)
and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 <i>et seq.</i>) (the “ESSA”), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section <i>N.J.A.C. 6A:15 et seq.</i>, section <i>N.J.A.C. 6A:11-4.8</i>, sections <i>N.J.A.C. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A.C. 6A:8-1.3</i>, and sections <i>N.J.A.C. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	?
Public School Contract Law The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A.C. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A. 18A:18A-1 et seq. 14</i>. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, <i>N.J.S.A. 18A:18A-1 et seq.</i>	?

School Official/School Lead

Signature of School Official (School Lead): *Dana Clark*

Date: 7/21/26

Print/Type Full Name: Dana Clark

Title: Principal/Chief School Administrator

Signatory Office (President, Board of Trustees)

Signature: *Judy Figueroa-Khan*

Date: 7/27/26

Print/Type Full Name: Judy Figueroa-Khan

Title: President, Board of Trustees
