



Burch Charter School of Excellence

100 Linden Avenue, Irvington, NJ 07111

(973) 373-3223



Burch Charter School of Excellence


Annual School Report

SY 2023




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

**Burch Charter School of Excellence
Annual Report (Updated June 2023)**



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



Annual Report Submission

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 2022-2023 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2023.” To submit the report, upload it to the subfolder “Annual Report 2022” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the “Annual Report 2023” subfolder on the charter school’s Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Monday, August 1, 2023. 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 3, 2023.

Basic Information about the School

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

Table 1: Basic Information

Name of charter school	Burch Charter School of Excellence
Grade level(s) to be served in 2022-2023	Kindergarten to 5 th Grade
2022-2023 Total enrollment as of June 30, 2023	319
2022-2023 Students with Disabilities (SWD) enrollment as of June 30, 2023	9
2022-2023 English Language Learners (ELL) enrollment as of June 30, 2023	0
Projected enrollment for 2022-2023	332
Current waiting list for 2022-2023 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	Kindergarten - 0 First - 0 Second - 0 Third - 0 Fourth - 0 Fifth - 0
Waitlist within the district/region of residence	Kindergarten - 0 First - 0 Second - 0 Third - 0 Fourth - 0 Fifth - 0
Waitlist of non-resident district/region of residence	0
Website address	www.burchcharterschool.org
Name of board president	Zende Clark
Board president email address	Zclark@burchcharterschool.org
Board president phone number	973-373-3223
Name of school leader	Mr. Timothy Simmons
School leader email address	Tsimmons@burchcharterschool.org

School leader office phone number and extension	973-373-3223
Name of Title IX McKinney-Vento District Homeless Liaison	TBD
Name of School Business Administrator (SBA)	Joel Julien
SBA email address	jjulien@burchcharterschool.org
SBA phone number	973-373-3223



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	Burch Charter School of Excellence
Year site opened	2008
Grade level(s) served at this site in 2021-2022	Kindergarten – Fifth Grade
Grade level(s) to be served at this site in 2022-2023	Kindergarten – Fifth Grade
Site street address	100 Linden Avenue
Site city	Irvington
Site zip	07111
Site lead or primary contact's name	973-373-3223
Site lead or primary contact's office phone number and extension	Mr. Timothy Simmons
Site lead or primary contact cell phone number	(973) 342-2403
Site lead's email address	Tsimmons@burchcharterschool.org



Education Program and Capacity

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

1.1 Mission and Key Design Elements

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

“The mission of the Burch Charter School of Excellence is to develop critical thinkers that evolve into digital, life-long learners in a blended learning environment that enhances positive character traits that will ensure they become productive 21st Century world citizens.”

The Burch Charter School of Excellence’s mission is to enable students to reach their highest intellectual and personal potential. In partnership with families and the community, Burch works with integrity and respect to realize the shared vision of enabling students to become life-long learners and effective contributors to a global society. Burch engages in a systematic process to assure the quality and comprehensiveness of its standards-based education program. We continue to develop and implement a student-centered learning environment that is focused on the personal and intellectual developments of all students; honors individual learning differences and commits to high expectations for all students; supports innovative thinking, reflection, exploration and continuous professional learning; creates a pervasive culture of respect and mutual help and builds a mutually influential relationship among the school, its families and the community

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 1	Our goal is to enable students to reach their intellectual potential.
Measure	Fall to Spring iReady ELA Assessment Growth.
Target	Increase the school-wide proportion of student proficiency growth on iReady ELA by at least 10% from fall to spring assessment by June 2022.

Actual Outcome	School-wide growth increased from 24% in fall to 49% in the Spring. GOAL HAS BEEN MET.
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Goal 2	Our goal is to enable students to reach their intellectual potential.
Measure	Fall to Spring iReady Math Assessment Proficiency Growth.
Target	Increase the school-wide proportion of student proficiency growth on iReady Math by at least 10% from fall to spring assessment by June 2022.
Actual Outcome	School-wide growth increased from 8% in fall to 43% in the Spring. GOAL HAS BEEN MET.

- a) Burch Charter School of Excellence has implemented a Response to Intervention Instructional Model. In this model, Academic Interventionists provide intense interventions to reduce learning loss gaps and skill gaps. Based on the data above, the program is working to success.
- b) New versions of Pearson textbooks were ordered that meet and exceeds the states standards.

1.1 Curriculum

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

The Burch Charter School of Excellence ensures that its curricula are aligned to New Jersey Student Learning Standards and New Generation Science Standards by maintaining awareness of state curricula modifications and modifying our curricula as needed. In order to be more effective and efficient, teachers are encouraged to utilize our curricula as a living viable document that will be modified to accommodate the needs of our students. Our teachers have been assigned to read specific books written on education standards, professional journals, online articles, and examine student supplemental materials for New Jersey Student Learning Standards alignment. Teachers and instructional assistants are provided opportunities to receive training, attend workshops, and are provided individualized and collective professional development opportunities to build their craft and content knowledge based upon New Jersey Student Learning Standards and the integration of technology usage for our students into their lesson activities. Each year our curriculum is adjusted to reflect agreed upon teacher findings throughout the school year. These findings are based upon vertical and horizontal teacher collaborations and the utilization of various resources to provide uniformity across grade levels. Our school has purchased newly updated Kindergarten through Fifth grade teacher editions and student materials that are aligned to the New Jersey Student Learning Standards Language Arts and for Mathematics. Teachers use Understanding by Design for planning lessons by working backwards in setting goals and objectives. Common Planning times are built into each teacher’s schedule for collaborative planning, adjusting, and unwrapping the standards to build deeper understanding on how to design lessons that promote student understanding and achievement.

1.3 Instruction

a) What constitutes high quality instruction at this school?

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

Burch Charter School of Excellence is committed to ensuring that the schools instructional practices are aligned with the New Jersey Student standards. In efforts to provide students with seamless access to best instructional practices we ensure that classrooms are filled with project based learning, research projects, problem solving, small group learning, learning centers, graphic organizers, and computer based instruction.

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

Burch Charter School of Excellence has made efforts to address the learning loss related to the Covid 19 public health emergency by establishing Saturday Academy, School Based Summer Learning experiences, and strengthening our community partnerships. These programs are creating community partnerships that teach scholars that learning goes beyond the school building. An area of opportunity would be student attendance, although we are creating opportunities for scholars to succeed. All families are not taking advantage of the additional enrichment.

d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2021-2022 school year.

e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2021-2022 school year. What supports will the school provide in the 2022-2023 school year?

The Burch Charter School of Excellence offers an integrated education program that is composed of real-world application, project-based learning, character development, and cross-curricular teaching and learning. Students are taught how to identify traits and values that foster positive goal setting behaviors. These goal-setting behaviors are seen through self-monitoring behavior, and character building. Students learn intrinsic values such as equality, responsibility, mutual respect, a caring nature, friendship development, cultural awareness, and fairness through student centered learning.

Burch Charter School of Excellence supports teachers' growth and professional development and the engagement of students learning in a rigorous, high quality educational program. An established culture of mutual respect, open communication, collaboration, and teacher leadership development is continuously being modified to meet the needs of the school community. Teachers' instructional delivery consists of a variety of teaching methods and techniques in order to meet the needs of varied learning styles, diverse cultural backgrounds, and special needs of our students. These strategies promote the intellectual, emotional, and whole child development our students.

Burch Charter School of Excellence consistently strives for excellence and implemented a professional development plan that meets the needs of our teachers and teacher assistants

individually and collectively. On-going training is provided in research based instructional strategies in literacy, mathematics, and technology. Classroom organization, structure, and teaching methodology is conducive to rigorous instruction and learning.

Burch Charter School of Excellence has collaborated with Rutgers University for five consecutive years under a federal grant to improve student achievement. Burch Charter School has two Mentor Teachers assigned to facilitate faculty professional development and growth in collaborative environment. BCSE offers Basic Skills enrichment, a Saturday STREAMeD Academy (Science, Technology, Engineering, Arts, Math and Drones) and a Summer Academic Enhancement and Enrichment Academy (SAEEA) to provide extra support activities to assist our students in recovery from the global pandemic and to reduce learning losses associated with the Covid-19 pandemic. BCSE did not have any scholars retained in Sy 2021-2022. The school created a “tiered system” for quarantining as outlined in the school’s [“Virtual Learning Plan.”](#) The school, nevertheless, will continue in its mission to provide students with a high quality education through collaboration, quality and effective instruction.

1.4 Assessment

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

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

I-READY ASSESSMENT				NWEA MAP ASSESSMENT		
Assessment	Below (%)	On (%)	Above (%)	Assessment	Below (%)	On and Above (%)
ELA K	80%	7%	13%	ELA K	57%	43%
ELA 1	91%	0%	9%	ELA 1	67%	33%
ELA 2	76%	13%	11%	ELA 2	52%	48%
ELA 3	63%	25%	13%	ELA 3	67%	36%

I-READY ASSESSMENT				NWEA MAP ASSESSMENT		
Assessment	Below (%)	On (%)	Above (%)	Assessment	Below (%)	On and Above (%)
ELA 4	80%	16%	4%	ELA 4	53%	47%
ELA 5	69%	20%	11%	ELA 5	55%	45%
MAT K	85%	4%	11%	MAT K	42%	58%
MAT 1	98%	0%	2%	MAT 1	70%	30%
MAT 2	96%	4%	2%	MAT 2	71%	29%
MAT 3	96%	2%	4%	MAT 3	53%	47%
MAT 4	96%	2%	4%	MAT 4	61%	39%
MAT 5	87%	4%	9%	MAT 5	68%	32%

Table 5b: Proficiency Rates on Local assessments (% of Students) —End of Year Summative Assessment 2023

I-READY ASSESSMENT				NWEA MAP ASSESSMENT		
Assessment	Below (%)	On (%)	Above (%)	Assessment	Below (%)	On and Above (%)
ELA K	35%	30%	35%	ELA K	57%	43%
ELA 1	56%	13%	31%	ELA 1	65%	35%
ELA 2	40%	25%	35%	ELA 2	64%	36%
ELA 3	45%	21%	34%	ELA 3	69%	31%
ELA 4	64%	12%	24%	ELA 4	58%	42%
ELA 5	66%	18%	16%	ELA 5	63%	37%
MAT K	32%	18%	50%	MAT K	39%	61%
MAT 1	72%	11%	17%	MAT 1	69%	31%
MAT 2	73%	11%	16%	MAT 2	70%	30%

I-READY ASSESSMENT				NWEA MAP ASSESSMENT		
Assessment	Below (%)	On (%)	Above (%)	Assessment	Below (%)	On and Above (%)
MAT 3	55%	17%	28%	MAT 3	56%	44%
MAT 4	49%	27%	24%	MAT 4	65%	35%
MAT 5	59%	24%	17%	MAT 5	79%	21%

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

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

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

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

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2021-2022	2022-2023
	Percentage of students who met or exceeded expectations	Percentage of students who met or exceeded expectations
ELA 3	28.4%	18.9%
ELA 4	45.6%	33.3%

ELA 5	37.5%	44.7%
MAT 3	25.0%	32.1%
MAT 4	24.6%	25.5%
MAT 5	12.5%	19.1%

1.5 Organizational Capacity - School Leadership/Administration

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

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Dr. Dorian Dorsey	CSA, Principal	July 1, 2008	
Joel Julien	School Business Administrator	July 1, 2008	
Dr. Dorian Dorsey	CSA/ Principal	July 1, 2018	
Dr. Alexis R. Colander	Interim Principal	August 1, 2015	
Theodore Boler	Principal	December 1, 2015	
Timothy Simmons	Interim CSA	July 1, 2019	
Dr. Jeff White	Chief School Administrator / School Leader	February 3, 2020	
Timothy Simmons	Interim CSA	July 1, 2022	

School Culture & Climate

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

2.1 School Culture and Climate

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

Table 7: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	95%
Elementary School Attendance Rate (grades K-5)	95%
Middle School Attendance Rate (grades 6-8)	NA
High School Attendance Rate (grades 9-12)	NA
Student - Teacher Ratio	20:1

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

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate from SY 2021-2022 to 2022-2023	78%
Total Staff Retention Rate from SY 2021-2022 to 2022-2023	83%
Frequency of teacher surveys and date of last survey conducted	Annually / May 2023
Percent of teachers who submitted survey responses	77%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	72%

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

- a. Safe and supportive conditions
- b. A sense of interpersonal and community connectedness\
- c. Social emotional learning supports

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

- a. Academic Engagement and Support
- b. Staff Support
- c. Parent Support

- e) Fill in the requested information below regarding the school's discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2022-2023

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	60	0	0
1	56	0	0
2	57	1	0
3	54	1	0
4	52	5	0
5	51	9	0

2.2. Family and Community Engagement

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

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school's board, out of the total number of board members	0
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	May 2023
Percent of parents/guardians completing the survey (consider one survey per household)	11%
Percent of parents/guardians that expressed satisfaction with the overall school environment	72%

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

- a. Academic Engagement and Supports
- b. Safe and Supportive Conditions

- c. Sense of Interpersonal and Community Connectedness
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- a. Teaching scholars to deal with stress
 - b. Increasing social- emotional learning
 - c. Increasing parental involvement in school (post-pandemic)
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.
- a. Monthly Parent University
 - b. Quarterly Evening with the Chief School Administrators
 - c. Parent-Liaison Activities
 - d. Family Math/Literacy Night
 - e. NJSLA Parent Night
 - f. Special Education Parent Advisory Committee Meetings
 - g. Back to School Night
 - h. Parent – Teacher Conferences
 - i. Middle School Fair
 - j. Anti-Bullying Programs
 - k. Social-Emotional Learning Summit
 - l. Read Across America Week
 - m. Black History Month Assembly (Hybrid)
 - n. Spelling Bee (Hybrid)
 - o. National Honor Society

All events were offered in person except as denoted "Hybrid."

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

Parent Teacher Association (PTA) is an organization for invested members of the school to discuss school related information.

Strengthening Families of Essex County is a program tailored to enhancing and sustaining family relations through various activities and discussions.

Thanksgiving Food Drive is an annual give back program to those families in need from various school stakeholders.

All events were offered in person.

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

Table 11: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Grand Canyon University	Limited	Provide mentoring service for aspiring teacher
Seton Hall University	3 Year	Provide coaching service to novice educators
Rutgers University	5 Years	School Climate Improvement Initiative

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Family Backpack Program	On-going	Provide free food for families
Tools for Schools	On-going	Free teacher supplies

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Rotary Club	On-going	Free dictionaries for 3 rd grade students
Shop Rite	On-going	Provide free turkeys and food for Thanksgiving
Strengthening Families Program	On-going	Provide weekly counseling and food to select families

National Elementary Honor Society	On-going	Provide Academic/Character Achievement Recognition
Blink Fitness	On-going	Health and Wellness Discount to Staff

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

The educational partnerships provide coaching and professional development to our teachers to enhance the educational program at Burch. The community programs provide social emotional supports, as we are here to educate the “whole” child.

Board Governance

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

3.1 Board Capacity

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

Table 13: Board Governance

Number of board members required by the charter school’s bylaws	7
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	August 2022

Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as **Appendix C**)

June 2023

a) List the amendments to bylaws that the board adopted during the 2021-2022 school year.

None

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

None

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

- a. In the wake of COVID, the board was able to pivot and work virtually in support of the CSA and the students.
- b. The board was able to select and secure three new board of trustee members all with an education background.
- c. The board continues to work together collegially in an atmosphere of mutual respect.

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

- a. Monitoring and supporting the trajectory of the school through committee work.
- b. The development of a strategic plan that articulated long and short-term goals.
- c. Ensuring that the school is provided with policies that are current and readily available.

3.2 Board Compliance

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

Table 14: Board of Trustee Information

Name	Start Date	Term Expirati on Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Zende Clark	6/2020	7/12/24	Board President	zende@aol.com	7/29/20	1/18/21
Carolyn Heath	5/9/2022	5/9/2026	Board Vice President	Cmcdh2029@gmail.com	9/28/11	6/24/21
Beverly Canady	5/15/21	5/15/25	Member	Beverlycanady@yahoo.com	9/11/11	9/27/2018
Dewanna Clark-Johnson	8/24/20	8/24/24	Secretary	dewannajohnson@me.com	11/17/20	6/10/22
Heather Martindale	5/15/21	5/15/25	Member	Hmartindale@gmail.com	10/26/11	9/4/2018
Tyhisha K. Henry	12/1/19	12/1/23	Member	tyhisha22@gmail.com	7/14/202	3/30/21

Name	Start Date	Term Expirati on Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Paulita Martindale	5/15/21	5/15/25	Member	Psam215@gmail.com	2/8/12	9/1/2018

- 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.

<http://burchcharterschool.org/about-us/meeting-agendas>

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

Special Board Meeting 5/26/2022

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

Access and Equity

The following questions are aligned to the *Organizational Performance Framework*, Performance Area 4: Access and Equity.

4.1 Access and Equity

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

Table 15: School Year 2022-2023 Application Process Timeline

Date the application for school year 2022-2023 was made available to interested parties	November 1, 2022
Date the application for school year 2022-2023 was due back to the school from parents/guardians	January 10, 2023
Date and location of the lottery for seats in school year 2022-2023	January 10, 2023

- b) Provide the URL to the school’s application for prospective students for school year 2022-2023. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.

<http://burchcharterschool.org/resources/for-parents/enrollment>

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2022-2023.
 - a. School Website
 - b. Local Stores within the community
 - c. Leaguer's Preschool
- d) List all languages in which the application is made available. If the school participates in the Newark or Camden's enrollment process, please state that below.
 - a. Primary Language – English
 - b. Translations into 59 other languages on the school website
- e) List all ways in which the school advertised that applications for prospective students for school year 2022-2023 were available prior to the enrollment lottery.
 - a. School Website
 - b. Local Stores within the community
 - c. Leaguer's Preschool
 - d. Community Partnerships
 - e. Parent Referrals
- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2022-2023.

Table 16: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2022-2023	Number of students retained in 2022-2023 for the 2022-2023 school year
K	12	57	0
1	10	60	0
2	8	60	0
3	5	62	0
4	6	59	0
5	8	50	0

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

Compliance

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

5.2 Office of Charter and Renaissance School Compliance

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

Site name	100 Linden Avenue
Facility lease information	
Landlord name	Sub Lease from: REB Community Development Corp Owner: Archdiocese of Newark
Lease commencement date	July 1, 2020
Lease termination date	June 30, 2024
2021-2022 annual lease cost	\$601,742
Facility mortgage/bond information	N/A

Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2022	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	1
Total annual cost of all leases	\$601,742
Total lease amount budgeted for 2022-2023	\$601,742

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2022-2023	N/A
Mortgage payment interest budgeted for 2022-2023	N/A

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

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.
- i) Charlotte Danielson Framework for Teacher
 - ii) Marshall Framework for Vice Principals
- b) Provide a description of the school leader evaluation system that the school has implemented.
- i) See appendix C
- c) As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

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



Table 20: Appendix File Naming Convention NJ Homeroom folder "Annual Report 2023." Save each appendix by the file naming convention provided in the second column of the above table.

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 E	Board policy for the establishment of a grievance committee
Appendix F	Appendix F Admissions Application (Language)
Appendix G	Appendix G Board policy for enrollment backfilling
Appendix H	Appendix H Board resolution approving the teacher and school leader/principal evaluation systems
Appendix I	Appendix I 2023 – 2024 School Calendar
Appendix J	Appendix J Organizational Chart
Appendix K	Appendix K Promotion/Retention Policy
Appendix L	Appendix L Graduation Policy



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Appendix A

Statement of Assurance

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)
<p>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.</p>	✓
<p>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 esq.</i></p>	✓
<p>Educational Program The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.</p>	✓
<p>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.</p>	✓
<p>Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <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)</p>	✓

Statement	Confirm Compliance (Add ✓ or X)
("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> , and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i> , actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i> . Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	✓

School Official/School Lead

Signature of School Official (School Lead): *Timothy Simmons*

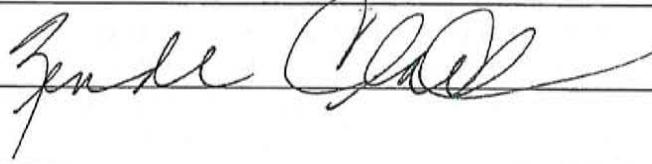
Date: July 11, 2023

Print/Type Full Name: Timothy Simmons

Title: Interim Chief School Administrator

Signatory Office (President, Board of Trustees)

Signature:



Date: July 11, 2023

Print/Type Full Name: Ms. Zende Clark

Title: Board President



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Appendix B

Board Self Evaluation

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

I. PLANNING

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. with broad community input, established a charter school wide mission and multi-year plan for education.					
2. plans, and collaboratively sets charter school and board goals and establishes priorities annually.					
3. reviews Action Plans developed to support the goals.					
4. regularly monitors progress towards achieving the charter school's vision, mission and goals making adjustments as needed.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. participate fully in the charter school planning process.				
B. recognize the importance of meaningful public participation in the planning process.				
C. support the charter school vision, mission and goals.				

COMMENTS AND EXAMPLES:

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

II. POLICY

<i>About the Board</i>	Commen dable 4	Good 3	Adequate 2	Unsatisf actory 1	Not Observed
Our Board:					
1. operates as a “policy-making body.”					
2. develops broad policies that give the administration sufficient authority and latitude to manage the day-to-day operations.					
3. uses written policies as the framework for our decision-making process.					
4. reviews and updates the policy manual regularly as insuring that our bylaws, policies and procedures reflect current regulatory, and statutory requirements.					
5. ensures that the administration develops appropriate procedures and regulations to implement the board’s policy intent.					

<i>About You, the Board Member</i>	Commen dable 4	Good 3	Adequate 2	Unsatisf actory 1
As a board member, I:				
A. am familiar with the board’s policies.				
B. use board policy as a basis for decision-making.				
C. leave policy implementation to the administrative staff.				
D. avoid involvement in day-to-day operations of the charter school.				

COMMENTS AND EXAMPLES:

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

III. STUDENT ACHIEVEMENT

<i>About the Board</i>	Commen- dable 4	Good 3	Adequat e 2	Unsatisfa ctory 1	Not observed
Our Board:					
1. determines the charter school educational goals with input and data from administration.					
2. requires written curriculum with specific evaluation components in accordance with all statutes.					
3. requires systematic evaluation of and feedback on the instructional program.					
4. uses the expertise of the professional staff, in development of curriculum, insuring it is focused on student achievement.					
5. monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data.					
6. sets high standards for <u>all</u> students based on multiple, assessment measures.					

<i>About You, the Board Member</i>	Commen- dable 4	Good 3	Adequa te 2	Unsatisfa ctory 1
As a board member, I:				
A. am involved in determining charter school educational goals.				
B. am aware of the community's educational aspirations.				
C. focus on improving student achievement as a basis in my educational decision-making.				

COMMENTS AND EXAMPLES:

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

IV. FINANCE

<i>About the Board</i>	Commen- dable 4	Good 3	Adequat- e 2	Unsatisfa- ctory 1	Not observed
Our Board:					
1. exercises financial oversight of all aspects of charter school operations in accordance with statutes.					
2. provides policy guidelines and parameters, related to our goals, for budget development/evaluation.					
3. requires that all requests for unbudgeted expenditures be accompanied by specific indication of need and funding sources.					
4. balances the educational needs of students with the impact of budgetary increases.					
5. reviews, understands and evaluates all financial reports to ensure that all educational dollars are used in an efficient and effective manner.					

<i>About You, the Board Member</i>	Commen- dable 4	Good 3	Adequate 2	Unsatisfa- ctory 1
As a board member, I:				
A. understand the relationship between our budget and our charter school's goals.				
B. understand and participate in our charter school's budgeting process.				
C. understand and review the monthly reports.				
D. understand and review the results of the annual audit.				

COMMENTS AND EXAMPLES:

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

V. BOARD OPERATIONS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. holds our meetings in compliance with applicable statutes, policies and bylaws.					
2. provides a climate that allows free, open and orderly discussion by all members at our meetings.					
3. develops and utilizes skills in teamwork, consensus building, collaborative problem solving and decision making.					
4. uses good decision-making processes, acting only after all appropriate information has been received and studied.					
5. acts only after giving administration time to gather information and make recommendations.					
6. respects the administration's leadership by thoughtfully deliberating on recommendations.					
7. provides time, funding and opportunity for orienting and updating our members on local, county, state and federal levels in accordance with statutory travel regulations.					
Our board method of governance:					
8. contributes to the overall effectiveness and efficiency of the board.					
Our board method of governance:					
9. has clearly defined bylaws.					
Our board method of governance:					
10. lessens the total work of board members.					
Our board method of governance:					
11. ensures appropriate communication to the board.					

Our board acts as: CIRCLE ONE a board of the whole OR with specific board committees



<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. introduce new issues through the agenda process, allowing sufficient time for appropriate study.				
B. recognize the importance of teamwork, problem solving and effective decision-making.				
C. attend workshops to increase my effectiveness as a board member.				

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

COMMENTS AND EXAMPLES:

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VI. BOARD PERFORMANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board Members:					
1. recognize that authority rests with the board as a whole, sitting in a legally authorized board meeting.					
2. make every effort to attend all board meetings, coming prepared and having done their homework.					
3. recognize the need for, and the importance of, confidentiality.					
4. work together in an atmosphere of mutual trust and respect.					
5. ensure that all members have input into decisions.					
6. avoid even the appearance of impropriety or conflict of interest.					
7. operates in accordance with the board member's Code of Ethics and the Ethics Act.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make no personal promises nor take any private action.				
B. make every effort to attend all meetings, having done my homework and prepared to contribute.				
C. maintain the confidentiality of board proceedings.				
D. am respectful of everyone at our meetings and I listen with an open mind.				
E. adhere to ethical standards.				

COMMENTS AND EXAMPLES:

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VII. BOARD/CHIEF SCHOOL ADMINISTRATOR RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. respects the management responsibilities and administrative prerogatives of the chief school administrator.					
2. works with the chief school administrator in a spirit of mutual trust and confidence.					
3. maintains ongoing open lines of communication and observes the chain of command.					
4. keeps the chief school administrator informed about community/school issues and aspirations.					
5. conducts a comprehensive and fair annual evaluation of the chief school administrator in accordance with statute and code.					
6. works with the chief school administrator to develop performance objectives for evaluation that are consistent with chief school administrator goals and in compliance with charter school policy.					
7. requires regular dialogue on progress towards charter school goals and objectives, student achievement and feedback on performance.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. respect the management responsibility of the chief school administrator.				
B. observe the chain of command.				

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

C. participate fully in the chief school administrator evaluation process approaching the task of evaluation fairly and diligently.				
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COMMENTS AND EXAMPLES:

Burch Charter of School of Excellence

2022-2023 Board Self Evaluation

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VIII. BOARD/STAFF RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. provides effective personnel policy direction and oversight.					
2. recognizes the importance of staff development and provides the necessary time and funds.					
3. provides for public recognition of staff achievements.					
4. treats charter school staff with courtesy and respect, recognizing that the appropriate channel for board/staff communications is through the chief school administrator.					
5. ensures that our actions and decisions are quickly and effectively communicated to the staff.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. communicate all concerns about staff members to the chief school administrator.				
B. use and enforce the chain of command.				
C. attend school and community activities.				

COMMENTS AND EXAMPLES:

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IX. BOARD AND COMMUNITY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. acts as representatives for every child in our charter school.					
2. anticipates community issues and trends affecting our charter school.					
3. encourages community involvement in the charter school.					
4. promotes community use of school facilities.					
5. builds partnerships with the community, business and governmental leaders.					
6. provides opportunity for meaningful parental involvement.					
7. has an effective community relations program.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make my decisions based on what is best for every child in the entire charter school.				
B. listen to, and consider, community input while guarding my statutory decision-making authority.				
C. promote the positive image of the charter school within the community.				

COMMENTS AND EXAMPLES:



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Appendix C

School Leader Evaluation Tool

INTERIM CHIEF SCHOOL ADMINISTRATOR 2022-2023 GOALS ASSESSMENT

GOAL 1		CHIEF SCHOOL ADMINISTRATOR SELF-RATING		
Description of goal: The Chief School Administrator will put in place instructional and programmatic strategies/models to address any learning loss due to the Covid-19 Pandemic. The Chief School Administrator will: 1. Apply for learning loss study to determine any learning loss (confidential auditor); 2. Apply for learning loss grant (approximately \$155,000); 3. Conduct benchmark testing at the beginning of the school year to identify learning gaps; 4. Ensure curriculum alignment to New Jersey Student Learning Standards (NSLS); 5. Continue the Response to Intervention (RTI) Instructional Model in SY2021-2022; 6. Continue Vice-Principals as Instructional Coaches and Supervisors (Content Areas of English Language Arts, Math, Science and Social Studies) in SY2021-2022.		Achieved	Satisfactory Progress made	Little or no progress made
Chief School Administrator Comments/Remarks Supporting Rating				
GOAL 1		BOARD MEMBER RATING		
Description of goal: The Chief School Administrator will put in place instructional and programmatic strategies/models to address any learning loss due to the Covid-19 Pandemic (refer to the above).		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				

GOAL 2		CHIEF SCHOOL ADMINISTRATOR SELF-RATING		
Description of goal: The Chief School Administrator will increase and improve School Culture and Climate to address the Social Emotional Learning Gaps due to Covid-19. The Chief School Administrator will: 1. Include in the Learning Loss Grant a Structured Social Emotional Learning Program: (Move This World); 2. Continue Partnership with Rutgers University (SCTP); 3. Survey students, parents, faculty and staff regarding instruction, instructional environments, and safety. Use results to inform the Board and Administration decision making.		Achieved	Satisfactory Progress made	Little or no progress made
Chief School Administrator Comments/Remarks Supporting Rating				
GOAL 2		BOARD MEMBER RATING		
Description of goal: The Chief School Administrator will increase and improve School Culture and Climate to address the Social Emotional Learning Gaps due to Covid-19 (refer to the above).		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				

INTERIM CHIEF SCHOOL ADMINISTRATOR 2022-2023 GOALS ASSESSMENT

GOAL 3	CHIEF SCHOOL ADMINISTRATOR SELF-RATING		
<p>Description of goal: The Chief School Administrator will work with the School Business Administrator to develop and present a responsible budget that provides resources needed to maintain quality education programs while ensuring fiscal responsibility.</p> <p>The Chief School Administrator will: 1. Support the Board in its collective bargaining negotiations with the Burch Charter School of Excellence Union/Association in order to maintain fiscal responsibility; 2. Maintain strong fiscal discipline in managing school resources; 3. Track and report on changes resulting in expenditure savings, including personnel and contracted services.</p>	Achieved	Satisfactory Progress made	Little or no progress made
Chief School Administrator Comments/Remarks Supporting Rating			
GOAL 3	BOARD MEMBER RATING		
<p>Description of goal: The Chief School Administrator will work with the School Business Administrator to develop and present a responsible budget that provides resources needed to maintain quality education programs while ensuring fiscal responsibility (refer to the above).</p>	Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating			

GOAL 4	CHIEF SCHOOL ADMINISTRATOR SELF-RATING		
<p>Description of goal: The Chief School Administrator will create a school climate that stimulates and supports professional growth and improvement of all staff. Professional development will be developed and provided to staff and in-service opportunities will be developed for all staff that promotes research on how students learn, classroom management, equity, cultural proficiency, emerging technology tools for education and new curriculum.</p> <p>The Chief School Administrator will: 1. Work to individually reflect upon his effectiveness within the role, and works to improve effectiveness through the use of professional development literature, programs and activities; 2. Participate and attend local, regional and state professional development opportunities and recommends best practices to the school.</p>	Achieved	Satisfactory Progress made	Little or no progress made
Chief School Administrator Comments/Remarks Supporting Rating			
GOAL 4	BOARD MEMBER RATING		
<p>Description of goal: The Chief School Administrator will create a school climate that stimulates and supports professional growth and improvement of all staff. Professional development will be developed and provided to staff and in-service opportunities will be developed for all staff that promotes research on how students learn, classroom management, equity, cultural proficiency, emerging technology tools for education and new curriculum.</p>	Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating			

INTERIM CHIEF SCHOOL ADMINISTRATOR 2022-2023 GOALS ASSESSMENT

GOAL 5		CHIEF SCHOOL ADMINISTRATOR SELF-RATING		
Description of goal: The Chief School Administrator will communicate with and will engage the staff, the Board, parents/families and members of the community.	Achieved	Satisfactory Progress made	Little or no progress made	
The Chief School Administrator will: Design structures and processes to facilitate parent/guardian and family involvement and community engagement that results in support for and commitment to the school-1. Continuation of Parent University (Monthly), 2. Continuation of Chief School Administrator Parent Meetings (Quarterly), Establishing and continuation of community partnerships (Rutgers, Seton Hall, Investors Bank, etc.); Provide multiple communication channels (video, written, social media etc. to inform, and highlight/promote district goals, accomplishments, programming and initiatives.				
Chief School Administrator Comments/Remarks Supporting Rating				
GOAL 5		BOARD MEMBER RATING		
Description of goal: The Chief School Administrator will communicate with and will engage the staff, the Board, parents/families and members of the community (refer to the above).	Achieved	Satisfactory Progress made	Little or no progress made	
Board Member Comments/Remarks Supporting Rating				

CHIEF SCHOOL ADMINISTRATOR 2021-2022 STANDARDS ASSESSMENT

STANDARD 1 Mission, Vision, and Core Values

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

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

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

Chief School Administrator Selected Evidence for Standard 1

(Documents provided by Chief School Administrator)

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

BOARD MEMBER ASSESSMENT OF STANDARD 1

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board member comments supporting rating:

--

CHIEF SCHOOL ADMINISTRATOR 2021-2022 STANDARDS ASSESSMENT

STANDARD 2 Governance, Ethics and Professional Norms

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

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

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

Chief School Administrator Selected Evidence for Standard 2

(Documents provided by Chief School Administrator)

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

BOARD MEMBER ASSESSMENT OF STANDARD 2

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

Board member comments supporting rating:

--

CHIEF SCHOOL ADMINISTRATOR 2021-2022 STANDARDS ASSESSMENT

STANDARD 3 Operations Management

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

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

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

Chief School Administrator Selected Evidence for Standard 3

(Documents provided by Chief School Administrator)

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

BOARD MEMBER ASSESSMENT OF STANDARD 3

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board member comments supporting rating:

--

CHIEF SCHOOL ADMINISTRATOR 2021-2022 STANDARDS ASSESSMENT

STANDARD 4 Curriculum, Instruction, Assessment and School Improvement

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

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

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

Chief School Administrator Selected Evidence for Standard 4

(Documents provided by Chief School Administrator)

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

BOARD MEMBER ASSESSMENT OF STANDARD 4

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED

Board member comments supporting rating:

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CHIEF SCHOOL ADMINISTRATOR 2021-2022 STANDARDS ASSESSMENT

STANDARD 5 Community of Care, Equity and Family Engagement

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

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

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

Chief School Administrator Selected Documentation for Standard 5

(Documents provided by Chief School Administrator)

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

BOARD MEMBER ASSESSMENT OF STANDARD 5

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED

Board member comments supporting rating:

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CHIEF SCHOOL ADMINISTRATOR STANDARDS ASSESSMENT

STANDARD 6 Professional Capacity/Community of School Personnel

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

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

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

Chief School Administrator Selected Evidence for Standard 6

(Documents provided by Chief School Administrator)

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

BOARD MEMBER ASSESSMENT OF STANDARD 6

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

Board member comments supporting rating:

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Burch Charter School of Excellence

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Appendix E

Board Policy for the Establishment of a
Grievance

The Burch Charter School of Excellence Policy

Category: Community Relations
Code: 1312

Name: Community Complaints and Inquiries
Board Approval Date: November 22, 2011

The Board of Trustees welcomes Inquiries about and constructive criticism of the school's programs, equipment, and personnel.

The Chief School Administrator shall develop procedures to investigate and solve problems promptly, and to provide accurate factual information in answer to inquiries. Such procedures shall conform to state law and applicable negotiated agreements.

Parents/guardians and students will be informed of the proper avenues to follow in the school.

When a board member is confronted with an issue, he/she will withhold comment, commitment and/or opinion and refer the complaint or inquiry to the Chief School Administrator.

Only in those cases where satisfactory adjustment cannot be made by the Chief School Administrator and the staff shall communications and complaints be referred to the Board of Trustees for resolution.

Complaint Regarding Potential Violations of the Charter School Law

In cases when a complaint is received regarding potential violations of the Charter School Law, N.J.S.A. 18A:36A-1 et seq., the Board shall establish an advisory grievance committee consisting of both parents and teachers who are selected by the parents and teachers of the school to make nonbinding recommendations to the Board concerning the disposition of a complaint.

The existence of this committee along with appropriate contact information will be published annually in the school handbook and on any Web site established for the school. The information will also be available through the Chief School Administrator and be posted in the main school office. There will be five (5) members of this committee, at least one of whom will be a teacher but no more than three (3) teachers will be on the committee.

Complaints will:

- A. Be submitted in writing with copies to the grievance committee, Chief School Administrators and to the Board of Trustees.
- B. Detail the grievance to be investigated with as much detail as possible and list the person/persons or entity (along with contact person) making the complaint.
- C. The grievance committee will conduct an Inquiry including a hearing or meetings as needed to respond to the complaint.
- D. Process to be completed within 30 days with the grievance committee making its non-binding recommendation to the Board of Trustees at the next regularly scheduled meeting.
- E. The Board of Trustees will have until the next regularly scheduled board meeting to decide what if any action is needed and announce this as a specific agenda item at the meeting.

If, after presenting the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the commissioner who shall investigate and respond to the complaint.

All signed complaints shall be acknowledged promptly.

Legal References:

N.J.S.A 10:4-6 et seq.	Open Public Meetings Act
N.J.S.A 18A:11-1	General mandatory powers and duties
N.J.S.A. 18A:36A-1 et seq.	Complaints to board of trustees
N.J.S.A. 47:1A-1 et seq.	Examination and copies of public records ("Open Public Records Act")

Corresponds to NJSBA Policy No. 1312



Burch Charter School of Excellence

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www.BurchCharterSchool.org

GRIEVANCE FORM

CONFIDENTIAL

To: Compliance Officer

Date: _____

From: _____ (please print your name)

Position: _____

Immediate Supervisor: _____

STEP 1: Filing of the Complaint

Statement of Grievance: (What is the action or situation about which you have a problem or complaint? Be specific; give names, dates, locations and all other pertinent information. Please use additional pages if necessary.)

Proposed Remedy:

Signature of Complainant: _____ Date: _____

Signature of Compliance Officer: _____ Date Received: _____

STEP 2: Review of Complaint/Discussion with Compliance Officer/Informal Mediation

Within three (3) business days of receiving the complaint, the Compliance Officer shall discuss with the complainant the mediation process. The Compliance Officer shall make all arrangements for this process and conduct the informal mediation. (If either the complainant or the person who is the subject of the grievance is an immediate supervisor of either the Compliance Officer or the complainant, skip to Step 3.) All notes shall be written below by the Compliance Officer and any additional statements derived shall be attached hereto. If the informal mediation process is successful, both parties must sign the Mediation Agreement below, outlining the discussion and remedies to be employed. The grievance process shall be concluded. All appropriate paperwork shall be maintained. If the informal mediation is unsuccessful, proceed to Step 3.

Mediation Successful: _____ (If so, the agreement is to be completed)

Mediation Unsuccessful: _____ (If unsuccessful, skip to Step 3)

Mediation Agreement

Discussion:

Remedies to be employed:

Signature of Party 1: _____ Date: _____

Signature of Party 2: _____ Date: _____

Signature of Compliance Officer: _____ Date: _____

STEP 3: Investigation

Within five (5) business days following the informal mediation, the Compliance, the Compliance Officer shall gather all statements and pertinent facts from all parties involved. Please list any information gathered and attach hereto.

STEP 4: Information Transfer/Consult with Formal Mediator

Also within five (5) days of the informal mediation, the Compliance Officer shall contact the Independent Formal Mediator to conduct formal mediation between the parties. All information previously gathered by the Compliance Officer will be transferred to the Formal Mediator. The Compliance Officer shall assist the Formal Mediator in facilitating the process and notifying the parties. At mediation, all parties may present information relative to the complaint. The Formal Mediator shall file a report and issue recommendations consistent with his/her findings. That report shall be provided to the Compliance Officer. The Compliance Officer shall provide a copy of the report to the Principal and the Personnel Liaison to the Board of Trustees.

Date of Scheduled Mediation: _____

Report Provided to: _____ Date: _____

Report Provided to: _____ Date: _____

Report Provided to: _____ Date: _____

STEP 5: Response

The Governing Board shall be provided with a copy of the report filed by the Formal Mediator. In closed session, the Board may accept, reject or modify the decision of the Formal Mediator. Should the Board accept the decision of the Formal Mediator, the grievance process shall be concluded. The Board may also reject or modify the decision and/or elect to review the matter further. The Compliance Officer shall prepare and send to the complainant a written report of the Governing Board's final decision.

_____ the Governing Board Accepts the Decision of the Formal Mediator

_____ the Governing Board Rejects the Decision of the Formal Mediator

_____ the Governing Board Modifies the Decision of the Formal Mediator as follows:

Representative of the Board of Trustees: _____ Date: _____

Compliance Officer: _____ Date: _____

STEP 6: Appeal

If the complainant is dissatisfied with the Governing Board's decision, he/she may within five (5) business days, file his/her complaint of appeal with the Governing Board. The Compliance Officer shall furnish the complainant with a copy of the Board's decision regarding the appeal.

Step 7: Implementation of the Governing Board's Final Decision

The Principal shall ensure that all directives and the Board's final decision are implemented immediately. The Principal shall inform the Compliance Officer of such implementation within five (5) business days of the final decision.

Directive Implemented: _____

Date: _____

Directive Implemented: _____

Date: _____

Directive Implemented: _____

Date: _____

Signature of Principal: _____ Date: _____

Signature of Compliance Officer: _____ Date: _____



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Appendix F

Admissions Application



Burch Charter School of Excellence

100 Linden Avenue
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(973) 373-3223

NOTE: Children entering Kindergarten must be five (5) years old before October 1 2023.

2023-2024 PRE-REGISTRATION FORM

STUDENT INFORMATION:

_____ Last Name

_____ First Name

STREET ADDRESS: _____

CITY: _____

STATE: _____

ZIP: _____

HOME PHONE NUMBER: _____

CELL PHONE NUMBER: _____

DATE OF BIRTH: _____

SEX: (circle) Male or Female

Age (as of Oct. 1, 2023) _____

CURRENT SCHOOL ATTENDING: _____

CURRENT GRADE _____

GRADE ENTERING IN SEPT 2023 _____

FATHER: _____

MOTHER: _____

ADDRESS: _____

ADDRESS: _____

HOME #: _____

HOME #: _____

WORK #: _____

WORK #: _____

CELL #: _____

CELL #: _____

EMAIL- _____

EMAIL- _____

Brothers and sisters in order of age: (oldest to youngest)

Child(ren)'s Name(s)

Date of Birth

Grade for Sept 2023

Male

Female

Parent/Guardian Signature

Date

LOTTERY NUMBER



Burch Charter School of Excellence

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Appendix H

**Board Resolution Approving the Teacher and
School / Principal Evaluation Systems**

BURCH CHARTER SCHOOL OF EXCELLENCE

Regular Board Meeting

Agenda

To Be Held Monday July 10, 2023

6:00 pm-7:30 pm

Virtual Meeting via Zoom

973.373.3223

www.burchcharterschool.org

Opening of Meeting

In accordance with the provisions of the Open Public Meetings Act, a public notice of this meeting has been sent to the Burch Charter School of Excellence Board of Trustees, the local newspaper and media, the County Superintendent's Office and the Board Attorney.

1.1 Meeting Call to Order Called to Order by Board Chair at _____

1.2 Salute to the Flag

1.3 Roll call

<u>Board Member</u>	<u>Present</u>	<u>Absent</u>	<u>Term</u>
1. Zende Clark, President			2024
2. Carolin Heath, Vice President			2026
3. Dewanna Clark-Johnson, Secretary			2024
4. Beverly Canady			2025
5. Frank Glien, Treasurer			
6. Heather Martindale			2025
7. Paulita Martindale			2025
8. Tyhisha Henry			2023
9. Celeste C. Williams			2027

1.4 Approval of Agenda (Discussion/Action)

1.5 Recording Secretary Minutes (**June 2023 Regular Meeting**)

2. **Interim Chief School Administrator's Report**

3. **Monthly Budget Reports and Bills**

3.1 Treasurer's Report Resolution 07102023-001

3.2 Bill List Resolution 07102023-002

3.3 Board Secretary & SBA Report Resolution 07102023-003

4. **Resolutions**

5. **Committee Reports**

• **Executive/Legal**

• **Curriculum**

• **Finance**

Upon the recommendation of the Interim CSA, Approval of registration for Burch Charter School of Excellence administrators in the New Jersey Consortium for Excellence through Equity for professional development for SY 2023-2024 at a cost not to exceed \$3600. (Title IIA Funded) **Resolution 07102023-004**

• **Building and Grounds**

• **Personnel**

• **Governance Report**

• **Other**

Approve the SY 2023-24 Marshall Framework for Principals for Vice Principals Evaluations **Resolution 07102023-005**

Approve the SY 2023-2024 Charlotte Danielson's Teaching Framework for certificated staff members **Resolution 07102023-006**

Approve the SY 2022-2023 Charter School Annual Report **Resolution 07102023-007**

Approve the SY 2023-24 Annual School Plan (ASP) **Resolution 07102023-008**

Approved the SY 2023-2024 amended ARP Safe Return School Plan. **Resolution 07102023-009**

Approve the SY 2023-2024 Professional Development Plan **Resolution 07102023-010**

6. **Public Comments**

Please make note audience is allow one minute and half (90 Sec) to make comment.

When addressing the board, please state your name and address from the podium and adhere to the time limits set forth.

- PTA
- Faculty
- Members of the Public
- Board Members

7. **Announcement of Future Board Meeting Date**

8. **Executive Closed Session**

9. **General Session**

10. Approve Personnel Services Agenda **Resolution 07102023-011**

11. **Meeting Adjourn**

Note: The Board of Trustees meets on the **second Monday of each month at 6:00 pm**. The next meeting will be held on August 14, 2023. On Holidays, or when a conflict occurs, the meeting may be held at an alternate time and/or date that will be posted in the designated places. No special meeting will be held without at least a forty-eight-hour (48hr) meeting and agenda notice.



Burch Charter School of Excellence

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Appendix I

2023-2024 School Calendar

BURCH CHARTER SCHOOL OF EXCELLENCE
SCHOOL YEAR: JULY 1, 2023 THRU JUNE 30, 2024

84 Days for Students

189 Days for Teachers



	July 2023	January 2024	
<p>7-1-2023 – Independence Day-Closed</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p>	<p>1-1-2024 - New Year's Day - Closed</p> <p>1-3-2024 –1/2 Day for Students/Teacher PD</p> <p>1-15-2024 – Martin Luther King - Closed</p>
<p>3-2023 – New Teacher Orientation</p> <p>9-2023 thru 8-31-2023 – Teacher Training</p>	<p>August 2023</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p>February 2024</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29</p>	<p>2-2-2024 – 2nd Marking Period Ends</p> <p>2-16-2024 – President's Day - Closed</p> <p>2-19-2024 – President's Day - Closed</p>
<p>8-2023 – Closed</p> <p>9-2023 – Labor Day – Closed</p> <p>9-2023 – First Day of School</p> <p>3-2023 – Back To School Night</p>	<p>September 2023</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p>	<p>March 2024</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p>	<p>3-13-2024 – Teacher PD Day-No Students</p> <p>3-29-2024- Good Friday – Closed</p>
<p>9-2023 – 1st MP Progress Report</p> <p>9-2023 – Columbus Day Closed</p>	<p>October 2023</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p>	<p>April 2024</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30</p>	<p>4-1-2024 thru 4-5-2024 (Spring Break–Closed)</p> <p>4-8-2024 – School Open</p> <p>4-12-2023 – 3rd Marking Period End</p> <p>4-18-2023 –1/2 Day Students- Report Card/Parent Conferences</p> <p>4-24-2023- 1/2 Day for Students- Teacher PD</p>
<p>10-2023 – End of 1st Marking Period</p> <p>11-2023 – School Closed-Election</p> <p>11-2023 – School Closed</p> <p>11-2023 – Teacher PD Day</p> <p>11-2023 & 11-10 -2023 – School Closed</p> <p>11-1-2023 – 1/2 Day Students - Parent/Teacher Conference (PM)</p> <p>11-2- 1/2 Day – Students/Teachers</p> <p>11-23-24 2023 Thanksgiving Holiday School Closed</p>	<p>November 2023</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p>	<p>May 2024</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p>	<p>5-17-2023 – 4th Marking Period Progress Report</p> <p>5-27-2024 – Memorial Day - Closed</p>
<p>12-1-2023 – 2ndMP Progress Report</p> <p>12-2-2023 – 1/2 Day Staff & Students</p> <p>12-5-29 -2023 – Christmas Holiday - School Closed</p>	<p>December 2023</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p>	<p>June 2024</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30</p>	<p>6-14-2023 – 4th Marking Period Ends</p> <p>6-19-2024 - Juneteenth Day – Closed</p> <p>6-21-2024 – Last Day for Students/Staff</p>



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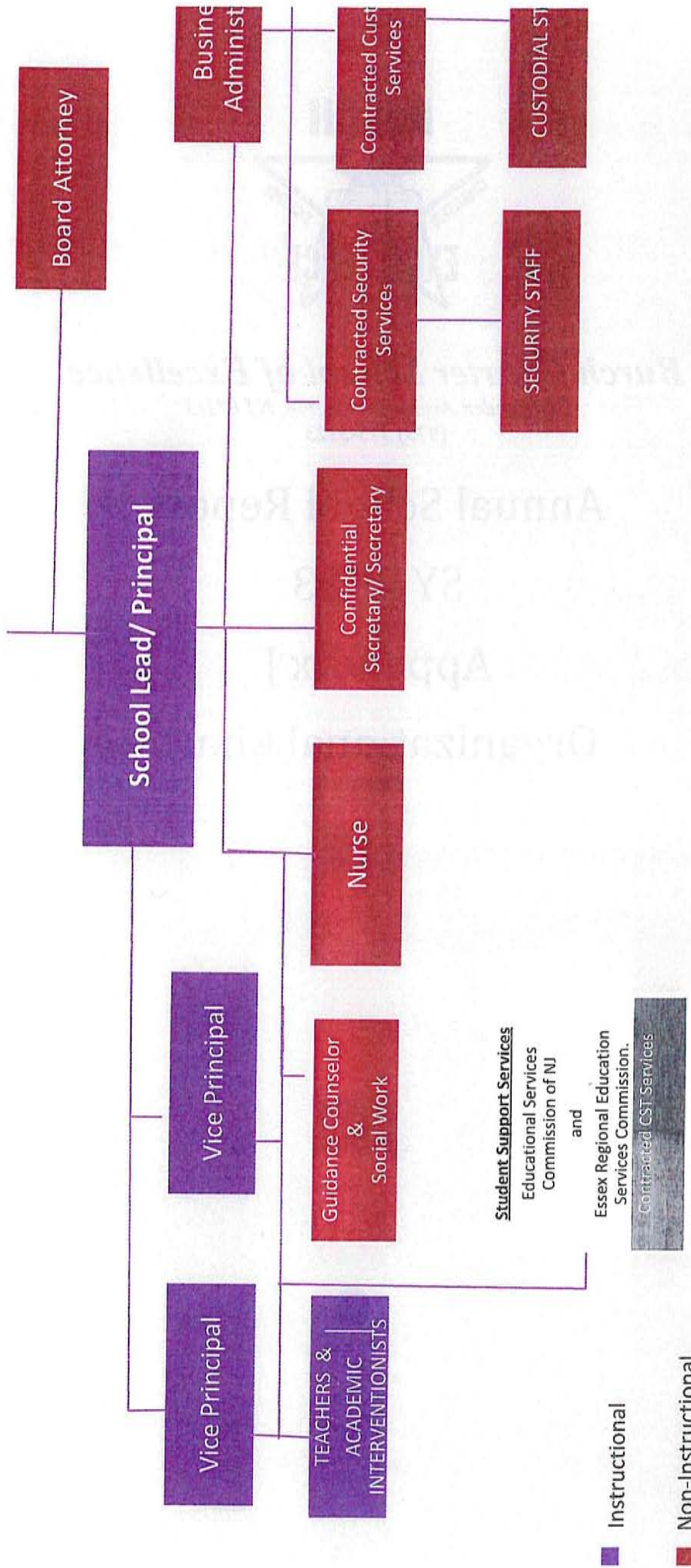
SY 2023

Appendix J

Organizational Chart

BURCH CHARTER SCHOOL OF EXCELLENCE ORGANIZATION CHART SY 2023-2024

Board of Education
Trustees Members



■ Instructional

■ Non-Instructional



Burch Charter School of Excellence

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SY 2023
Appendix K
Promotion / Retention Policy

The Burch Charter School of Excellence Policy

Category: Instruction
Code: 6146.2

Name: Promotion/Retention
Board Approval Date: November 22, 2011

The board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The lead person shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K-12. The regulations shall include:

- A. Standards of proficiency related to school goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the student progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Legal References:

N.J.S.A. 18A:4-24	Determining efficiency of schools; report to state board
N.J.S.A. 18A:7C-2	Boards of education; establishment of standards
N.J.S.A. 18A:35-4.9	Student promotion and remediation; policies and procedures
N.J.A.C. 6A:8-4.1	Statewide assessment system
N.J.A.C. 6A:8-4.2	Documentation of student achievement
N.J.A.C. 6A:8-5.1	Graduation requirements
N.J.A.C. 6A:32-14.1	Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Corresponds to NJSBA Policy No. 6146.2



Burch Charter School of Excellence

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Appendix L

Graduation Policy

The Burch Charter School of Excellence Policy

Category: Instruction
Code: 6146.2

Name: Promotion/Retention
Board Approval Date: November 22, 2011

The board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The lead person shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K-12. The regulations shall include:

- A. Standards of proficiency related to school goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the student progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Legal References:

N.J.S.A. 18A:4-24	Determining efficiency of schools; report to state board
N.J.S.A. 18A:7C-2	Boards of education; establishment of standards
N.J.S.A. 18A:35-4.9	Student promotion and remediation; policies and procedures
N.J.A.C. 6A:8-4.1	Statewide assessment system
N.J.A.C. 6A:8-4.2	Documentation of student achievement
N.J.A.C. 6A:8-5.1	Graduation requirements
N.J.A.C. 6A:32-14.1	Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Corresponds to NJSBA Policy No. 6146.2