

Ivy Hill Prep Charter School

Board of Trustees Meeting - Ivy Hill Prep

Date and Time

Monday July 27, 2020 at 6:30 PM EDT

Location

Pursuant to Governor Cuomo's Executive Order 202.1 issued, on March 12, 2020, suspending the in-person public participation provisions of the Open Meetings Law, IVY HILL PREP's Board Meeting will be held electronically via <https://zoom.us/j/9699543901>, until further notice. Members of the public may listen to or view the board meeting by also connecting to the zoom link at <https://zoom.us/j/9699543901>. A recording of the meeting will be transcribed and posted on Ivy Hill Prep's website at: <https://www.ivyhillprep.org/home>

TRUSTEES SHOULD ENSURE VIDEO CAPACITY IS ENABLED FOR MEETING/VOTING PURPOSES

IVY HILL PREP - BOARD OF TRUSTEES

Agenda

| | Purpose | Presenter | Time |
|--|-----------------|----------------|----------------|
| I. Opening Items | | | 6:30 PM |
| Opening Items | | | |
| A. Call the Meeting to Order | | Marsha Michael | 5 m |
| <ul style="list-style-type: none">• Welcome Guests• Public Comments | | | |
| B. Record Attendance and Guests | | Maimouna Kane | 1 m |
| C. Approve June 2020 Board Meeting Minutes | Approve Minutes | Maimouna Kane | 3 m |
| Approve minutes for Board of Trustees Meeting - Ivy Hill Prep on June 22, 2020 | | | |
| D. Approve June Special Meeting Minutes | Approve Minutes | Maimouna Kane | 3 m |
| Approve minutes for Special Meeting on June 29, 2020 | | | |
| E. Vote to Approve Agenda | Vote | Marsha Michael | 2 m |

II. Governance**6:44 PM**

- | | | | |
|---|---------|----------------|------|
| A. Annual Meeting - Vote on Trustee Officers for Fiscal Year 20-21 | Vote | Marsha Michael | 5 m |
| <ul style="list-style-type: none"> • Vote on Officers of the Board | | | |
| B. Annual Meeting - Vote on Committee Members | Vote | Marsha Michael | 5 m |
| <ul style="list-style-type: none"> • Vote on Committee Members • Discuss whether standing meeting dates need to change • Discuss August Standing Board Meeting on 8/31/20 vs 8/24/2020 | | | |
| C. Annual Meeting - Board Strategic Planning | Discuss | Marsha Michael | 10 m |
| <ul style="list-style-type: none"> • Discuss plans for committee action planning • Discuss any committee goals | | | |
| D. Annual Report | Vote | Marsha Michael | 10 m |
| <ul style="list-style-type: none"> • Report still pending from management for board review as of 7/24/20. • Vote to Approve Annual Report to be submitted to NYSED | | | |

III. Finance Committee**7:14 PM**

Finance

- | | | | |
|--|---------|-----------------|------|
| A. Review Current Financial Dashboard | Discuss | Nataki Williams | 20 m |
| <ul style="list-style-type: none"> • Discuss Financial Indicators • Discuss End of Year close-out | | | |
| B. Vote to Approve Surplus Recommendation | Vote | Nataki Williams | 10 m |
| <ul style="list-style-type: none"> • Discuss Surplus | | | |
| C. Approve 990 Tax Filing | Vote | Nataki Williams | 10 m |
| D. Vote to Approve Finance Director Taskforce | Vote | Jennifer Small | 5 m |
| <ul style="list-style-type: none"> • Discuss duties and responsibilities of taskforce. • Discuss members on the taskforce. | | | |

IV. Academic Achievement**7:59 PM**

Academic Achievement

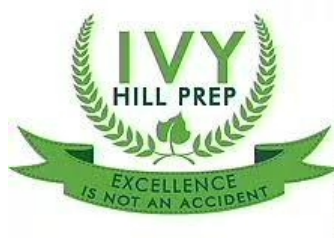
- | | | | |
|---|------|-----------------------|-----|
| A. Vote Approve Amended Student & Family Handbook - TABELED TO NEXT MEETING | Vote | Adam Jimenez-Schulman | 5 m |
| <ul style="list-style-type: none"> • Report Committee Recommendation on changes to handbook. | | | |

| | | | |
|---|---------|-----------------------|----------------|
| B. Vote to Approve Homeless Student and Transportation Policy - TABLED TO NEXT MEETING | Vote | Adam Jimenez-Schulman | 5 m |
| C. Academic Dashboard | Discuss | Ambrosia Johnson | 5 m |
| V. Head of School Update | | | 8:14 PM |
| A. HOS Report | Discuss | Ambrosia Johnson | 10 m |
| B. Vote to Approve Re-Opening Plan | Vote | Ambrosia Johnson | 25 m |
| <ul style="list-style-type: none"> • Discuss Re-Opening plan options | | | |
| VI. Facilities Update | | | 8:49 PM |
| A. Update on Renovation Process | Discuss | Brandon Parker | 3 m |
| VII. Head of School Evaluation & Support Committee | | | 8:52 PM |
| A. Discuss Committee Next Steps | Discuss | Adam Jimenez-Schulman | 5 m |
| VIII. Development | | | 8:57 PM |
| Development | | | |
| A. Update on Development | Discuss | Marsha Michael | 5 m |
| IX. Executive Session | | | 9:02 PM |
| A. Vote for Executive Session | Vote | | 15 m |
| <ul style="list-style-type: none"> • Discuss next steps. | | | |
| X. Closing Items | | | 9:17 PM |
| A. Adjourn Meeting | FYI | Marsha Michael | |

Cover Sheet

Approve June 2020 Board Meeting Minutes

| | |
|--------------------------|--|
| Section: | I. Opening Items |
| Item: | C. Approve June 2020 Board Meeting Minutes |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for Board of Trustees Meeting - Ivy Hill Prep on June 22, 2020 |



Ivy Hill Prep Charter School

Minutes

Board of Trustees Meeting - Ivy Hill Prep

Date and Time

Monday June 22, 2020 at 6:30 PM

Location

Pursuant to Governor Cuomo's Executive Order 202.1 issued, on March 12, 2020, suspending the in-person public participation provisions of the Open Meetings Law, IVY HILL PREP's Board Meeting will be held electronically via <https://zoom.us/j/9699543901>, until further notice. Members of the public may listen to or view the board meeting by also connecting to the zoom link at <https://zoom.us/j/9699543901>. A recording of the meeting will be transcribed and posted on Ivy Hill Prep's website at: <https://www.ivyhillprep.org/home>

TRUSTEES SHOULD ENSURE VIDEO CAPACITY IS ENABLED FOR MEETING/VOTING PURPOSES

IVY HILL PREP - BOARD OF TRUSTEES

Directors Present

A. Jimenez-Schulman (remote), A. Laniyan (remote), D. Lewis (remote), J. Small (remote), K. Wedderburn-Henderson (remote), M. Kane (remote), M. Michael (remote), N. Williams (remote), T. James (remote)

Directors Absent

None

Guests Present

A. Johnson (remote), Aquila Leon-Su, Aquila Leon-Su, B. Parker (remote), Diana Williams

I. Opening Items

A. Call the Meeting to Order

M. Michael called a meeting of the board of directors of Ivy Hill Prep Charter School to order on Monday Jun 22, 2020 @ 6:35 PM at

Pursuant to Governor Cuomo's Executive Order 202.1 issued, on March 12, 2020, suspending the in-person public participation provisions of the Open Meetings Law, IVY HILL PREP's Board Meeting will be held electronically via <https://zoom.us/j/9699543901>, until further notice. Members of the public may listen to or view the board meeting by also connecting to the zoom link at <https://zoom.us/j/9699543901>. A recording of the meeting will be transcribed and posted on Ivy Hill Prep's website at: <https://www.ivyhillprep.org/home>

TRUSTEES SHOULD ENSURE VIDEO CAPACITY IS ENABLED FOR MEETING/VOTING PURPOSES

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B. Record Attendance and Guests

Dean on Student Support Diana Williams voiced her complaint about tuition reimbursement she believed she had been promised by management. The Board explained that this was a matter best handled on the school level but noted that it had her written complaint and would respond within the proscribed timeframe.

C. Approve May 2020 Board Meeting Minutes

M. Michael made a motion to approve the minutes from Board of Trustees Meeting - Ivy Hill Prep on 05-25-20.

J. Small seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------------------|-----|
| K. Wedderburn-Henderson | Aye |
| A. Jimenez-Schulman | Aye |
| T. James | Aye |
| M. Kane | Aye |
| A. Laniyan | Aye |
| D. Lewis | Aye |
| N. Williams | Aye |
| M. Michael | Aye |
| J. Small | Aye |

D. Vote to Approve Agenda

M. Michael made a motion to approve minutes.

K. Wedderburn-Henderson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------------------|-----|
| A. Laniyan | Aye |
| D. Lewis | Aye |
| A. Jimenez-Schulman | Aye |
| T. James | Aye |
| J. Small | Aye |
| K. Wedderburn-Henderson | Aye |
| M. Kane | Aye |
| N. Williams | Aye |
| M. Michael | Aye |

II. Governance

A. Annual Meeting Planning

The purpose of the Annual Meeting will be to reflect on last year and look ahead to the new year. Further, Board Chair Marsha Michael is looking to appoint board chairs and allow other board members to take on leadership roles in the committee. We will also set our annual goals and look back at our goal progress from last year.

M. Michael made a motion to Schedule Annual Meeting on July 27, 2020.

A. Jimenez-Schulman seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------------------|---------|
| M. Michael | Aye |
| A. Laniyan | Aye |
| T. James | Aye |
| N. Williams | Aye |
| J. Small | Aye |
| M. Kane | Aye |
| K. Wedderburn-Henderson | Abstain |
| A. Jimenez-Schulman | Aye |
| D. Lewis | Aye |

B. Open Meeting Law

Board Chair discussed making sure website reflected accurate meeting dates and board on track platform assistance with meeting open meeting law requirements.

C. Board Development

Governance training is confirmed for July 9 at 6:00PM. The Board is also planning a Board Retreat in August. The idea of a hike was proposed and the board agreed to revisit the subject at the next meeting. The Board also needs to do the board assessment prior to the July meeting.

III. Finance Committee

A. Review Current Financial Dashboard

The Cash on Hand number presented at the last Finance Committee meeting was 57 days, significantly below the 90-day minimum. Management presented an updated number of 92 days of cash on hand a few days prior to the meeting. Management explained that the discrepancy was due to a number of June expenses that were based on the annual expenses divided by 12 rather than looking at the budget from month-to-month. The Board has explained to ASN and to management that dividing the budget by 12 is not an accurate way to determine cashflow.

ASN suggested that Ivy Hill Prep solve their cashflow problem by applying for a PPP loan. The Finance Committee disagrees with this since the PPP loan was intended for small businesses. To apply for the loan, the organization must certify that they are currently experience financial uncertainty due to the COVID-19 pandemic. A strict reading of the certification would mean the loan did not apply to Ivy Hill Prep. The committee also reached out to the auditor who explained while some schools did take advantage of the PPP loan IHP is not in the same position to make the types of certification arguments made by those schools.

There are no significant changes in the balance sheet. Title Grant funds were supposed to come in this fiscal year, but now may arrive as late as August. The title grant funds should not be included in the cashflow if we do not know when it is coming. We are currently at \$2.8 million in revenue and our expenses are at \$2.9 million, equaling a \$100,000 deficit.

Budgets vs. Actuals

We are under in compensation and over in equipment and furniture. We are also over in staff recruitment due to one of the agencies charging an unanticipated fee. We have been over in these areas since last month. There are no other significant over spend in other budget line items.

Cashflow Projection

Cash Balance in bank as of May 31, 2020 is \$873,375 in bank.

Cash inflows is \$16,621. This cash inflow is from the Title Grant, which may not be processed this fiscal year. Building Excellent School ("BES") gave us a grant for \$10,000. BES then billed us \$10,000 for ongoing support to Ivy Hill Prep. Therefore the BES grant did not improve our cashflow position.

Cash Balance End of Month is \$604,835.000. (which is about 3 months). But that's assuming expenses stay same. Payroll and rent will definitely increase in the coming months.

B. Vote to Amend Janitorial Budget Line Item

M. Michael made a motion to Amend Janitorial Budget Line Item in the Year 2 Budget and Approve Vendor (Ellis Professional) Recommended by Management.

M. Kane seconded the motion.

The cost of janitorial services have increased due to the additional COVID-19 related cleaning. The lowest bid increased from \$60,000 to \$70,000. Management recommended that board approve the lowest bid out of the 3 bids presented.

The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------------------|-----|
| M. Michael | Aye |
| T. James | Aye |
| A. Jimenez-Schulman | Aye |
| K. Wedderburn-Henderson | Aye |
| A. Laniyan | Aye |
| J. Small | Aye |
| M. Kane | Aye |
| N. Williams | Aye |
| D. Lewis | Aye |

A. Jimenez-Schulman made a motion to Vote to Approve Janitorial Bid.

J. Small seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------------------|-----|
| D. Lewis | Aye |
| J. Small | Aye |
| K. Wedderburn-Henderson | Aye |
| A. Laniyan | Aye |
| M. Michael | Aye |
| M. Kane | Aye |
| A. Jimenez-Schulman | Aye |
| T. James | Aye |
| N. Williams | Aye |

IV. Academic Achievement

A. Academic Dashboard

The Academic Dashboard is accurate as of June 7, 2020. Enrollment and demographics have not changed.

Scholar Enrollment is in a good position. We have received 349 applications for 65 available seats. All 57 kindergarten seats and 6 first grade seats are confirmed. It is always a challenge to fill seats in the higher grades. Management is using parents to recruit and tapping into the network of sibling and cousins. Board suggested collecting data to determine how many phone calls it takes to fill a seat. This will help us plan and budget for next year.

V. Head of School Update

A. HOS Report

There are currently seven teachers employed at Ivy Hill Prep. Out of the seven, four will be returning for the 2020-2021 school year.

Ivy Hill Prep scheduled an event entitled *Let's Talk*. It was a valuable event for children. Board Member Jen Small attended. The Board asks that the invitation for future events be sent out to the entire board in the initial email.

Management also held an end of year event to allow students to return their chromebooks and take school pictures. The event was successful; all but four chrome books were returned and those families were able to pick up their summer work. All but nine of the new families also picked up their summer lifeworks binder.

Ivy Hill Prep very recently received a huge donation of filming equipment, lights, televisions, computers, and office supplies from a law firm. This will hopefully be the beginning of a long-term partnership.

VI. Facilities Update

A. Update on Renovation Process

All construction should be completed by June 30.

VII. Head of School Evaluation & Support Committee

A. Discuss Committee Next Steps

Adam Jiminez-Schulman reported on the Head of School Evaluation and Support Committee. The Committee is looking at benchmarks for Year 1 and looking forward to building goals and benchmarks for year 2. The committee has been working on an updated head of school contract and job description. The documents were reviewed by our attorneys and are now with Ambrosia. There is ongoing discussion about succession planning for the HOS. This is a long-term plan, but the pandemic has revealed the importance of succession plans in case of an emergency.

B. Presentation by Coaches for HOS

Paul Adler provided some data points on his work with Head of School Ambrosia Johnson as her coach. Mr. Adler reported that Ambrosia holds the following strengths:

- Clarity of Academic Vision

- no backsliding in reading assessments
- School Culture
 - tone with students is really on point.
 - she pushes and challenges students

Mr. Adler also mentioned that area of growth for Ms. Johnson is the management of adult culture. Teacher retention tends to be very difficult for all new school leaders. Mr. Adler considers Ambrosia to be in the top 5% of leaders he has worked with.

VIII. Development

A. Reminder of Board Giving Goal

Reminder of the board giving goal.

B. Discuss Development Initiatives

There is no update on development initiatives. Our board development event is still on hold while we wait for restaurants to reopen.

IX. Closing Items

A. Motion to go into Executive Session

M. Michael made a motion to Motion to move into executive session.

A. Jimenez-Schulman seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------------------|--------|
| N. Williams | Aye |
| J. Small | Aye |
| A. Jimenez-Schulman | Aye |
| D. Lewis | Absent |
| T. James | Aye |
| M. Kane | Aye |
| A. Laniyan | Aye |
| K. Wedderburn-Henderson | Aye |
| M. Michael | Aye |

Board discussed the letter of complaint filed by Ms. Williams. Board decided next steps would be for Trustees to debrief with HOS.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:10 PM.

Respectfully Submitted,
M. Michael

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation an education Corporation duly organized and existing under the law of the State of New York; and that the Meeting Minutes of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation.

Secretary: Kimberly Wedderburn-Henderson*

Date: July 27, 2020

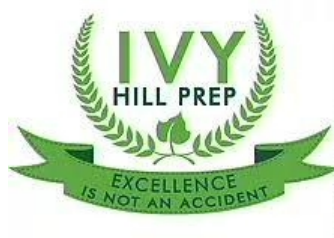
*Ms. Wedderburn Henderson term of secretary of the board of trustees ended at the end of the fiscal year on June 30, 2020. These minutes were taken prior to the end of her term.

Cover Sheet

Approve June Special Meeting Minutes

| | |
|--------------------------|--|
| Section: | I. Opening Items |
| Item: | D. Approve June Special Meeting Minutes |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for Special Meeting on June 29, 2020 |

DRAFT



Ivy Hill Prep Charter School

Minutes

Special Meeting

Insurance Bid Selection

Date and Time

Monday June 29, 2020 at 6:00 PM

Special Meeting to Select Year 2 Insurance Carrier

Directors Present

A. Jimenez-Schulman (remote), A. Laniyan (remote), J. Small (remote), K. Wedderburn-Henderson (remote), M. Kane (remote), M. Michael (remote), N. Williams (remote)

Directors Absent

D. Lewis, T. James

Directors Arrived Late

K. Wedderburn-Henderson

Guests Present

A. Johnson (remote), B. Parker (remote), Shawn Berger

I. Opening Items

A. Call the Meeting to Order

M. Michael called a meeting of the board of directors of Ivy Hill Prep Charter School to order on Monday Jun 29, 2020 @ 6:07 PM.

Discussion regarding calling special meeting and the necessity to do so with time being of the essence since school's insurance was set to lapse on June 30, 2020. The board was made aware of the lapse last week and the board chair sought to provide notice of the meeting to the public by emailing publications to get the meeting notice published. The

meeting was also added to the board meeting notification on the school's website through the public portal platform utilized in board on track.

B. Record Attendance

M. Michael made a motion to Approve the Agenda.

A. Jimenez-Schulman seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

| | |
|-------------------------|--------|
| A. Jimenez-Schulman | Aye |
| M. Kane | Aye |
| N. Williams | Aye |
| T. James | Absent |
| M. Michael | Aye |
| A. Laniyan | Aye |
| K. Wedderburn-Henderson | Absent |
| D. Lewis | Absent |
| J. Small | Aye |

II. Insurance Coverage Presentation

A. Bids Presentations

Shawn Berger from Austin & Co. presented insurance package and noted important areas of coverage which was not offered by current insurance carrier, Gallagher. Mr. Burger explained Austin & Co works with 250 schools k-12 schools including over a 100 charter schools. They group the schools for a cheaper cost however, IHP will have its own individual policy. The company also includes 20 certified school risk managers who have to take continuing education courses to be able to provide guidance when school is expanding.

Mr. Berger explained that there are specific areas of risk IHP by virtue of being a school which were not covered or excluded under our current policy. The excluded or non-covered areas are as follows:

1. Corporal Punishment: current policy had an exclusion relating to restraint or removal, meaning if there was injury which arose out of a student being restrained or removed IHP's current policy would not cover that claim. Austin & Co does not have that exclusion.
2. Communicable diseases: current policy did not cover claims resulting from someone contracting COVID or any other communicable disease.
3. Sexual Misconduct: Covered broadly under our current policy but Austin&Co covers claims until actual criminal charges are lodged. However, in either scenario the board continues to be covered and this coverage only relates to how the accused person is covered.
4. Director & Officer policy in current insurance policy included many exclusions relating to claims which arise from an allegation that IHP failed to conduct a proper investigation practices, failed to adequately supervise or a failure to report. Austin&Co has exclusions as well but those exclusions relate to normal standard exclusions which involve claims arising out of war or pollution.

Mr. Berger also explained coverage under Gallagher was significantly less than the coverage provided by Austin & Co by showing a chart which showed the options from 3 insurance companies.

Other considerations presented:

1. Coverage provided for employment claims to include payment of defending claim which is outside of the claim amount so as to not reduce money available to settle any lawsuit. Mr. Berger explained employment lawsuits are most common and on the rise because laws are favorable to employees and as the economy takes a downturn employees are more likely to sue.
2. No coverage provided for security risk management as with current insurance because those claims are untested in the market place. This policy would cover replacing property as a result of some security breach.
3. No coverage provided for pollution because most schools do not have that kind of policy and there is nothing on site at IHP which would make this kind of policy at the price point offered by Gallagher useful.

K. Wedderburn-Henderson arrived late.

B. IHP Management Recommendation

Director of Operations, Brandon Parker, explained that management requested that the board approve the change from Gallagher our current insurance broker to Austin & Co for the following reasons:

1. Corporal Punishment exclusion in current policy.
2. Sexual Abuse for D&O exclusion in current policy.
3. Communicable Diseases exclusion in current policy
4. Cost of Gallagher is at 23% increase while Austin&Co is cheaper and provides more coverage.
5. Austin& CO provides a 14 month policy so that school has enough time to exercise due diligence with respect to any potential changes for next year. .

M. Michael made a motion to Use Austin&Co. as the broker for insurance coverage for Ivy Hill Prep.

A. Jimenez-Schulman seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

| | |
|-------------------------|--------|
| A. Jimenez-Schulman | Aye |
| M. Michael | Aye |
| J. Small | Aye |
| D. Lewis | Absent |
| A. Laniyan | Aye |
| K. Wedderburn-Henderson | Absent |
| M. Kane | Aye |
| N. Williams | Aye |
| T. James | Absent |

M. Michael made a motion to go into executive session to discuss complaint filed by staff member Ms. Diana Williams.

A. Jimenez-Schulman seconded the motion.

Discussed next steps and debrief with HOS. The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------------------|--------|
| M. Kane | Aye |
| A. Jimenez-Schulman | Aye |
| M. Michael | Aye |
| N. Williams | Aye |
| D. Lewis | Absent |
| J. Small | Aye |
| K. Wedderburn-Henderson | Absent |
| T. James | Absent |
| A. Laniyan | Aye |

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
M. Michael

CERTIFICATE OF THE BOARD CHAIR

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation an education Corporation duly organized and existing under the law of the State of New York; and that the Meeting Minutes of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation.

Board Chair: Marsha D. Michael
Date: July 27, 2020

Cover Sheet

Annual Meeting - Vote on Trustee Officers for Fiscal Year 20-21

Section: II. Governance
Item: A. Annual Meeting - Vote on Trustee Officers for Fiscal Year 20-21
Purpose: Vote
Submitted by:
Related Material: Resolution_Approving_Board_Officers -BLANK.docx



IVY HILL PREPARATORY CHARTER SCHOOL

Board of Directors

Tanisha James
Maimouna Kane
Adam Laniyan
Derrick Lewis
Marsha D. Michael, *Board Chair*
Adam Jimenez-Schulman
Jennifer Small
Nataki Williams, *Treasurer*

Head of School

Ambrosia Johnson

Director of Operations

Brandon Parker

RESOLUTION APPROVING THE OFFICERS OF THE BOARD OF TRUSTEES

The Ivy Hill Preparatory Charter School Board of Trustees approves the following officers of the Board of Trustees:

1. Board Chair –
2. Vice Chair –
3. Treasurer-
4. Secretary -

Adopted by Ivy Hill Prep's Board of Trustees on July 27, 2020 (By a Unanimous Vote of The Majority of the Board).

Cover Sheet

Annual Meeting - Vote on Committee Members

| | |
|--------------------------|--|
| Section: | II. Governance |
| Item: | B. Annual Meeting - Vote on Committee Members |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Resolution Approving Committee Members 2020.docx |



IVY HILL PREPARATORY CHARTER SCHOOL

Board of Directors

Tanisha James
Maimouna Kane
Adam Laniyan
Derrick Lewis
Marsha D. Michael, *Board Chair*
Adam Jimenez-Schulman
Jennifer Small
Nataki Williams, *Treasurer*

Head of School

Ambrosia Johnson

Director of Operations

Brandon Parker

RESOLUTION APPROVING THE COMMITTEE MEMBERS OF THE BOARD OF TRUSTEES:

The Ivy Hill Preparatory Charter School Board of Trustees approves the following Committee Members of the Board of Trustees:

Academic Achievement Committee: Chair to be determined

1. Maimouna Kane
2. Marsha D. Michael
3. Adam Jimenez-Schulman
4. Aquilla Soon-Leon (*Prospective Trustee*)
5. Kimberly Wedderburn-Henderson (*Non-Trustee Member*)

Development Committee: Chair to be determined

1. Tanisha James
2. Adam Laniyan
3. Derrick Lewis
4. Jennifer Small

Finance Committee:

1. Adam Laniyan
2. Derrick Lewis
3. Jennifer Small
4. Nataki Williams, *Chair*

Governance Committee

1. Derrick Lewis
2. Marsha D. Michael, *Chair*
3. Adam Jimenez-Schulman
4. Aquilla Soon-Leon (*Prospective Trustee*)

HOS Evaluation/Support Committee:

1. Marsha D. Michael
2. Adam Jimenez-Schulman, *Chair*
3. Nataki Williams

Adopted by Ivy Hill Prep's Board of Trustees on July 27, 2020 (By a Unanimous Vote of The Majority of the Board).

Cover Sheet

Review Current Financial Dashboard

| | |
|--------------------------|--|
| Section: | III. Finance Committee |
| Item: | A. Review Current Financial Dashboard |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | Ivy Hill Monthly Financials - June 2020.xlsx |

Cover Sheet

Approve 990 Tax Filing

| | |
|--------------------------|---|
| Section: | III. Finance Committee |
| Item: | C. Approve 990 Tax Filing |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | 2018 IHP 990 Submission.pdf 990 Submission.pdf |

Form **8879-EO****IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2018, or fiscal year beginning JUL 1, 2018, and ending JUN 30, 2019**2018**Department of the Treasury
Internal Revenue Service▶ **Do not send to the IRS. Keep for your records.**▶ **Go to www.irs.gov/Form8879EO for the latest information.**

Name of exempt organization

Employer identification number

IVY HILL PREPARATORY CHARTER SCHOOL**83-1178507**

Name and title of officer

AMBROSIA JOHNSON**FOUNDER & HEAD OF SCHOOL****Part I Type of Return and Return Information** (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a**, **2a**, **3a**, **4a**, or **5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b**, **2b**, **3b**, **4b**, or **5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

| | | |
|---|--|---------------------------|
| 1a Form 990 check here ▶ <input checked="" type="checkbox"/> | b Total revenue , if any (Form 990, Part VIII, column (A), line 12) | 1b <u>758,955.</u> |
| 2a Form 990-EZ check here ▶ <input type="checkbox"/> | b Total revenue , if any (Form 990-EZ, line 9) | 2b _____ |
| 3a Form 1120-POL check here ▶ <input type="checkbox"/> | b Total tax (Form 1120-POL, line 22) | 3b _____ |
| 4a Form 990-PF check here ▶ <input type="checkbox"/> | b Tax based on investment income (Form 990-PF, Part VI, line 5) | 4b _____ |
| 5a Form 8868 check here ▶ <input type="checkbox"/> | b Balance Due (Form 8868, line 3c) | 5b _____ |

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2018 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgment of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only☒ I authorize **PKF O'CONNOR DAVIES, LLP**

ERO firm name

to enter my PIN **24009**Enter five numbers, but
do not enter all zeros

as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶

*Ambrosia Johnson*Date ▶ 07-14-20**Part III Certification and Authentication**

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

26242371819

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2018 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ **PKF O'CONNOR DAVIES, LLP**Date ▶ 06/24/20**ERO Must Retain This Form - See Instructions****Do Not Submit This Form to the IRS Unless Requested To Do So**

LHA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2018)

823051 10-26-18

| | | |
|---|--|--|
| Form 990 Department of the Treasury Internal Revenue Service | Return of Organization Exempt From Income Tax Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations) ▶ Do not enter social security numbers on this form as it may be made public. ▶ Go to www.irs.gov/Form990 for instructions and the latest information. | OMB No. 1545-0047 <div style="font-size: 2em; font-weight: bold;">2018</div> Open to Public Inspection |
|---|--|--|

A For the 2018 calendar year, or tax year beginning JUL 1, 2018 and ending JUN 30, 2019

| | | |
|--|--|--|
| B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending | C Name of organization IVY HILL PREPARATORY CHARTER SCHOOL Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 475 E. 57TH STREET City or town, state or province, country, and ZIP or foreign postal code BROOKLYN, NY 11203 F Name and address of principal officer: AMBROSIA JOHNSON SAME AS C ABOVE | D Employer identification number 83-1178507 E Telephone number 917-789-8959 G Gross receipts \$ 758,955. H(a) Is this a group return for subordinates? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> H(b) Are all subordinates included? Yes <input type="checkbox"/> No <input type="checkbox"/> If "No," attach a list. (see instructions) H(c) Group exemption number ▶ |
| I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527 J Website: WWW.IVYHILLPREP.ORG K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶ L Year of formation: 2018 M State of legal domicile: NY | | |

Part I Summary

| | | | |
|------------|---|------------|----------|
| 1 | Briefly describe the organization's mission or most significant activities: TO PROVIDE KINDERGARTEN THROUGH FIFTH GRADE EDUCATION. | | |
| 2 | Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. | | |
| 3 | Number of voting members of the governing body (Part VI, line 1a) | 3 | 6 |
| 4 | Number of independent voting members of the governing body (Part VI, line 1b) | 4 | 6 |
| 5 | Total number of individuals employed in calendar year 2018 (Part V, line 2a) | 5 | 1 |
| 6 | Total number of volunteers (estimate if necessary) | 6 | 25 |
| 7a | Total unrelated business revenue from Part VIII, column (C), line 12 | 7a | 0. |
| 7b | Net unrelated business taxable income from Form 990-T, line 38 | 7b | 0. |
| 8 | Contributions and grants (Part VIII, line 1h) | 8 | 758,955. |
| 9 | Program service revenue (Part VIII, line 2g) | 9 | 0. |
| 10 | Investment income (Part VIII, column (A), lines 3, 4, and 7d) | 10 | 0. |
| 11 | Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) | 11 | 0. |
| 12 | Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) | 12 | 758,955. |
| 13 | Grants and similar amounts paid (Part IX, column (A), lines 1-3) | 13 | 0. |
| 14 | Benefits paid to or for members (Part IX, column (A), line 4) | 14 | 0. |
| 15 | Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) | 15 | 172,078. |
| 16a | Professional fundraising fees (Part IX, column (A), line 11e) | 16a | 0. |
| b | Total fundraising expenses (Part IX, column (D), line 25) ▶ 0. | b | 0. |
| 17 | Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) | 17 | 173,716. |
| 18 | Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) | 18 | 345,794. |
| 19 | Revenue less expenses. Subtract line 18 from line 12 | 19 | 413,161. |
| 20 | Total assets (Part X, line 16) | 20 | 436,550. |
| 21 | Total liabilities (Part X, line 26) | 21 | 23,389. |
| 22 | Net assets or fund balances. Subtract line 21 from line 20 | 22 | 413,161. |

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

| | | |
|-------------------------------|---|------|
| Sign Here | Signature of officer AMBROSIA JOHNSON, FOUNDER & HEAD OF SCHOOL Type or print name and title | Date |
| Paid Preparer Use Only | Print/Type preparer's name GARRETT M. HIGGINS Preparer's signature GARRETT M. HIGGINS Date 06/24/20 Check if self-employed <input type="checkbox"/> PTIN P00543209 Firm's name ▶ PKF O'CONNOR DAVIES, LLP Firm's EIN ▶ 27-1728945 Firm's address ▶ 665 FIFTH AVENUE NEW YORK, NY 10022 Phone no. 212-286-2600 | |

 May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

Form 990 (2018)

IVY HILL PREPARATORY CHARTER SCHOOL

83-1178507

Page **2****Part III Statement of Program Service Accomplishments**Check if Schedule O contains a response or note to any line in this Part III ☒ **X****1** Briefly describe the organization's mission:

THROUGH HIGH-QUALITY CURRICULUM AND INSTRUCTION, INTENTIONAL LEADERSHIP DEVELOPMENT, AND A COMMITMENT TO EXCELLENCE IN ALL THAT WE DO, IVY HILL PREPARATORY CHARTER SCHOOL EDUCATES KINDERGARTEN THROUGH FIFTH GRADE SCHOLARS TO THRIVE IN MIDDLE AND HIGH SCHOOL, GRADUATE

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 189,258. including grants of \$) (Revenue \$)
 GENERAL EDUCATION: STUDENTS RECEIVE DAILY INSTRUCTION FROM 7:30AM-4:30PM UTILIZING A TWO-TEACHER MODEL IN THE CONTENT AREAS OF LITERACY, MATHEMATICS, AND PERFORMING ARTS. FOR OUR SPECIAL EDUCATION PROGRAM, STUDENTS BENEFIT FROM THE GENERAL EDUCATION PROGRAM, AND ALSO RECEIVE PUSH-IN SERVICES, PULL OUT SERVICES, AND RELATED SERVICES ACCORDING TO THE MANDATES OUTLINED IN THEIR IEPS.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **189,258.**Form **990** (2018)

Form 990 (2018)

IVY HILL PREPARATORY CHARTER SCHOOL

83-1178507

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Part IV Checklist of Required Schedules

| | Yes | No |
|--|--------------|----|
| 1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i> | 1 X | |
| 2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? | 2 X | |
| 3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i> | 3 | X |
| 4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i> | 4 | X |
| 5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i> | 5 | X |
| 6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i> | 6 | X |
| 7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i> | 7 | X |
| 8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i> | 8 | X |
| 9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i> | 9 | X |
| 10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i> | 10 | X |
| 11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable. | | |
| a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i> | 11a X | |
| b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i> | 11b | X |
| c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i> | 11c | X |
| d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i> | 11d X | |
| e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i> | 11e | X |
| f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i> | 11f | X |
| 12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i> | 12a | X |
| b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i> | 12b | X |
| 13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i> | 13 X | |
| 14a Did the organization maintain an office, employees, or agents outside of the United States? | 14a | X |
| b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i> | 14b | X |
| 15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i> | 15 | X |
| 16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i> | 16 | X |
| 17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> | 17 | X |
| 18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i> | 18 | X |
| 19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i> | 19 | X |
| 20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i> | 20a | X |
| b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return? | 20b | |
| 21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i> | 21 | X |

Form 990 (2018)

IVY HILL PREPARATORY CHARTER SCHOOL

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Part IV Checklist of Required Schedules (continued)

| | Yes | No |
|--|------------|----|
| 22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i> | 22 | X |
| 23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i> | 23 | X |
| 24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i> | 24a | X |
| b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? | 24b | |
| c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds? | 24c | |
| d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? | 24d | |
| 25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i> | 25a | X |
| b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i> | 25b | X |
| 26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i> | 26 | X |
| 27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i> | 27 | X |
| 28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions): | | |
| a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> | 28a | X |
| b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> | 28b | X |
| c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i> | 28c | X |
| 29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i> | 29 | X |
| 30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i> | 30 | X |
| 31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i> | 31 | X |
| 32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i> | 32 | X |
| 33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i> | 33 | X |
| 34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i> | 34 | X |
| 35a Did the organization have a controlled entity within the meaning of section 512(b)(13)? | 35a | X |
| b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> | 35b | |
| 36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i> | 36 | X |
| 37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i> | 37 | X |
| 38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O | 38 | X |

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V ☐

| | Yes | No |
|---|-----------|----|
| 1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable | 1a | 0 |
| b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable | 1b | 0 |
| c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners? | 1c | |

Form 990 (2018)

IVY HILL PREPARATORY CHARTER SCHOOL

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Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

| | | Yes | No |
|--|-------------|-----|----|
| 2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return | 2a 1 | | |
| b If at least one is reported on line 2a, did the organization file all required federal employment tax returns? | 2b | X | |
| Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions) | | | |
| 3a Did the organization have unrelated business gross income of \$1,000 or more during the year? | 3a | | X |
| b If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation in Schedule O | 3b | | |
| 4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? | 4a | | X |
| b If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR). | | | |
| 5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? | 5a | | X |
| b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? | 5b | | X |
| c If "Yes" to line 5a or 5b, did the organization file Form 8886-T? | 5c | | |
| 6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? | 6a | | X |
| b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? | 6b | | |
| 7 Organizations that may receive deductible contributions under section 170(c). | | | |
| a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor? | 7a | | X |
| b If "Yes," did the organization notify the donor of the value of the goods or services provided? | 7b | | |
| c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? | 7c | | X |
| d If "Yes," indicate the number of Forms 8282 filed during the year | 7d | | |
| e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? | 7e | | X |
| f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? | 7f | | X |
| g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? | 7g | | |
| h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? | 7h | | |
| 8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? | 8 | | |
| 9 Sponsoring organizations maintaining donor advised funds. | | | |
| a Did the sponsoring organization make any taxable distributions under section 4966? | 9a | | |
| b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? | 9b | | |
| 10 Section 501(c)(7) organizations. Enter: | | | |
| a Initiation fees and capital contributions included on Part VIII, line 12 | 10a | | |
| b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities | 10b | | |
| 11 Section 501(c)(12) organizations. Enter: | | | |
| a Gross income from members or shareholders | 11a | | |
| b Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) | 11b | | |
| 12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? | 12a | | |
| b If "Yes," enter the amount of tax-exempt interest received or accrued during the year | 12b | | |
| 13 Section 501(c)(29) qualified nonprofit health insurance issuers. | | | |
| a Is the organization licensed to issue qualified health plans in more than one state? | 13a | | |
| Note. See the instructions for additional information the organization must report on Schedule O. | | | |
| b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans | 13b | | |
| c Enter the amount of reserves on hand | 13c | | |
| 14a Did the organization receive any payments for indoor tanning services during the tax year? | 14a | | X |
| b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O | 14b | | |
| 15 Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? | 15 | | X |
| If "Yes," see instructions and file Form 4720, Schedule N. | | | |
| 16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income? | 16 | | X |
| If "Yes," complete Form 4720, Schedule O. | | | |

Form 990 (2018)

Form 990 (2018)

IVY HILL PREPARATORY CHARTER SCHOOL

83-1178507

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Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

☒**Section A. Governing Body and Management**

| | 1a | 1b | Yes | No |
|---|----|----|-----|----|
| 1a Enter the number of voting members of the governing body at the end of the tax year | 6 | | | |
| If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O. | | | | |
| b Enter the number of voting members included in line 1a, above, who are independent | | 6 | | |
| 2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? | | | | X |
| 3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person? | | | | X |
| 4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? | | | X | |
| 5 Did the organization become aware during the year of a significant diversion of the organization's assets? | | | | X |
| 6 Did the organization have members or stockholders? | | | | X |
| 7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? | | | | X |
| b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? | | | | X |
| 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: | | | | |
| a The governing body? | | | X | |
| b Each committee with authority to act on behalf of the governing body? | | | X | |
| 9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O | | | | X |

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

| | Yes | No |
|---|-----|----|
| 10a Did the organization have local chapters, branches, or affiliates? | | X |
| b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? | | |
| 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? | X | |
| b Describe in Schedule O the process, if any, used by the organization to review this Form 990. | | |
| 12a Did the organization have a written conflict of interest policy? If "No," go to line 13 | X | |
| b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? | X | |
| c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done | X | |
| 13 Did the organization have a written whistleblower policy? | X | |
| 14 Did the organization have a written document retention and destruction policy? | X | |
| 15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision? | | |
| a The organization's CEO, Executive Director, or top management official | X | |
| b Other officers or key employees of the organization | | X |
| If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions). | | |
| 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? | | X |
| b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? | | |

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed **NONE**

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
☒ Own website ☐ Another's website ☒ Upon request ☐ Other (explain in Schedule O)

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records **AMBROSIA JOHNSON - 917-789-8959**
475 E. 57TH STREET, BROOKLYN, NY 11203

Check if Schedule O contains a response or note to any line in this Part VII

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

832007 12-31-18

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Part VIII Statement of RevenueCheck if Schedule O contains a response or note to any line in this Part VIII ☐

| | | | | (A) Total revenue | (B) Related or exempt function revenue | (C) Unrelated business revenue | (D) Revenue excluded from tax under sections 512 - 514 |
|---|--|---|---|----------------------|---|---|--|
| Contributions, Gifts, Grants and Other Similar Amounts | 1 a | Federated campaigns | 1a | | | | |
| | b | Membership dues | 1b | | | | |
| | c | Fundraising events | 1c | | | | |
| | d | Related organizations | 1d | | | | |
| | e | Government grants (contributions) | 1e | 426,169. | | | |
| | f | All other contributions, gifts, grants, and similar amounts not included above | 1f | 332,786. | | | |
| | g | Noncash contributions included in lines 1a-1f: \$ | | | | | |
| | h | Total. Add lines 1a-1f | | 758,955. | | | |
| Program Service Revenue | 2 a | | Business Code | | | | |
| | b | | | | | | |
| | c | | | | | | |
| | d | | | | | | |
| | e | | | | | | |
| | f | All other program service revenue | | | | | |
| | g | Total. Add lines 2a-2f | | | | | |
| | Other Revenue | 3 | Investment income (including dividends, interest, and other similar amounts) | | | | |
| 4 | | Income from investment of tax-exempt bond proceeds | | | | | |
| 5 | | Royalties | | | | | |
| 6 a | | Gross rents | (i) Real | (ii) Personal | | | |
| b | | Less: rental expenses | | | | | |
| c | | Rental income or (loss) | | | | | |
| d | | Net rental income or (loss) | | | | | |
| 7 a | | Gross amount from sales of assets other than inventory | (i) Securities | (ii) Other | | | |
| b | | Less: cost or other basis and sales expenses | | | | | |
| c | | Gain or (loss) | | | | | |
| d | | Net gain or (loss) | | | | | |
| 8 a | | Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18 | a | | | | |
| b | | Less: direct expenses | b | | | | |
| c | | Net income or (loss) from fundraising events | | | | | |
| 9 a | | Gross income from gaming activities. See Part IV, line 19 | a | | | | |
| b | | Less: direct expenses | b | | | | |
| c | | Net income or (loss) from gaming activities | | | | | |
| 10 a | | Gross sales of inventory, less returns and allowances | a | | | | |
| b | | Less: cost of goods sold | b | | | | |
| c | | Net income or (loss) from sales of inventory | | | | | |
| Miscellaneous Revenue | | | Business Code | | | | |
| 11 a | | | | | | | |
| b | | | | | | | |
| c | | | | | | | |
| d | All other revenue | | | | | | |
| e | Total. Add lines 11a-11d | | | | | | |
| 12 | Total revenue. See instructions | | 758,955. | 0. | 0. | 0. | |

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

| Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII. | (A) Total expenses | (B) Program service expenses | (C) Management and general expenses | (D) Fundraising expenses |
|---|-----------------------|---------------------------------|--|-----------------------------|
| 1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ... | | | | |
| 2 Grants and other assistance to domestic individuals. See Part IV, line 22 | | | | |
| 3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16 | | | | |
| 4 Benefits paid to or for members | | | | |
| 5 Compensation of current officers, directors, trustees, and key employees | 116,191. | 70,521. | 45,670. | |
| 6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) | | | | |
| 7 Other salaries and wages | 35,883. | 21,779. | 14,104. | |
| 8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions) | | | | |
| 9 Other employee benefits | 6,521. | 3,958. | 2,563. | |
| 10 Payroll taxes | 13,483. | 8,183. | 5,300. | |
| 11 Fees for services (non-employees): | | | | |
| a Management | 25,000. | 7,500. | 17,500. | |
| b Legal | 475. | | 475. | |
| c Accounting | 2,000. | | 2,000. | |
| d Lobbying | | | | |
| e Professional fundraising services. See Part IV, line 17 | | | | |
| f Investment management fees | | | | |
| g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch. O.) | 27,151. | 342. | 26,809. | |
| 12 Advertising and promotion | 25,864. | 25,864. | | |
| 13 Office expenses | 7,722. | 2,317. | 5,405. | |
| 14 Information technology | 16,352. | 13,082. | 3,270. | |
| 15 Royalties | | | | |
| 16 Occupancy | | | | |
| 17 Travel | 5,314. | 1,594. | 3,720. | |
| 18 Payments of travel or entertainment expenses for any federal, state, or local public officials ... | | | | |
| 19 Conferences, conventions, and meetings | | | | |
| 20 Interest | | | | |
| 21 Payments to affiliates | | | | |
| 22 Depreciation, depletion, and amortization | | | | |
| 23 Insurance | 2,284. | 685. | 1,599. | |
| 24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.) | | | | |
| a REPAIRS AND MAINTENANCE | 33,174. | 9,952. | 23,222. | |
| b STAFF DEVELOPMENT | 11,608. | 8,423. | 3,185. | |
| c INSTRUCTIONAL SUPPLIES | 8,789. | 8,789. | | |
| d STUDENT SERVICES | 4,270. | 4,270. | | |
| e All other expenses | 3,713. | 1,999. | 1,714. | |
| 25 Total functional expenses. Add lines 1 through 24e | 345,794. | 189,258. | 156,536. | 0. |
| 26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. | | | | |

Check here ☐ if following SOP 98-2 (ASC 958-720)

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Part X Balance SheetCheck if Schedule O contains a response or note to any line in this Part X ☐

| | | (A) Beginning of year | (B) End of year |
|--|--|--------------------------|--------------------|
| Assets | 1 Cash - non-interest-bearing | 1 | 158,305. |
| | 2 Savings and temporary cash investments | 2 | |
| | 3 Pledges and grants receivable, net | 3 | 134,855. |
| | 4 Accounts receivable, net | 4 | 1,000. |
| | 5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L | 5 | |
| | 6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L | 6 | |
| | 7 Notes and loans receivable, net | 7 | |
| | 8 Inventories for sale or use | 8 | |
| | 9 Prepaid expenses and deferred charges | 9 | 1,192. |
| | 10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D | 10a 47,448. | |
| | b Less: accumulated depreciation | 10b 0. | 10c 47,448. |
| | 11 Investments - publicly traded securities | 11 | |
| | 12 Investments - other securities. See Part IV, line 11 | 12 | |
| | 13 Investments - program-related. See Part IV, line 11 | 13 | |
| | 14 Intangible assets | 14 | |
| | 15 Other assets. See Part IV, line 11 | 15 0. | 93,750. |
| 16 Total assets. Add lines 1 through 15 (must equal line 34) | 16 0. | 436,550. | |
| Liabilities | 17 Accounts payable and accrued expenses | 17 | 23,389. |
| | 18 Grants payable | 18 | |
| | 19 Deferred revenue | 19 | |
| | 20 Tax-exempt bond liabilities | 20 | |
| | 21 Escrow or custodial account liability. Complete Part IV of Schedule D | 21 | |
| | 22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L | 22 | |
| | 23 Secured mortgages and notes payable to unrelated third parties | 23 | |
| | 24 Unsecured notes and loans payable to unrelated third parties | 24 | |
| | 25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D | 25 | |
| | 26 Total liabilities. Add lines 17 through 25 | 26 0. | 23,389. |
| Net Assets or Fund Balances | Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34. | | |
| | 27 Unrestricted net assets | 27 | 413,161. |
| | 28 Temporarily restricted net assets | 28 | |
| | 29 Permanently restricted net assets | 29 | |
| | Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34. | | |
| | 30 Capital stock or trust principal, or current funds | 30 | |
| | 31 Paid-in or capital surplus, or land, building, or equipment fund | 31 | |
| | 32 Retained earnings, endowment, accumulated income, or other funds | 32 | |
| | 33 Total net assets or fund balances | 33 0. | 413,161. |
| 34 Total liabilities and net assets/fund balances | 34 0. | 436,550. | |

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Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI ☐

| | | | |
|-----------|--|-----------|----------|
| 1 | Total revenue (must equal Part VIII, column (A), line 12) | 1 | 758,955. |
| 2 | Total expenses (must equal Part IX, column (A), line 25) | 2 | 345,794. |
| 3 | Revenue less expenses. Subtract line 2 from line 1 | 3 | 413,161. |
| 4 | Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A)) | 4 | 0. |
| 5 | Net unrealized gains (losses) on investments | 5 | |
| 6 | Donated services and use of facilities | 6 | |
| 7 | Investment expenses | 7 | |
| 8 | Prior period adjustments | 8 | |
| 9 | Other changes in net assets or fund balances (explain in Schedule O) | 9 | 0. |
| 10 | Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B)) | 10 | 413,161. |

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII ☐

| | Yes | No |
|---|-----------|----------|
| 1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O. | | |
| 2a Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis | 2a | X |
| b Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis | 2b | X |
| c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O. | 2c | |
| 3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? | 3a | X |
| b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits | 3b | |

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Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

| Calendar year (or fiscal year beginning in) ► | (a) 2014 | (b) 2015 | (c) 2016 | (d) 2017 | (e) 2018 | (f) Total |
|--|----------|----------|----------|----------|----------|-----------|
| 1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") | | | | | | |
| 2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf | | | | | | |
| 3 The value of services or facilities furnished by a governmental unit to the organization without charge | | | | | | |
| 4 Total. Add lines 1 through 3 | | | | | | |
| 5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) | | | | | | |
| 6 Public support. Subtract line 5 from line 4. | | | | | | |

Section B. Total Support

| Calendar year (or fiscal year beginning in) ► | (a) 2014 | (b) 2015 | (c) 2016 | (d) 2017 | (e) 2018 | (f) Total |
|--|----------|----------|----------|----------|----------|--------------------------|
| 7 Amounts from line 4 | | | | | | |
| 8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources | | | | | | |
| 9 Net income from unrelated business activities, whether or not the business is regularly carried on | | | | | | |
| 10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) | | | | | | |
| 11 Total support. Add lines 7 through 10 | | | | | | |
| 12 Gross receipts from related activities, etc. (see instructions) | | | | | 12 | |
| 13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here | | | | | | <input type="checkbox"/> |

Section C. Computation of Public Support Percentage

| | | |
|---|----|---|
| 14 Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f)) | 14 | % |
| 15 Public support percentage from 2017 Schedule A, Part II, line 14 | 15 | % |
| 16a 33 1/3% support test - 2018. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization | | |
| <input type="checkbox"/> | | |
| b 33 1/3% support test - 2017. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization | | |
| <input type="checkbox"/> | | |
| 17a 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization | | |
| <input type="checkbox"/> | | |
| b 10% -facts-and-circumstances test - 2017. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization | | |
| <input type="checkbox"/> | | |
| 18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions | | |
| <input type="checkbox"/> | | |

Schedule A (Form 990 or 990-EZ) 2018

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

| Calendar year (or fiscal year beginning in) ► | (a) 2014 | (b) 2015 | (c) 2016 | (d) 2017 | (e) 2018 | (f) Total |
|---|----------|----------|----------|----------|----------|-----------|
| 1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") | | | | | | |
| 2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose | | | | | | |
| 3 Gross receipts from activities that are not an unrelated trade or business under section 513 | | | | | | |
| 4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf | | | | | | |
| 5 The value of services or facilities furnished by a governmental unit to the organization without charge | | | | | | |
| 6 Total. Add lines 1 through 5 | | | | | | |
| 7a Amounts included on lines 1, 2, and 3 received from disqualified persons | | | | | | |
| b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year | | | | | | |
| c Add lines 7a and 7b | | | | | | |
| 8 Public support. (Subtract line 7c from line 6.) | | | | | | |

Section B. Total Support

| Calendar year (or fiscal year beginning in) ► | (a) 2014 | (b) 2015 | (c) 2016 | (d) 2017 | (e) 2018 | (f) Total |
|--|----------|----------|----------|----------|----------|-----------|
| 9 Amounts from line 6 | | | | | | |
| 10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources | | | | | | |
| b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 | | | | | | |
| c Add lines 10a and 10b | | | | | | |
| 11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on | | | | | | |
| 12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) | | | | | | |
| 13 Total support. (Add lines 9, 10c, 11, and 12.) | | | | | | |

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

| | | |
|---|-----------|---|
| 15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f)) | 15 | % |
| 16 Public support percentage from 2017 Schedule A, Part III, line 15 | 16 | % |

Section D. Computation of Investment Income Percentage

| | | |
|--|-----------|---|
| 17 Investment income percentage for 2018 (line 10c, column (f), divided by line 13, column (f)) | 17 | % |
| 18 Investment income percentage from 2017 Schedule A, Part III, line 17 | 18 | % |

19a 33 1/3% support tests - 2018. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

b 33 1/3% support tests - 2017. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

| | Yes | No |
|--|-----|----|
| 1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i> | | |
| 2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i> | | |
| 3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i> | | |
| b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i> | | |
| c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i> | | |
| 4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i> | | |
| b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i> | | |
| c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i> | | |
| 5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i> | | |
| b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document? | | |
| c Substitutions only. Was the substitution the result of an event beyond the organization's control? | | |
| 6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i> | | |
| 7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i> | | |
| 8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i> | | |
| 9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i> | | |
| b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i> | | |
| c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i> | | |
| 10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i> | | |
| b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i> | | |

Part IV Supporting Organizations (continued)

| | Yes | No |
|--|-----|----|
| 11 Has the organization accepted a gift or contribution from any of the following persons? | | |
| a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization? | | |
| 11a | | |
| b A family member of a person described in (a) above? | | |
| 11b | | |
| c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI . | | |
| 11c | | |

Section B. Type I Supporting Organizations

| | Yes | No |
|---|-----|----|
| 1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year. | | |
| 1 | | |
| 2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization. | | |
| 2 | | |

Section C. Type II Supporting Organizations

| | Yes | No |
|--|-----|----|
| 1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s). | | |
| 1 | | |

Section D. All Type III Supporting Organizations

| | Yes | No |
|---|-----|----|
| 1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided? | | |
| 1 | | |
| 2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s). | | |
| 2 | | |
| 3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard. | | |
| 3 | | |

Section E. Type III Functionally Integrated Supporting Organizations

| | | | |
|---|--|--|--|
| 1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions). | | | |
| a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below. | | | |
| b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below. | | | |
| c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions). | | | |
| 2 Activities Test. Answer (a) and (b) below. | | | |
| a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities. | | | |
| 2a | | | |
| b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement. | | | |
| 2b | | | |
| 3 Parent of Supported Organizations. Answer (a) and (b) below. | | | |
| a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI . | | | |
| 3a | | | |
| b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard. | | | |
| 3b | | | |

Schedule A (Form 990 or 990-EZ) 2018 **IVY HILL PREPARATORY CHARTER SCHOOL** 83-1178507 Page 6**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

| Section A - Adjusted Net Income | | (A) Prior Year | (B) Current Year (optional) |
|---------------------------------|--|----------------|-----------------------------|
| 1 | Net short-term capital gain | 1 | |
| 2 | Recoveries of prior-year distributions | 2 | |
| 3 | Other gross income (see instructions) | 3 | |
| 4 | Add lines 1 through 3 | 4 | |
| 5 | Depreciation and depletion | 5 | |
| 6 | Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions) | 6 | |
| 7 | Other expenses (see instructions) | 7 | |
| 8 | Adjusted Net Income (subtract lines 5, 6, and 7 from line 4) | 8 | |

| Section B - Minimum Asset Amount | | (A) Prior Year | (B) Current Year (optional) |
|----------------------------------|---|----------------|-----------------------------|
| 1 | Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year): | | |
| a | Average monthly value of securities | 1a | |
| b | Average monthly cash balances | 1b | |
| c | Fair market value of other non-exempt-use assets | 1c | |
| d | Total (add lines 1a, 1b, and 1c) | 1d | |
| e | Discount claimed for blockage or other factors (explain in detail in Part VI): | | |
| 2 | Acquisition indebtedness applicable to non-exempt-use assets | 2 | |
| 3 | Subtract line 2 from line 1d | 3 | |
| 4 | Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions) | 4 | |
| 5 | Net value of non-exempt-use assets (subtract line 4 from line 3) | 5 | |
| 6 | Multiply line 5 by .035 | 6 | |
| 7 | Recoveries of prior-year distributions | 7 | |
| 8 | Minimum Asset Amount (add line 7 to line 6) | 8 | |

| Section C - Distributable Amount | | | Current Year |
|----------------------------------|---|---|--------------|
| 1 | Adjusted net income for prior year (from Section A, line 8, Column A) | 1 | |
| 2 | Enter 85% of line 1 | 2 | |
| 3 | Minimum asset amount for prior year (from Section B, line 8, Column A) | 3 | |
| 4 | Enter greater of line 2 or line 3 | 4 | |
| 5 | Income tax imposed in prior year | 5 | |
| 6 | Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions) | 6 | |
| 7 | <input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions). | | |

Schedule A (Form 990 or 990-EZ) 2018

Schedule A (Form 990 or 990-EZ) 2018 **IVY HILL PREPARATORY CHARTER SCHOOL** 83-1178507 Page 7**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** (continued)

| Section D - Distributions | Current Year |
|---|---------------------|
| 1 Amounts paid to supported organizations to accomplish exempt purposes | |
| 2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity | |
| 3 Administrative expenses paid to accomplish exempt purposes of supported organizations | |
| 4 Amounts paid to acquire exempt-use assets | |
| 5 Qualified set-aside amounts (prior IRS approval required) | |
| 6 Other distributions (describe in Part VI). See instructions. | |
| 7 Total annual distributions. Add lines 1 through 6. | |
| 8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions. | |
| 9 Distributable amount for 2018 from Section C, line 6 | |
| 10 Line 8 amount divided by line 9 amount | |

| Section E - Distribution Allocations (see instructions) | (i) Excess Distributions | (ii) Underdistributions Pre-2018 | (iii) Distributable Amount for 2018 |
|--|-------------------------------------|---|--|
| 1 Distributable amount for 2018 from Section C, line 6 | | | |
| 2 Underdistributions, if any, for years prior to 2018 (reasonable cause required- explain in Part VI). See instructions. | | | |
| 3 Excess distributions carryover, if any, to 2018 | | | |
| a From 2013 | | | |
| b From 2014 | | | |
| c From 2015 | | | |
| d From 2016 | | | |
| e From 2017 | | | |
| f Total of lines 3a through e | | | |
| g Applied to underdistributions of prior years | | | |
| h Applied to 2018 distributable amount | | | |
| i Carryover from 2013 not applied (see instructions) | | | |
| j Remainder. Subtract lines 3g, 3h, and 3i from 3f. | | | |
| 4 Distributions for 2018 from Section D, line 7: \$ | | | |
| a Applied to underdistributions of prior years | | | |
| b Applied to 2018 distributable amount | | | |
| c Remainder. Subtract lines 4a and 4b from 4. | | | |
| 5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions. | | | |
| 6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions. | | | |
| 7 Excess distributions carryover to 2019. Add lines 3j and 4c. | | | |
| 8 Breakdown of line 7: | | | |
| a Excess from 2014 | | | |
| b Excess from 2015 | | | |
| c Excess from 2016 | | | |
| d Excess from 2017 | | | |
| e Excess from 2018 | | | |

Schedule A (Form 990 or 990-EZ) 2018

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information.
(See instructions.)

DRAFT

Schedule B(Form 990, 990-EZ,
or 990-PF)Department of the Treasury
Internal Revenue Service**Schedule of Contributors**

- ▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Name of the organization

IVY HILL PREPARATORY CHARTER SCHOOL

Employer identification number

83-1178507

Organization type (check one):

Filers of:**Section:**

Form 990 or 990-EZ

☒ 501(c)(3) (enter number) organization☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation☐ 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

- ☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- ☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2018)

Schedule B (Form 990, 990-EZ, or 990-PF) (2018)

Page **2**

| | |
|-------------------------------------|--------------------------------|
| Name of organization | Employer identification number |
| IVY HILL PREPARATORY CHARTER SCHOOL | 83-1178507 |

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

| (a) No. | (b) Name, address, and ZIP + 4 | (c) Total contributions | (d) Type of contribution |
|------------|--|----------------------------|---|
| 1 | WALTON FAMILY FOUNDATION P.O. BOX 1860 BENTONVILLE, AR 72712 | \$ 325,000. | Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.) |
| | | \$ | Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.) |
| | | \$ | Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.) |
| | | \$ | Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.) |
| | | \$ | Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.) |
| | | \$ | Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.) |
| | | \$ | Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.) |
| | | \$ | Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.) |

Name of organization

Employer identification number

IVY HILL PREPARATORY CHARTER SCHOOL

83-1178507

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

[illegible]

Schedule B (Form 990, 990-EZ, or 990-PF) (2018)

Page **4**

| | |
|--|--------------------------------|
| Name of organization | Employer identification number |
| IVY HILL PREPARATORY CHARTER SCHOOL | 83-1178507 |

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this info. once.) ► \$ _____

Use duplicate copies of Part III if additional space is needed.

| (a) No. from Part I | (b) Purpose of gift | (c) Use of gift | (d) Description of how gift is held |
|---------------------|---|-----------------|--|
| | | | |
| | | | |
| | | | |
| | (e) Transfer of gift | | |
| | Transferee's name, address, and ZIP + 4 | | Relationship of transferor to transferee |
| | | | |
| | | | |
| | | | |
| | (e) Transfer of gift | | |
| | Transferee's name, address, and ZIP + 4 | | Relationship of transferor to transferee |
| | | | |
| | | | |
| | | | |
| | (e) Transfer of gift | | |
| | Transferee's name, address, and ZIP + 4 | | Relationship of transferor to transferee |
| | | | |
| | | | |
| | | | |
| | (e) Transfer of gift | | |
| | Transferee's name, address, and ZIP + 4 | | Relationship of transferor to transferee |
| | | | |
| | | | |
| | | | |
| | (e) Transfer of gift | | |
| | Transferee's name, address, and ZIP + 4 | | Relationship of transferor to transferee |
| | | | |
| | | | |
| | | | |

SCHEDULE D
(Form 990)Department of the Treasury
Internal Revenue Service**Supplemental Financial Statements**

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
 ▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2018
Open to Public
Inspection

Name of the organization

IVY HILL PREPARATORY CHARTER SCHOOL

Employer identification number

83-1178507

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

| | (a) Donor advised funds | (b) Funds and other accounts |
|--|-------------------------|------------------------------|
| 1 Total number at end of year | | |
| 2 Aggregate value of contributions to (during year) | | |
| 3 Aggregate value of grants from (during year) | | |
| 4 Aggregate value at end of year | | |
| 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| 6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
☐ Preservation of land for public use (e.g., recreation or education) ☐ Preservation of a historically important land area
☐ Protection of natural habitat ☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

| | Held at the End of the Tax Year |
|--|---------------------------------|
| a Total number of conservation easements | 2a |
| b Total acreage restricted by conservation easements | 2b |
| c Number of conservation easements on a certified historic structure included in (a) | 2c |
| d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register | 2d |

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ \$

(ii) Assets included in Form 990, Part X ▶ \$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ \$

b Assets included in Form 990, Part X ▶ \$

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2018

Schedule D (Form 990) 2018

IVY HILL PREPARATORY CHARTER SCHOOL

83-1178507 Page 2

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items

(check all that apply):

a ☐ Public exhibitiond ☐ Loan or exchange programsb ☐ Scholarly researche ☐ Other _____c ☐ Preservation for future generations

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets

to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No**Part IV Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

c Beginning balance

d Additions during the year

e Distributions during the year

f Ending balance

| | Amount |
|----|--------|
| 1c | |
| 1d | |
| 1e | |
| 1f | |

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ Nob If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐**Part V Endowment Funds.** Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

| | (a) Current year | (b) Prior year | (c) Two years back | (d) Three years back | (e) Four years back |
|--|------------------|----------------|--------------------|----------------------|---------------------|
| 1a Beginning of year balance | | | | | |
| b Contributions | | | | | |
| c Net investment earnings, gains, and losses | | | | | |
| d Grants or scholarships | | | | | |
| e Other expenditures for facilities and programs | | | | | |
| f Administrative expenses | | | | | |
| g End of year balance | | | | | |

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ☐ %b Permanent endowment ☐ %c Temporarily restricted endowment ☐ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

(i) unrelated organizations

(ii) related organizations

| | Yes | No |
|--------|-----|----|
| 3a(i) | | |
| 3a(ii) | | |
| 3b | | |

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? ☐

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

| Description of property | (a) Cost or other basis (investment) | (b) Cost or other basis (other) | (c) Accumulated depreciation | (d) Book value |
|--|--------------------------------------|---------------------------------|------------------------------|----------------|
| 1a Land | | | | |
| b Buildings | | | | |
| c Leasehold improvements | | | | |
| d Equipment | | 47,448. | | 47,448. |
| e Other | | | | |
| Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) | | | | 47,448. |

Schedule D (Form 990) 2018

Schedule D (Form 990) 2018

IVY HILL PREPARATORY CHARTER SCHOOL

83-1178507 Page 3

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

| (a) Description of security or category (including name of security) | (b) Book value | (c) Method of valuation: Cost or end-of-year market value |
|---|----------------|---|
| (1) Financial derivatives | | |
| (2) Closely-held equity interests | | |
| (3) Other | | |
| (A) | | |
| (B) | | |
| (C) | | |
| (D) | | |
| (E) | | |
| (F) | | |
| (G) | | |
| (H) | | |
| Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ► | | |

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

| (a) Description of investment | (b) Book value | (c) Method of valuation: Cost or end-of-year market value |
|---|----------------|---|
| (1) | | |
| (2) | | |
| (3) | | |
| (4) | | |
| (5) | | |
| (6) | | |
| (7) | | |
| (8) | | |
| (9) | | |
| Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ► | | |

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

| (a) Description | (b) Book value |
|---|----------------|
| (1) SECURITY DEPOSITS | 93,750. |
| (2) | |
| (3) | |
| (4) | |
| (5) | |
| (6) | |
| (7) | |
| (8) | |
| (9) | |
| Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ► | 93,750. |

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

| 1. (a) Description of liability | (b) Book value |
|---|----------------|
| (1) Federal income taxes | |
| (2) | |
| (3) | |
| (4) | |
| (5) | |
| (6) | |
| (7) | |
| (8) | |
| (9) | |
| Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ► | |

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII ☐

Schedule D (Form 990) 2018

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

SCHEDULE E
(Form 990 or 990-EZ)Department of the Treasury
Internal Revenue Service**Schools**▶ **Complete if the organization answered "Yes" on Form 990,
Part IV, line 13, or Form 990-EZ, Part VI, line 48.**▶ **Attach to Form 990 or Form 990-EZ.**▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2018**Open to Public
Inspection**

Name of the organization

IVY HILL PREPARATORY CHARTER SCHOOL

Employer identification number

83-1178507

Part I

- 1** Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2** Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3** Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain.
If you need more space, use Part II

AS A PUBLIC SCHOOL, SUBJECT TO OPEN ENROLLMENT, THE CHARTER SCHOOL IS NOT SUBJECT TO THE SPECIFIC GUIDELINES SET FORTH IN REV. PROC. 75-50 AND AS MODIFIED BY REV. PROC. 2019-22. THE SCHOOL PUBLICIZED ITS RACIALLY NONDISCRIMINATION POLICY THROUGH ITS INTERNET WEBSITE.

- 4** Does the organization maintain the following?
- a** Records indicating the racial composition of the student body, faculty, and administrative staff?
- b** Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c** Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d** Copies of all material used by the organization or on its behalf to solicit contributions?
- If you answered "No" to any of the above, please explain. If you need more space, use Part II.

- 5** Does the organization discriminate by race in any way with respect to:
- a** Students' rights or privileges?
- b** Admissions policies?
- c** Employment of faculty or administrative staff?
- d** Scholarships or other financial assistance?
- e** Educational policies?
- f** Use of facilities?
- g** Athletic programs?
- h** Other extracurricular activities?
- If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

- 6a** Does the organization receive any financial aid or assistance from a governmental agency?
- b** Has the organization's right to such aid ever been revoked or suspended?
- If you answered "Yes" on either line 6a or line 6b, explain on Part II.
- 7** Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

YES NO

1

X

2

X

3

X

4a

X

4b

X

4c

X

4d

X

5a

X

5b

X

5c

X

5d

X

5e

X

5f

X

5g

X

5h

X

6a

X

6b

X

7

X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2018

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES FEDERAL FUNDING THROUGH THE CHARTER SCHOOLS PROGRAM.

DRAFT

SCHEDULE O
(Form 990 or 990-EZ)Department of the Treasury
Internal Revenue Service**Supplemental Information to Form 990 or 990-EZ**Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018Open to Public
Inspection

Name of the organization

IVY HILL PREPARATORY CHARTER SCHOOL

Employer identification number

83-1178507

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

FROM THE COLLEGE OF THEIR CHOICE, AND ACCESS LIVES OF PURPOSE AND
OPPORTUNITY.

FORM 990, PART VI, SECTION A, LINE 4:

THE SCHOOL AMENDED THEIR BYLAWS, MAKING NOTICEABLE CHANGES TO THE
COMMITTEES OF THE BOARD SECTION. THE REQUIREMENT FOR AN AUDIT COMMITTEE WAS
REMOVED.

FORM 990, PART VI, SECTION B, LINE 11B:

THE SCHOOL HAS ITS FORM 990 PREPARED BY AN OUTSIDE ACCOUNTING FIRM AND HAS
ESTABLISHED THE FOLLOWING REVIEW PROCESS TO ENSURE THAT THE INFORMATION
REPORTED IS COMPLETE AND ACCURATE. WHEN THE FORM 990 HAS BEEN PREPARED,
REVIEWED BY MANAGEMENT AND IS READY TO BE FILED WITH THE INTERNAL REVENUE
SERVICE, IT IS ELECTRONICALLY SENT TO THE BOARD MEMBERS OF THE SCHOOL FOR
ANY COMMENTS. ANY COMMENTS ARE THEN GROUPED, SUMMARIZED AND PROVIDED TO THE
OUTSIDE ACCOUNTANTS. EACH ISSUE IS DOCUMENTED AND ADDRESSED UNTIL THE
RETURN IS FINALIZED AND APPROVED FOR FILING.

FORM 990, PART VI, SECTION B, LINE 12C:

ON AN ANNUAL BASIS, ALL TRUSTEES, OFFICERS, AND KEY PERSONS SHALL DISCLOSE
IN WRITING TO THE SECRETARY ANY ENTITY THEY ARE A DIRECTOR, OFFICER,
TRUSTEE, VOTING MEMBER, OWNER (IN WHOLE OR IN PART) OR EMPLOYEE OF AND WITH
WHICH THE SCHOOL HAS A FINANCIAL RELATIONSHIP AND ANY TRANSACTION IN WHICH
THE SCHOOL IS A PARTICIPANT AND IN WHICH THE TRUSTEE, OFFICER OR KEY
PERSON, OR ONE OF HIS OR HER RELATIVES, MIGHT HAVE A CONFLICTING INTEREST.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2018)

832211 10-10-18

Schedule O (Form 990 or 990-EZ) (2018)

Page 2

Name of the organization

IVY HILL PREPARATORY CHARTER SCHOOL

Employer identification number

83-1178507

IF A CONFLICT WERE TO ARISE, THE INTERESTED PERSON SHALL EXCUSE THEMSELVES FROM BOARD DISCUSSION AND ABSTAIN FROM VOTING ON THE POTENTIAL CONFLICT. SUCH MATTERS INVOLVING THE EXISTENCE OF CONFLICTS OF INTEREST ARE TO BE DOCUMENTED IN THE MINUTES OF THE GOVERNING BOARD.

FORM 990, PART VI, SECTION B, LINE 15A:

THE SCHOOL'S BOARD OF DIRECTORS COMPARES SALARIES OF SIMILAR ORGANIZATIONS TO DETERMINE THE SALARY OF ITS FOUNDER AND HEAD OF SCHOOL. THIS PROCESS OCCURRED IN AUGUST 2018 AND WAS DOCUMENTED IN THE MINUTES OF THE GOVERNING BOARD.

FORM 990, PART VI, SECTION C, LINE 19:

THE SCHOOL'S FORM 990, GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC THROUGH THE PUBLIC PORTAL "BOARD ON TRACK". THESE ITEMS ARE POSTED ALONG WITH MEETING MATERIALS ON THE SCHOOL'S MEETING CALENDAR ON THEIR WEBSITE. IN ADDITION, THESE ITEMS ARE AVAILABLE TO THE PUBLIC UPON REQUEST.

Cover Sheet

Vote Approve Amended Student & Family Handbook - TABELLED TO NEXT MEETING

| | |
|--------------------------|---|
| Section: | IV. Academic Achievement |
| Item: | A. Vote Approve Amended Student & Family Handbook - TABELLED TO |
| NEXT MEETING | |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | IHP Scholar Family Handbook_Y2.docx |



2020-2021 Scholar & Family Handbook

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SECTION 1: OUR FOUNDATIONS

1.1 Overview

Ivy Hill Prep is born out of the Building Excellent Schools Fellowship, a national nonprofit committed to training leaders to found and lead high-quality charter schools. Through this Fellowship, our Head of School had the opportunity to learn from over fifty of the nation's strongest charter schools. Ivy Hill Prep's design represents the combination of these national best practices with a deeper understanding of Brooklyn, our assets, and our areas for growth. Ivy Hill Prep was authorized by the New York State Education Department in June 2018, and was officially incorporated as a charter school on June 12th, 2018. Ivy Hill Prep opened on August 28, 2019 with a Founding Class of 120 scholars in Kindergarten and First Grade, and continue to add one grade each year, until the school is a full K-5 school serving 360 scholars and families.

1.2 Mission & Vision

Mission: Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, **Ivy Hill Preparatory Charter School** educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of promise and opportunity.

Vision: Ivy Hill Prep is built on the unwavering belief and expectation that all children can, and will, achieve at high academic levels when presented with a challenging, engaging, and supportive school community. We believe that in order for children to be strong leaders in their communities, they need to develop their character and leadership skills as their strong academic foundation is built.

1.3 Core Beliefs

- Intentional character development shapes the leaders of tomorrow
- Every child is capable of achieving greatness
- Academic excellence drives everything we do
- Exceptional teachers produce exceptional results
- Data drives instruction

1.4 Commitment to Diversity

Ivy Hill Preparatory School welcomes scholars, families and staff from all cultures and backgrounds and will represent a community that is rich in a variety of racial, ethnic, cultural and socio-economic backgrounds. Throughout Ivy Hill Prep's programs, our

school will affirm, respect, and celebrate the individuality of members of the community as well as their common goals.

We believe that our separate heritages, beliefs and choices of expression help to define us as individuals, and that our commitment to learning about each other and the larger world unites us as a community. The goal of Ivy Hill Prep is to instill within its scholars a strong sense of identity and personal pride, a willingness to see the common threads that run through all our lives, and a high regard for the value and breadth of our differences.

1.5 Communication Overview

At Ivy Hill Prep, we strongly believe that it takes a village to raise a child. Your child's village consists of administration, staff, parents, and caregivers. Hence, open communication is very important to us. We strive to keep open lines of communication. If you are looking for information about an upcoming meeting, community activity, school performance, etc. check these sources:

- The Ivy Hill Prep Website (www.ivyhillprep.org) or Ivy Hill Prep's social media pages: Facebook and Instagram (@IvyHillPrep)
- School emails & calls

1.6 Board of Trustees

A Board of Trustees who reports to the school's chartering entity, the New York State Education Department, governs Ivy Hill Preparatory Charter School. The Board's responsibilities include appointing the Head of School who is responsible for the day-to-day operations of the school, establish school policies, and ensure we adhere to the mission of our charter. The calendar for board meetings can be found on the Ivy Hill Prep website.

1.7 Accountability

The New York State Education Department reviews the school annually. Ivy Hill Prep's charter is renewed every 5 years and the school must go through a rigorous review process. The Board of Trustees reviews the Head of School annually and staff is also evaluated annually.

SECTION 2: SCHOOL POLICIES & PROCEDURES

2.1 Uniform Policy

Shirts & Outerwear

- Ivy Hill Prep polos should only be worn with Ivy Hill khaki pants, not with jumpers.
- Ivy Hill Prep polo (in either color) with Ivy Hill Prep logo (short sleeve or long sleeve). Shirts should always be neatly tucked in.
- Undershirts (short or long sleeve) must be solid white, black or gray.
- Scholars may wear an IHP cardigan. If choosing to wear a cardigan, parents are strongly encouraged to write their child's name in the cardigan's tag.
- No jackets, scarves, gloves, etc. are permitted to be worn during the school day except where mandated by legitimate religious requirements.

Pants, Skirts & Jumpers

- Ivy Hill Prep khaki bottoms (pants or jumper) must be purchased from Ivy Hill Prep's uniform vendor: (YourStudentStyles.com)
- Khaki Jumpers should only be paired with a Peter Pan blouse.

Tights, Socks & Shoes

- For girls wearing jumpers, white tights only.
- 100% all-black, closed-toe shoes or sneakers.
- Kindergarten Only: All black Velcro/no lace shoes are preferred for scholars who cannot tie their shoes.
- Solid white or black colored socks with no logos
- Boots are not permitted to be worn during the day. In the winter months, scholars can wear boots to school and change their shoes upon arrival and dismissal.
- Flip flops, sandals, and heels are not permitted.

Jewelry

- Earrings may only be worn in ears.
- Necklaces may be worn but will be tucked in if they serve as a distraction for scholars.
- Jewelry including but not limited to watches and bracelets may be worn but will be placed in backpacks if they serve as a distraction for scholars.

Girls' Uniform Options

| | | | | |
|---|---|---|---|---|
| <u>Ivy Hill Jumper with Logo</u>  \$23.99 | + | <u>Ivy Hill Peter Pan Blouse (Short Sleeve)</u>  \$10.99 | <u>Ivy Hill Peter Pan Blouse (Long Sleeve)</u>  \$12.99 |  |
| <u>Pull Up Uniform Pants</u>  \$14.99 | + | <u>Green or White Polo with Logo (Short/Long Sleeve)</u>  \$12.99 | |  |
| <u>Ivy Hill Jumper with Logo</u>  | + | <u>Green or White Polo with Logo (Short/Long Sleeve)</u>  | |  |
| <u>Pull Up Uniform Pants</u>  | + | <u>Ivy Hill Peter Pan Blouse (Short Sleeve)</u>  | <u>Ivy Hill Peter Pan Blouse (Long Sleeve)</u>  |  |

Boys' Uniform

Green Polo with Logo (Short Sleeve)



\$14.99

White Polo with Logo (Short Sleeve)



\$14.99

Green Polo with Logo (Long Sleeve)



\$19.99

White Polo with Logo (Long Sleeve)



\$19.99

Pull Up Uniform Pants



\$14.99

Ivy Hill V-Neck Cardigan with Logo



\$34.99

2.2 Hours of Operation

The length of the instructional school day is 7:30 A.M. to 4:30 P.M for all scholars. All scholars are expected to arrive to school on time. Doors open at 7:30am to greet our bus scholars. Breakfast service begins at 7:30am and Morning Meeting begins promptly at 7:55 A.M. Scholars arriving after 7:50 A.M. are considered late and are expected to be signed in at the main office by their parent/guardian.

Fridays are our Early Dismissal Days. The length of our Early Dismissal day is 7:30 A.M. – 1:30 P.M.

2.3 Morning Arrival

Bus scholars, car drop offs, and walkers will be dropped off at 7:30 A.M. Breakfast is available from 7:30 to 7:50am. *Please Note:* Scholars who arrive at or after 7:40 A.M may not have enough time to finish their breakfast, since activities start promptly at 7:55 am. Therefore, if parents and guardians want their child to receive breakfast, the scholar must arrive at school no later than 7:40 A.M to have enough time to eat without feeling rushed.

The front door will be closed promptly at 7:50 A.M. Any scholar who arrives after 7:50 A.M will be marked as tardy.

Scholars arriving via bus or car will be greeted by a staff member and escorted into the morning greeting line. Families arriving via car will park and escort their children to the outside drop off line. Parents must stay with their children if arriving prior to doors opening at 7:30 A.M.

It is critical that your child arrive to school between 7:30 A.M and 7:50 A.M. Each day of school begins with Morning Meeting at 7:55AM. Morning Meeting is an essential part of the day and an integral part of the Ivy Hill Prep program. It helps to create a positive climate for learning, reinforces academic and social skills and builds community – all essential components for academic success. Children who arrive late to school miss this very important beginning of the day!

2.4 Tardies

Scholars arriving after 7:50 AM must be escorted to the main office by a parent/guardian. Three (3) tardies will be counted as a full absence. Tardies caused by school-provided bus transportation will not be counted against a scholar.

Tardiness Consequences

- Three Tardies in a Trimester: If a scholar is late three times in a trimester, it is considered a serious issue. When our scholars are late, they miss critical aspects of instruction. At this point, our team will help the family devise an “on time” plan.

- Five Tardies in a Trimester: Upon the sixth tardy, families must meet with a member of the Leadership Team to develop a more intensive “on time” plan.
- Monthly, scholars participate in a *Perfect Attendance Party*. It is important that all scholars experience the fun! Scholars who are tardy more than 3 times per month will unfortunately not be able to attend this function.

2.5 Afternoon Dismissal

Dismissal for all scholars will take place at 4:30 PM. Parents/Guardians picking up at dismissal should wait outside of the school gate on Avenue D until your child’s class dismisses. At that time, parents will wait in a single file line to pick up their child from their classroom’s designated pick-up area. Parents will have a 15-minute window to pick up their scholars from the pick-up area. At 4:45 PM scholars who are not picked up will be identified as “Late Pick-Up Scholars”. These scholars will wait for their parents inside of the school building. This will require parents to enter the building, proceed to Ivy Hill’s floor, and sign out their child from the main office.

On days with inclement weather, we will follow our Indoor Afternoon Dismissal Protocol. On these days, parents will pick up their children from the front entrance.

Bus transportation home will be provided by NY DOE at 4:30 P.M. Route times and information will be provided by the district in early August.

If a child is to go home with a different adult than is listed, parents must:

OPTION 1: For advanced changes, communicate in writing by sending in a written, signed note in their scholar’s binder

OPTION 2: For last minute changes/emergencies: (1) Call the Main office to notify our Office Coordinator of the difference in pick-up AND send in a written e-mail to the school that says the name and contact information of the person picking up.

For example:

I permit Tony Chavez, Anna Chavez’s uncle, to pick her up from school today. His phone number is (347) 455-2233. Please call me with any questions.

2.6 Early Departure

We encourage families to schedule dental, doctor, and other appointments outside of the school hours, especially on Friday afternoons when students are dismissed early. If families must pick up their children early for an emergency, they must notify the office through written notice, or through an email or call to our Office Coordinator. Scholars must be accompanied by a parent/guardian or other authorized adult and must sign out in the office

prior to departure. The school will record dismissals before 12:00 PM as half-day absences. The school will record dismissals after 12:00 PM but before 4:30 PM as present but dismissed early. In general, scholars must be present for at least $\frac{1}{2}$ of the allotted instructional time on a given day in order to be considered present.

2.7 Attendance Expectations & Consequences

In order for our academic program to be successful, it is absolutely essential that scholars be present in school on a consistent basis. The attendance policy at Ivy Hill Prep has been formed in order to ensure that this remains the case. Attendance will be considered as a component when making decisions regarding promotion to the next grade. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical or other reasons. Additionally, if a scholar accrues an excessive number of absences, the Director of Operations may contact Child Services or a Truancy Officer to assist in resolving the situation.

Parents and guardians are expected to call the school as early as possible but no later than 8:30 AM if their child will not be attending school for any reason. Earlier, written notice is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voicemail. In phone calls, voicemails, and notes, please indicate your child's name, your relationship to the child, and the reason for and date(s) of the child's absence. If a scholar is not at school and the school has not been notified that he or she will be absent, Ivy Hill Prep's staff will make reasonable efforts to contact the scholar's parent/guardian by telephone, writing, or in person.

Excused and Unexcused Absences: We strongly believe that strong attendance is a must for your child's success at Ivy Hill Prep. We will only count the following absences from school as excused:

- A doctor's note, explaining the nature of an illness. *Please note:* all routine doctor and dentist appointments should be conducted outside of school hours.
- A death in the immediate family.
- Religious holiday.
- Court-mandated appearances with proper documentation.

All other absences will be considered unexcused. Scholars will not be excused for family vacations or any other engagement. If a scholar is absent from school due to suspensions, he/she will be entitled to 2 hours of alternative instruction for each day of the suspension.

Please be aware of the following specific policies pertaining to excessive absences:

- As discussed above, excused absences are defined only as those that are accompanied by a doctor's note verifying the dates of absence were due to illness,

due to a religious observance, a death in the family, or a court-mandated appearance with proper documentation. Under certain circumstances, Ivy Hill Prep will also consider scholars' IEPs, accommodation plans and individualized health care plans in determining whether an absence is "excused."

- Excessive total absences (including excused absences and tardies) are a factor in retention at all grade levels. Should a scholar miss more than 15 total days (including excused and/or unexcused) in one year, it will be at the Head of School's discretion to determine if retention is appropriate for the current grade.
- Scholars will be held accountable for work missed due to suspension, vacation, or absences. Work may or may not be provided in advance of absences.
- Scholars who are absent from school cannot attend or participate in any other school sponsored activities occurring on the day of the absence, unless advance permission has been given by the school.

If a scholar is absent for the first five days of school, or at least 20 consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, that scholar will lose his or her seat at Ivy Hill Prep and will be considered un-enrolled from the school.

Attendance Consequences: In order to help ensure that scholars do not exceed 15 absences, Ivy Hill Prep has certain support policies in place. They are detailed below:

- *No Absences in a Trimester:* The scholar and family are congratulated and recognized for exceptional attendance and commitment to their education. If a scholar has perfect attendance for the entire year, scholars and families will be honored and recognized at the End of the Year celebration with a medal and trophy highlighting their joint victory. On a monthly basis, scholars will be invited to a 100% Attendance Party at the end of each month to celebrate the hard work of all families!
- *Three Absences in a Trimester:* If a scholar is absent three days of school in one trimester, it raises serious concerns. Our team will contact the parent/guardian to help create an attendance plan to help your family get to school every day.
- *Five Absences in a Trimester:* If a scholar is absent five days of school in one trimester, it raises serious concerns. The parent/guardian will be asked to meet with the child's teachers immediately. At this meeting, both the family and the school will discuss the problem and its impact on the scholar's education and a more intensive attendance plan will be developed.
- *Ten Absences in a Year:* At this point, parent/guardian will meet with the Head of School and school Social Worker to discuss the impact on the scholar's education, and the potential solutions that can prevent absences in the future. The possibility of grade level retention is also discussed.

- *Fifteen Absences in a Year:* If a student is absent fifteen or more times in a year, the student may be considered truant. When this occurs, the student is at risk of not being promoted to the next grade. The school reserves the right to retain any student who misses 15 or more days of school. In addition, a report may be filed with the New York State Office of Children and Family Services, in accordance with New York State Law.

Under New York law, school-age minors, age six to 17, must attend school regularly. The compulsory education law is designed to require school attendance and ensure that no child is denied the opportunity to receive an education. New York State compulsory education law requires that each child from six to 17 years of age, mentally and physically fit, will be in regular attendance for the entire academic year. Ivy Hill Prep operates in compliance with all New York Department of Education attendance and truancy requirements, which can include mandated reporting of truancy to appropriate state agencies. Ivy Hill Prep keeps accurate records of attendance and will make the records available for inspection as needed.

2.8 Emergency Situations

Families/guardians are responsible for completing all information requested on the Scholar Registration Forms prior to the start of the school year. It is the family's responsibility to notify the school of any changes that occur during the year. It is especially important to have updated phone numbers and addresses.

Families/guardians are responsible for providing transportation home in the event of an illness or other emergencies.

2.9 Emergency School Closings

Occasionally weather, and rarely other circumstances, may force cancellation of school. The Ivy Hill Prep team will update all social media accounts (Facebook and Instagram) and send out automated calls, e-mails, and text messages when school is closed or delayed. Ivy Hill Prep might not always follow the closing schedule of DOE, so it is imperative to check the mediums mentioned above to ensure you have accurate information. When in doubt, please call the school office at 917-789-8959.

2.10 Breakfast & Lunch Procedures

Breakfast: Breakfast is served from 7:30 AM until 7:50 AM. Scholars who arrive after 7:45 AM are unfortunately not able to be served breakfast since instruction begins at 7:55 AM promptly. When scholars enter the cafeteria, they will place their Life's Work binder in their class bin, put away their belongings, and proceed to their assigned seat. Once they are seated,

they may begin to eat their breakfast. Scholars who have had breakfast at home are able to complete their Morning Bright Work until the end of Breakfast. For safety reasons, it's important that scholars remain seated during breakfast. After scholars finish breakfast, they may work on their Bright Work activities. Scholars will receive a 5-minute signal before breakfast ends. During this time, teachers and scholars will begin cleaning up breakfast tables.

Lunch: Scholars are welcome to bring their own lunch from home. Lunch menus will be posted on Ivy Hill Prep's website for easy parental access. Scholars will not have access to a microwave to heat any lunches, but thermoses are a great substitute. Soda and candy are not permitted at school, even in lunches brought from home. For safety reasons, scholars are expected to remain seated during lunch.

Food Allergies: The school will make all reasonable efforts to accommodate scholars with food allergies. Families are required to inform the school of all food allergies and their severity. Once families have informed the school, the school nurse will meet with the family in order to develop an Individual Health Care Plan.

2.11 Internet Acceptable Use Policy

Acceptable Use: The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Ivy Hill Prep offers Internet access to scholars and staff. The primary purpose of providing access to the Internet is to support the educational mission of the school. The school expects that scholars and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The school makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the school's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Technology resources covered by this policy include commercial, governmental, and private telecommunications-accessible networks (such as the Internet), local networks, databases, and any computer-accessible source of communication or information, whether from or to file servers, hard drives, tapes, compact disks, floppy disks, or other electronic storage or retrieval means.

Unacceptable Use: The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the school's Internet service:

- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating

in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;

- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Head of School;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the Internet filtering software.

Safety Issues: Use of the Internet has potential dangers. The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal any identifying information such as last names, ages, addresses, phone numbers, families' names, families' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

Privacy: Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. The school reserves the right to examine all data stored on any medium involved in the user's use of the school's Internet service. Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations: Access to the school's Internet service is a privilege not a right. The school reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (scholars), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through the school's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

2.12 Drug and Tobacco Free Zone

Ivy Hill Prep is a Drug and Tobacco Free zone. New York State law specifically prohibits any type of tobacco on public school campuses. This includes outside on the grounds or in the parking lot. This also includes all forms of tobacco. No parent/guardian, scholar, staff member, or other person may smoke or have tobacco products anywhere on the campus at any time.

2.13 Skateboards, Bicycles, Roller skates, Roller blades

Scholars are allowed to ride bicycles to school. We strongly suggest that the bike have a lock to prevent theft and be registered with the school and local police station. Scholars may not use roller skates, roller blades, or roller shoes as a means of transportation to or from school. Roller skates, roller blades, roller shoes, and shoes with wheels are not allowed on campus at any time.

2.14 Electronics and Restricted Items

All electronic devices including electronic dictionaries, CD players, cassette players, Gameboys, iPods, iPads, tablets, smart watches, and MP3 players must be turned off and stored in the scholar's backpack. Scholars may carry a cell phone as long as it remains silent and unused during the school day in the scholar's backpack. If a cell phone is seen or heard, it will be confiscated by staff and returned only to a parent guardian at the end of the day. Ivy Hill Prep is NOT responsible for the loss, damage, and/or theft of any of these electronic devices. Toys, electronic devices, magazines, hats worn inside the building, and any other item that violates school policy or disrupts the class or causes a hazard will be confiscated. Upon finding one of these restricted items, school personnel will confiscate, and only a parent/guardian may pick up these items in person from the school office.

SECTION 3: ACADEMICS

Ivy Hill Prep is committed to supporting the academic achievement and personal growth of all of our scholars by implementing a strong and rigorous academic program. Ivy Hill Prep operates with an extended day and a longer school year. Scholars attend 185 school days, and our school day begins at 7:30 AM and ends at 4:30 PM, with the exception of every Friday,

which operates from 7:30 AM to 1:30 PM to provide teachers with on-going, targeted professional development.

A Challenging Curriculum

Ivy Hill Prep's curricula are aligned to the Common Core Standards, internal standards, internal assessments, the NWEA MAP Assessment, and the NY State 3-8 ELA & Math Assessments. Our academic program will ensure that our scholars are prepared to compete and excel in a fast paced and rigorous middle school, high school, and college.

Exceptional Teachers

Ivy Hill Prep's focus on class structure and exceptional teachers ensures that we can run high-quality small group instruction and give one-on-one help to all scholars. Teachers design exciting, innovative, and challenging lessons in the classroom, while working longer hours than their peers in traditional public schools. Ivy Hill Prep teachers know that scholars learn material much better when they see how it might apply to their lives and therefore their lessons are relevant to the scholars' lives. Our teachers consistently foster a climate of success through a positive disposition, well maintained and organized classrooms, honest feedback, positive reinforcement, recognition of success, and strong classroom management skills. Ivy Hill Prep teachers are trained to move at a fast pace so that every minute of class time is utilized for instruction. Teachers ask many critical thinking questions throughout the course of the day, as well as pack each class with a number of activities designed to keep scholars motivated, focused, and engaged.

3.1 Life's Work

Life's Work

At Ivy Hill Prep, we refer to homework as Life's Work, as we view the practiced skills and self-discipline as essential skills for success in "life." Life's Work is an essential component of Ivy Hill Prep's educational program. Life's Work reinforces the concepts and skills that are taught in class, which helps scholars to develop a deeper understanding of academic concepts and promotes the habits that we recognize will be important in college and in life. Approximately 20-45 minutes of Life's Work will be assigned every night at Ivy Hill Prep, including on weekends. It is critical that families review their child's Life's Work and monitor progress every night.

Reading Log

In addition to the 20-45 minutes of Life's Work, scholars are required to read for 15 minutes every night, including weekends, holidays, and vacations. As a part of Life's Work, our families and guardians will be required to sign their child's Reading Log every night. It's important that Life's Work be completed in full and meet the high standards that Ivy Hill Prep sets for effort and presentation. If parent's fail to sign their child's Reading Log, Life's Work will be marked as incomplete. To ensure our scholars are reaching their benchmarks, it's imperative that they practice their reading every night.

Behavior Log

At Ivy Hill we believe it takes a village to raise a child. Our Behavior Log serves as direct communication between our school and parents. Teachers will fill out a Behavior Log daily for each scholar that explains how well their day went. A color will be highlighted to indicate the productivity of their day and on some days comments will be attached for parents to read. Our parents must sign their scholar's Behavior Log nightly. If the Behavior Log isn't signed, homework will be marked as incomplete.

All components will live in an Ivy Hill Prep binder that includes the Behavior Log, Reading Log, and Life's Work. All components will be completed and signed nightly turned in to teachers every morning as soon as the scholar arrives at school.

Before signing, families should go through the Life's work and make sure all components are completed. Parents will know they've completed the Life's Work by seeing a page titling the next day of the week. Families should go through each assignment with their child and check the work. In the primary grades, we do not consider parent/guardian help on Life's Work cheating; instead, we consider parent/guardian help on Life's Work a key component of academic success. Families should feel free to mark incorrect work and go over it again with their child. This shows our scholars how much their family values academic success and also offers them additional academic tutoring. Families should not write answers for their child unless the teacher has specifically requested this. The Life's work should be returned to school within the Life's Work binder, and the entire binder should be turned in using the designated process as soon as scholars enter the cafeteria.

If Life's Work is consistently late, missing, incomplete, or of poor quality, parents/guardians will be notified to discuss a system to help better support you and your family.

Scholars will not be excused from completing Life's Work assignments for any reason. If a scholar has an absence, the scholar will need to complete the Life's Work no later than one day after returning to school (unless the teacher has given approval for an extension).

Scholars are expected to complete their Life's Work assignments each day it is assigned. If a scholar has completed less than 90% of Life's Work assignments in a trimester, consequences may include: parent/guardian conferences, loss of privileges, or if ongoing, retention.

Life's Work Expectations

Teachers Commit To:

- Create meaningful assignments
- Make sure that Life's work is accompanied with a daily Behavior Log & Reading Log
- Vary the types of assignments

- Use Lifework as a way to check for understanding of the skill and content being taught in class

Scholars Commit To:

- Give parent/guardian the Life's work assignment by showing them the daily Life's Work Log
- Be responsible for completing assignments on time, accurately, and neatly
- Read every day
- Show maximum effort by completing every question and showing work, even when difficult

Families & Guardians Commit To:

- Provide time and a quiet place for their children to study with no distractions, electronics, or television
- Help their children develop responsibility by making sure they complete all of their assignments
- Be aware of all assignments (by looking at the Life's Work Log), review the child's work, and assist as needed
- Make sure that every assignment is completed to Ivy Hill Prep's standards
- Talk to their child about what he or she learned at school and encourage their child to develop a positive attitude about learning
- Read to or with their child every night for 15 minutes and sign the reading log

The Life's Work folder is also the School's way of sending home parent/guardian and family communication. Please be sure to check the front pocket of the folder every night for any important information. Additionally, if you need to communicate something to the school, you may include the message within the binder. We will be sure to check for incoming messages.

3.2 Promotion Policy

We will make grade level promotion decisions based on reading achievement on STEP (Ivy Hill Prep's literacy assessment), number of absences and grade level standard mastery. We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress.

Scholars who are not reading or doing math on grade level by the end of the academic year may be eligible for retention. Scholars who are reading more than half a year below grade level according to the final STEP Test and/or more than half a year below grade level in Math according to the final Math assessment results may be retained in their current grade-level. Families of scholars who are in jeopardy of being retained will receive notice of this possibility

in writing at the end of the second trimester and will thereafter receive monthly updates on student progress.

Elementary scholars are graded on a scale of 0 to 4, as outlined below:

| Proficiency Standard | Percentage | Description | Traditional Grade |
|----------------------|------------|-----------------------|-------------------|
| 4 | 90-100% | Above grade level | A |
| 3 | 80-89% | Grade level | B |
| 2 | 70-79% | Below grade level | C |
| 1 | 60-69% | Far below grade level | D |
| 0 | 68%-below | No credit | F |

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the Head of School. All efforts will be made to avoid retention including multiple conferences with the family, teachers, scholar, and school leadership. These decisions will not be made lightly, but will always reflect what is in the best interest of the scholar. The school reserves the right to make exceptions to this policy given special circumstances.

3.3 Progress Reports, Report Cards and Parent/Guardian Meetings

Teachers and staff will use report cards to communicate scholars' academic and behavioral performance.

Families will also be expected to meet with their children's teachers during the three Family Achievement Conferences held each year. New families are also required to attend a mandatory parent/guardian orientation before the start of the school year.

In addition to the standards-based grading outlined above in Section 3.2, scholars will also be graded on their demonstration of the Ivy Hill Prep creed values (Leadership, Excellence, Academic Growth, what makes you Unique, and confidence). Scholars will receive one of the following ratings for the frequency at which they demonstrate each value:

- E = Excellent
- G = Good
- D = Developing

SECTION 4: STUDENT DISCIPLINARY CODE OF CONDUCT

Ivy Hill Prep is characterized by a culture that is structured, supportive, joyful and focused on academic work. At Ivy Hill Prep, we are intentional about setting our students up for success. This means that we hold scholars to high academic and behavioral expectations, only after ensuring those expectations were clearly stated and understood. We know that when our scholars know what is expected of them and are surrounded by adults who support them, they will thrive.

Core Values: Ivy Hill Prep's five creed values – Leadership, Excellence, Academic Growth, what makes you Unique, and confidence – are at the heart of our community and represent the cornerstones of the school's Code of Conduct. Our staff models these creed values, and in turn are confident in our scholars' ability to uphold the same values.

4.1 STAR Behavior Code

We believe that a structured, achievement-oriented classroom establishes a platform for academic success; learning cannot happen in chaos. Orderly and structured classrooms are necessary to create learning environments in which time is used efficiently. Structure provides a framework for learning to take place. The structure that Ivy Hill Prep provides will ensure that school is a safe place where scholars are free of the stress that unstructured, undisciplined settings create.

STAR: To help scholars learn professional habits and maximize instructional time, Ivy Hill Prep utilizes the STAR code. The rationale for each aspect of the STAR code is explained to students at the beginning of each year to ensure they understand the “why” behind the system.

- **Stand/Sit up straight.** At Ivy Hill, scholars demonstrate good posture throughout the day, which assists in their focus on the lesson objective. During instructional lessons, scholars, like teachers, sit with their backs straight, their bottoms safely on their chairs, and their feet safely on the floor. When standing and walking, Ivy Hill scholars keep their hands at their sides to prevent physical contact or physical play with other scholars. When sitting on the rug, scholars sit in a “Criss-Cross Applesauce” style and have their hands folded and in their laps.
- **Track the speaker with your eyes.** At Ivy Hill, scholars and teachers “track” the speaker, which means we look at the teacher or student who's speaking. At our school, we believe that we're all teachers and we're all learners. We “track” the speaker to not only show respect (which adults do in professional and personal settings), but to teach and learn from one another. In conjunction, we teach our scholars that their voices take up space, their voices are important, and their voices should be heard. To emphasize this, we show respect to our community by tracking other individuals when they speak.
- **Always do your work and be on task.** Ivy Hill Prep scholars are expected to be on task 100% of instructional time with very few reminders by teachers. Scholars ask and answer questions by raising their hand and waiting for their teacher to call on them,

or by waiting for their turn when utilizing habits of discussion. Habits of Discussion requires scholars to respond without a raised hand. These instances will be made clear for scholars. In order to be successful in this realm, scholars must be on task to participate.

- **Respect at all times.** There are no excuses for disrespectful behavior at Ivy Hill Prep. A scholar who has a disagreement with another scholar is expected to follow one of three actions to address the problem depending on its severity: (1) ignore the scholar, (2) ask the scholar politely to stop, and (3) tell the teacher. Scholars who have been corrected by a teacher may not respond to that correction in a way other than following directions given by the teacher. If a scholar feels that a consequence has been unfairly applied, the scholar may speak to the teacher after the lesson has ended. In some instances, the teacher may agree with the student and rectify his/her consequence. The decisions made by the teacher will be final.

4.2 Hallway Behavior

Hallways are shared spaces and carry noise. We ask that all scholars and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one class to another silently, in two lines, in a safe manner with their hands to themselves and not touching other students.

4.3 Bathroom Behavior

In order to ensure that students are present in class to the greatest extent possible, we encourage scholars to use the bathroom before classes begin, during bathroom breaks, during lunch, and after school. When scholars have a bathroom emergency during class time, they will follow their individual class's protocol for receiving bathroom permission.

Scholars are expected to be potty trained before starting kindergarten, including the responsibility of wiping and cleaning themselves. School staff will not engage in any bathroom assistance unless it is an emergency.

Bathrooms are shared spaces, and we teach our scholars to treat all spaces with care and pride. We teach scholars to pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. We do not permit scholars to bring anything with them to the bathroom, including writing instruments. We fully expect scholars to follow these rules, however, should a scholar break our bathroom rules, the scholar will receive a consequence and might not be permitted to use the bathroom alone.

At all times a scholar is expected to obtain permission from the teacher to use the restrooms. Scholars are not to write on the walls or damage the facility in any way. A scholar who is feeling ill should report to the office and not remain in the restroom alone.

4.4 Behavior System

At Ivy Hill Prep, scholars have the opportunity to earn rewards for demonstrating excellent behavior, academic growth and good citizenship. Scholar behavior is monitored throughout the school day through use of our color chart. The color chart will have various color bands that equate to levels of scholar behavior (silver, green, yellow, red, etc.). Teachers will fluidly move scholars' colors up or down depending on their behavior at a given time. When a mistake is made, scholars receive a reminder from their teacher which is called a "check". Teachers will give a reminder/check to get the scholar back on task. Three checks will be given prior to a color going "down". When scholars are demonstrating consistent model behavior and/or academic work, a praise is given in the form of a "star". Three stars will be given prior to a color moving "up". Teachers will consistently narrate the behavior that resulted in a color change. The movement of colors both up and down reinforces the idea that we can learn from our mistakes, can bounce back from poor choices, and are rewarded for hard work and dedication.

Every day, in the child's Life's Work binder, families will sign a Behavior Log that identifies how their child ended the day on the color chart. If a scholar receives a colored star, this means that he/she ended the day on Green or Silver. If the colors, "Yellow" or "Red" are written in place of the star, this is an indication that your scholar struggled in some way. These colors will always be accompanied with a written explanation or phone call. Parents are encouraged to discuss their child's progress daily to encourage the good work, or to assist in the planning of displaying more leadership qualities in the classroom.

4.3 School Reward Opportunities

At Ivy Hill Prep students have the opportunity to earn rewards for demonstrating excellent behavior, academic growth, and good citizenship. We also have an end of year awards ceremony to celebrate scholars and families for various achievements attained throughout the Ivy Hill Prep academic year, including perfect attendance, high honor roll, honor roll, and creed value awards. Positive reinforcement is broken down as follows:

Daily Praise

- Teachers will recognize students who excel behaviorally and academically by giving praise and sometimes providing students with stickers or notes. Teachers will also recognize scholars who have demonstrated considerable growth, both academically and behaviorally.

Weekly Praise

- At the end of every week, scholars who have ended the day on silver or green for at least 4 days will earn the chance to pick a prize from our school store treasure chest.
- As a schoolwide community, teachers will recognize students who have shown growth or improvement, done well on an activity, project, or assignment, or exemplified the schoolwide creed value for the month.

Homework Superstars

At the end of the month, any student who has completed Life's Work (homework) assignments to the Ivy Hill Prep standard for every single day of the month will be able to

participate in a lifework celebration and receive a prize.

4.4 Community Violations

We believe that our consistent use of the color chart, positive narration, and support will address the large majority of scholar behavior concerns. However, if the misbehavior is more serious or continues despite corrections and support, our team will partner with the scholar's parents to devise an Individual Behavior Plan to support. These serious infractions may include, but are not limited to:

- continued disrespect of an adult, including rolling eyes, sucking teeth, or other such body language, defiance, or rudeness;
- disrespect of a fellow scholar, such as name-calling, insulting, or excluding;
- disrespect of the school, such as drawing on a table or book, taking school supplies without permission;
- unsafe behaviors, such as hitting, kicking, biting, pushing, play fighting or throwing tantrums;
- making verbal or physical threats, empty or otherwise;
- leaving class without permission;
- cheating or plagiarism, or copy of anyone else's work; • use of inappropriate language; and
- extreme disruption of class.

Please note that these infractions apply to students while on school grounds, on the school bus, and at any school related trip or activity.

- The first, second and third Community Violations of the trimester will be accompanied by a phone call home at the end of the day. The teacher may also request a conference with a parent/guardian.
- If a scholar receives four or more Community Violations in a trimester, a parent/guardian will be required to attend a mandatory conference with the Head of School, Dean of Culture, classroom teacher(s) and the scholar.
- At the 6th Community Violation of a trimester, the parent/guardian will be required to observe their child in class for 60 to 90 minutes. This parent/guardian observation helps teachers, families, and scholars create a behavior plan for the scholar in order to successfully keep the scholar in class.
- Ivy Hill Prep offers students many privileges that can be taken away as a consequence for choices that negatively impact their learning, the learning of others, their safety, or the safety of others. Privileges that can be lost include but are not limited to:
 - Specials Blocks
 - Choice Time
 - Recess
 - Participation in birthday celebrations

- Participation in field trips
- Socializing with classmates during snack time, breakfast, or lunch

Families will receive a phone call home for each Community Violation; the phone call will be made by the classroom teacher or a member of the Leadership Team.

Ivy Hill Prep believes that our use of community violations will minimize our need to rely on in-school or out-of-school suspensions. We do, however, reserve the right to assign these consequences if the misbehavior presents a serious safety or other concern.

4.5 Suspension

In the case of a suspension, the scholar will be removed from class and will be sent to the Main Office or another designated school location, following which, the scholar's parent/guardian or guardian will be notified of the incident by the school. In all cases where the scholar has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

Due process states, scholars are guaranteed due process and fair treatment at school. Therefore, prior to Ivy Hill Prep taking disciplinary action against a scholar, the School will provide the scholar with appropriate due process. When the disciplinary action consists of ten days of suspension or a lesser penalty, this process will consist of informing the scholar of the disciplinary issue and giving the scholar an opportunity to respond. As described below, more formal procedures will be followed when the discipline proposed is greater than ten days of suspension.

In every case of scholar misconduct for which suspension or expulsion may be imposed, the Head of School shall exercise discretion in deciding the consequences for the offense; consider ways to re-engage the scholar in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports. **Suspension Under or Equal to 10 Days (Short-Term)**

Scholars in grades K-2 may receive a suspension for egregious acts of disrespect or defiance. If a scholar commits one of the infractions listed below, the scholar may receive a suspension in addition to receiving a Community Violation.

If a scholar commits one of the infractions listed below, the scholar may receive an out of school suspension rather than receiving a Community Violation. The Head of School may suspend any scholar for up to 10 school days. Before the scholar is returned to class, the scholar, his or her parent/guardian or guardian, and the Head of School will meet in order to address the scholar's behavior and plan for improvement. Furthermore, scholars will not be allowed to return to class after a suspension without a parent/guardian signature on the suspension letter. If the school is unable to contact the parent/guardian/legal guardian, the suspended scholar will be held in school until the end of the day. The parent/guardian/legal guardian shall be held liable for all damages caused by a scholar. Scholars are not entitled to appeal a short-term suspension. These serious infractions that may merit immediate

suspension include, but are not limited to:

- Gross disrespect of a fellow scholar, staff member, or school property
- Continued tantrums that disrupt the learning environment
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, building, or school-sponsored activity
- Forgery of any sort, including parent/guardian signatures
- Cheating or plagiarism, or copying of anyone else's work
- Violent or threatening behavior
- Bullying or harassing conduct
- Repeated and fundamental disregard of school policies and procedure

Suspension Over 10 Days (Long-Term)

Using the same list of infractions listed under short-term suspension, the Head of School will make a recommendation to the Governing Board, if the suspension of a scholar is more than 10 days.

Prior to a suspension of more than 10 days, the following due process procedures will apply:

- The parent/guardian/legal guardian will be notified of the intent to suspend for over 10 school days
- Date, time and place of a hearing will be sent to the parent/guardian/legal guardian with at least five working days' notice
- Notice of the right at the hearing to:
 - Be represented by his/her families, legal or other representative (at the scholar's/parent/guardian's own expense)
 - Present evidence
 - Confront and cross-examine witnesses
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the scholar upon request.
- This hearing must include the scholar, the Head of School (or other staff), and the parent/guardian/legal guardian.
- The Governing Board has decided that the all expulsion hearings shall be held at a Special Executive Meeting to protect the privacy of the scholar unless the parent/guardian requests that it be open to the public.

- The student and/or parent/guardian may submit any complaint regarding this process to the New York State Education Department.

4.6 Expulsion

In the case of an expulsion, the scholar will be removed from class and will be sent to the Main Office or another designated school location, following which the scholar's parent/guardian or guardian will be notified of the incident by the school. In all cases where the scholar has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. Expulsion is defined in as the permanent withdrawal of the privilege of attending a school unless the governing board reinstates the privilege of attending the school.

The Head of School may recommend to the Governing Board expulsion of a scholar for serious cause, including, but not limited to:

- Being on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to, marijuana, cocaine, and heroin;
- Assaulting another scholar, school employee, school consultant, or school volunteer on school premises or at school-sponsored or school-related events, including athletic games;
- Extreme bullying and/or harassment
- Continued acts of violence that endanger community
- Possession, use, sale, or transfer of drugs and alcohol;
- Destruction or attempted destruction of school property including arson

In addition to any of the preceding infractions, any breaches of federal law or law may be handled in cooperation with the law and may result in expulsion.

Due Process: Scholar disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals.

- The parent/guardian/legal guardian will be notified of the intent to long-term suspend or expel a scholar;
- The date, time and place of a hearing will be sent to the parent/guardian/legal guardian with at least five working days' notice
- The scholar and parent/guardian will be given written notice of the right at the hearing to:
 - Be represented by his/her families, legal or other representative (at the scholar's/parent/guardian's own expense);
 - Present evidence;
 - Confront and cross-examine witnesses;

- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the scholar upon request;
- The hearing will include the scholar if he or she chooses to participate, the Head of School (and/or or other staff), and the parent/guardian/legal guardian if he, she, or they choose to participate;
- All expulsion hearings shall be closed to the protect the privacy of the scholar unless the parent/guardian requests that it be open to the public;
- A scholar and/or parent/guardian, upon request, will have the right to review the scholar's records;
- The decision by the board will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision;
- The student and/or parent/guardian may submit any complaint regarding this process to the New York State Education Department.

Scholars have the right to reapply for admission after one year of expulsion. The Governing Board has the right to deny admission of a scholar who has been expelled from another school or is in the process of being expelled, and to deny, upon review of a request, readmission of a scholar previously expelled from Ivy Hill Prep.

4.7 Discipline of a Scholar with Special Needs

Ivy Hill Prep will meet all requirements of Section 504 of the Rehabilitation Act as defined in Part B of IDEA, and State laws regarding disciplining of scholars with disabilities.

As explained above, under the Fourteenth Amendment to the United States Constitution, scholars are guaranteed due process and fair treatment at school. Therefore, prior to the School taking disciplinary action against a scholar, the Head of School will provide the scholar with appropriate due process. When the disciplinary action consists of ten days of suspension or a lesser penalty, this process will consist of informing the scholar of the charges against him/her and giving the scholar an opportunity to respond. More formal procedures must be followed when the discipline proposed is greater than ten days of suspension.

Scholars may have additional rights pursuant to laws governing the provision of educational services to scholars with disabilities.

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible scholars with certain procedural rights and protections in the context of scholar discipline. A brief overview of these rights is provided below.

Short-term suspensions: School personnel may refer a scholar to an alternative placement or suspension for up to 10 total school days without services. For subsequent exclusions the school year which do not constitute a change in placement:

1. The school must provide Free and Appropriate Public Education (FAPE) services to the extent necessary for progress in the general curriculum and IEP goals as determined by school personnel in consultation with at least one teacher.

2. If appropriate, the school must conduct a functional behavioral assessment and develop a behavioral plan.

Change of placement: A change of placement is defined as removal for more than ten consecutive school days or for a series of shorter removals (exceeding 10 days in total) with consideration of the length and total time removed, as well as the proximity and similarity of behavior. On the date of a decision to make a removal constituting a change of placement, families/guardians must be notified of the decision and the procedural safeguards.

Within ten school days of a decision resulting in a change of placement, the team must conduct a manifestation determination. The meeting must include representatives of the school, families/guardians and any other relevant members. The team must consider all relevant information in the scholar's file, teacher observations, and relevant information from the families/guardians. The team must determine whether the conduct was: (1) caused by the disability; or (2) had a direct and substantial relationship to the disability; or (3) was a direct result of the district's failure to implement the IEP. If any of these criteria are met, then the conduct is a manifestation of the scholar's disability.

If the team determines that the conduct was a manifestation of the disability, the scholar must be returned to his/her placement. The parties, however, may change the IEP and placement through the team process. Also, the team must conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavioral plan already exists, review the plan and make any necessary modifications.

If the team determines that the conduct was not a manifestation of the disability, the school discipline can be put into effect. The scholar is entitled, however, to receive educational services to enable progression in the general curriculum and IEP goals. The team must determine which services are necessary and the setting where they will be provided.

Appeal Rights: When a parent/guardian/guardian disagrees with the Team's decision on "manifestation determination," or an alternative placement, the families/guardians have the right to request an expedited hearing from the Bureau of Special Education Appeals. Placement pending the appeal is in the alternative setting as determined by the team for the duration of the discipline or completion of the appeal.

Exceptions for Specified Conduct: Under certain special circumstances as defined by federal law, school personnel may place the scholar in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the scholar possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function. The federal definition for serious bodily injury means bodily injury that involves:

1. A substantial risk of death;
2. Extreme physical pain
3. Protracted and obvious disfigurement; or
4. Protracted loss or impairment of a bodily member, organ or mental facility.

Otherwise, if the scholar's continuation in the current placement is substantially likely to cause injury to himself/herself or others the district may request an expedited hearing for an order to place a scholar in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

Scholars with Disabilities under Section 504 Scholars who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504.

1.8 Complaint Process

Introduction: It is Ivy Hill Prep's policy to ensure that scholars or families with a grievance relating to Ivy Hill Prep, its administration, and/or other employees shall, except as otherwise set forth below, use a procedure which may resolve grievances as quickly and as fairly as possible.

1. **Initial Conversation:** If you or your child has a grievance you should discuss it informally with the teacher, administrator, coach, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.
2. **Where to File A Complaint.** Any scholar who believes that Ivy Hill Prep has discriminated against or harassed her/him because of her/his race, color, creed, ethnicity, national origin, sex, sexual orientation, mental or physical disability, age, or ancestry in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint in writing with the Director of Operations. If the Director of Operations is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Head of School. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."
 - Head of School
 - Director of Operations

Complaints of harassment by peers: In the event the complaint consists of a scholar's allegation that another scholar is harassing him/her based upon the above-referenced classifications, the scholar may, in the alternative, file the complaint with the Head of School.

Complaints of discrimination based upon disability: A scholar who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of that scholar, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act should first contact the Head of School. If the complaint remains unresolved after contacting the Head of School, the procedure set forth by the Governing Board of Trustees must be followed.

Contents of Complaints and Timelines for Filing. Complaints under this Complaint Policy must be filed within 30 school days of the alleged discrimination. The complaint must be in

writing. Any person of the scholar's choosing, may assist the complainant with filing the complaint. The written complaint must include the following information:

1. The scholar's name and the parent/guardian's name who is filing the complaint on behalf of the scholar.
2. The name, address, telephone number, and e-mail address of the scholar's legal representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the scholar or parent/guardian wants the complaint to be resolved.

Investigation and Resolution of the Complaint: Respondents will be informed of the charges as soon as the Director of Operations or Head of School deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The Director of Operations, Head of School, or one of their designees will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, a member of the Leadership Team will meet with the scholar, parent/guardian and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the scholar, parent/guardian, and/or representative, the member of the Leadership Team will provide written disposition of the complaint to the scholar, parent/guardian and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by Ivy Hill Prep involves disciplinary action against an employee or a scholar, the resolution shall be kept confidential, except for the people that are involved.

All the timelines above will be implemented as specified, unless the nature of the investigation or circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such timelines will be followed.

Confidentiality of scholars/respondents and witnesses will be maintained, to the extent possible.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Appeals. If the scholar/parent/guardian is not satisfied with the disposition of a complaint, the scholar/parent/guardian may appeal the disposition to Governing Board within one week after receiving a decision from the school. The Governing Board will issue a written response to the appeal within 30 school days of receiving the appeal. The Board expects that all prior steps have been followed before action is taken at a Board level. All applicable public open meeting laws will be followed for the Board's meeting, including prior notice and the right of the employee to request that any potential employment action be held in an open meeting. Upon Resolution of complaint, Ivy Hill Prep must provide: (1) Written determination of complaint and any remedial action taken, and (2) Written notice that complainant may appeal to NYSED.

4.9 Field Trips

The school's curriculum may sometimes call for outside learning experiences. During these activities, it is important for all scholars to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows scholars to attend each school field trip will be sent home prior to the trip and must be signed by a parent/guardian or guardian. Scholars who fail to return the signed slip – or who are not permitted to attend the particular trip as a result of a loss of privileges – will not be eligible to participate and will be required to remain either in another classroom or in the office during the field trip. If families or other volunteers assist with field trips, scholars must give these families or other volunteers the same respect they would give to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school provided transportation. No younger/older siblings who are not enrolled with Ivy Hill Prep may attend the field trips due to safety.

If a student presents a safety concern to him/herself, or other classmates, due to significant misbehavior, a scholar may not be permitted to attend.

During registration, families grant their student permission to participate in school-related field trips that are within walking distance by completing the Handbook Sign-off Page. Families will be required to sign permission slips for any field trips that require transportation (bus or subway) and the school will send home permission slips prior to the trip.

At times, teachers will ask for a limited amount of family chaperones to attend field trips. Family chaperones are required to supervise students at all times and uphold Ivy Hill Prep's expectations. Family chaperones may not leave the field trip early and must come to and from the school with the class.

4.10 Forgery

Shared information and constant communication among teachers, scholars, and families are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by scholars, signed by families, and returned by scholars the next school day. Scholars who forge their parent/guardian's signature, or forge parent/guardian or guardian approval on any official or unofficial school communication, including community violations, may face an out-of-school suspension.

may face an out-of-school suspension.

Section 5: Building Safety and Security

There are a number of basic procedures the school has in order to ensure the safety and security of its scholars and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

5.1 Closed Campus

Under no circumstances are scholars to leave the school building without permission. A scholar with permission to leave may only leave under the escort and supervision of an authorized adult. Scholars need to be aware that the school has several neighbors and should be respectful and courteous of their needs. Once scholars have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

5.2 Visitors/Volunteers

Visitors: Ivy Hill Prep is happy to have visitors. Anyone, including family members who wish to visit the school, must first call the office to set up an appointment. Our Office Coordinator will make every attempt to arrange the visit within 24 hours of the request.

Volunteers: As a family member, you are an essential part of the Ivy Hill Prep community. Your input is welcome on all levels and volunteerism is encouraged in the school throughout the year. Volunteer opportunities are plentiful. A volunteer coordinator will organize and schedule family volunteers. When volunteering in the school, please keep in mind the following:

- You should arrange with the teacher the specific time you would like to volunteer at the school ahead of time. If you are unable to keep your scheduled time, please let the school know.
- Younger siblings should not accompany a parent/guardian/guardian to school during his/her volunteer time.
- When in the classroom, please support the school philosophy and model the

Comment [PA1]: You'll need something in this handbook that covers expectations for parents inside the building, including how they interact with staff. We had 1-2 parents each year who were extremely disrespectful on campus and we had to bar them from entering going forward.

code of behavior scholars and staff follow school wide.

Volunteers often inadvertently have access to sensitive information. Any information about scholars or their grades, discipline, or any personally identifiable information about School employees, including address, salary, Social Security number, or telephone number, etc. is to remain confidential. If a volunteer has a concern involving something that is witnessed or overheard it should be discussed with a faculty member or the Head of School. If a volunteer disregards this policy, the privilege of volunteering may be revoked. All employees of charter schools, and school volunteers who work with scholars, shall be fingerprinted and have a criminal background check conducted as required by statute.

Any visitor, including families and guardians, who do not report to the office or are found in the building without authorization will be asked to leave immediately. Visitors should wear visitor badges at all times to indicate that they have checked-in at the main office.

5.3 Scholar Searches

In order to maintain the security of all scholars, Ivy Hill Prep reserves the right to conduct searches of its scholars and their property. If searches are conducted, the school will ensure that the privacy of the scholars is respected to the greatest extent possible, and that scholars and their families are informed of the circumstances surrounding, and results of, the search. School cubbies and desks, which are assigned to scholars for their use, remain the property of the school and scholars have no expectation of privacy in these areas. All school premises are subject to random searches by school officials at any time.

5.4 Emergency Drills

Fire Drill: During the first month of school and frequently throughout the school year, scholars and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency. It is important for scholars to follow instructions quickly and quietly during an emergency drill. Procedures are as follows:

- Everyone must respond immediately to the fire alarm.
- All electrical equipment must be turned off before exiting a room.
- All doors must be closed but not locked.
- Exit silently in a single file line.
- Use either the primary or secondary exit.
- Proceed to assigned area where attendance will be taken and absences reported to a school administrator.
- Scholars should turn away from the building and remain silent to listen for further directions.
- Scholars must remain with their class, in sight of the teacher.
- No one may return to the building until an “all clear” signal is given.

Lock Down Procedures: A school administrator or staff member who sees that there is an immediate need for an emergency lock down will initiate the following procedures:

1. Notify the school office immediately upon observing a situation that may put children in imminent danger
 - a. A school administrator will notify school personnel to lock down.
2. At this time, teachers will complete the following steps as quickly as possible:
 - a. Lock their doors – once the door is locked, teachers are not to unlock it for any reason (not even to permit a scholar to enter);
 - b. Cover the door window with paper;
 - c. Have the scholars move away from all windows and sit silently on the floor;
 - d. Take attendance and call the office if they are missing any scholars (they may be in the bathroom or in another classroom);
3. Under no circumstances are teachers to open their classroom doors until they hear the code word or are directed to do so by local law enforcement or fire officials.

Volunteers/guests must also follow the above procedures for a fire alarm and lock-down.

Section 6: Family Involvement

Ivy Hill Prep is an academically rigorous, disciplined, and joyful elementary school in which all members of the school community – leaders, teachers, families, scholars, and board members – understand and are driven by the mission of college. We believe in the importance of working together to make a positive impact in the academic growth, character growth, and development of every child. Although the responsibility of making decisions of school policy belongs to the Governing Board and Head of School, families are involved on an individual level and through organized parent/guardian groups. We recognize that an effective partnership between school and home sets each scholar up for success by garnering family support of our school and reinforcement in the home for the school's activities and expectations.

6.1 Family Communication

It is vitally important that the school have methods of contacting families through the child's parent/guardian or other authorized family member. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Families are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment.

In case of an emergency, families or guardians should contact the Main Office either by phone or in person. Under no circumstances should families or guardians contact scholars in their classrooms or attempt to withdraw scholars from the building without notifying and receiving permission from staff members in the Main Office. Additionally, parents should not call their child's cell phone during school hours. Instead, they should contact the main office.

6.2 Parent/Guardian and Family Involvement

Family involvement in a child's educational life is critical to a child's success. We encourage families to develop strong positive partnerships with the school.

Visiting Classes: Our school has an open-door policy that allows family members to sit in on class during any time after the first six weeks of school. During the beginning of school, it is critical for scholars to transition into their new setting, and the presence of families in the classroom can slow this process. Beginning in mid-October, we encourage families to come into the classroom and see our dedicated teachers and scholars at work. To schedule a visit, please call our Main Office at least 24 hours in advance to schedule your observation.

- Please do not bring other children into the classroom.
- When observing in the classroom, families are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Family members who are disruptive to the educational process will be asked to leave. Visitors need to sign in at the office before visiting a classroom and wear a visitor badge while in the school.

Family Orientation: New families of Ivy Hill Prep are asked to bring their children in to the school before the start of school to meet with school staff and review expectations. These sessions are mandatory and will last approximately 1.5 hours; a family is only required to attend one session. It is critical that all families and children attend this initial Orientation session. At the orientation, teachers will explain vital information about class rules and discipline systems, class specific policies, give an overview of the general daily schedule, and answer any general questions that families have about the classroom. It will also give families a chance to meet families of other scholars in the school!

Curriculum Nights: We are excited about our curriculum at the school and want to share what is going on in our classrooms. Throughout the year, we will hold parent/guardian curriculum nights, and we encourage all families who can attend to do so. We will send out a calendar at the start of the year that has all of the dates for the monthly curriculum nights.

Volunteer at Ivy Hill Prep. Families are asked to host and give tours to school visitors, assist classroom teachers with various needs, serve as chaperones for school field trips, and participate in planning sessions for school activities that support the school's mission. All employees of charter schools, and school volunteers who work with scholars, shall be fingerprinted and have a criminal background check. We demonstrate appreciation of all of our families for entrusting us to educate their children to the highest quality, and we honor and recognize families that go above and beyond the required efforts to enhance their scholar's achievement and our mission.

Parent Teacher Conferences: Parent Teacher Conferences at Ivy Hill Prep are mandatory. Conferences are a crucial component of our educational program. A parent/guardian is expected to attend conferences as indicated on the school calendar, and at other times as

requested by the classroom teacher or Head of School. Families should plan on attending a 30-minute conference during that school day or at a pre-arranged time before or after school during that week.

Section 7: General School Information

7.1 Address

Ivy Hill Preparatory Charter School
475 East 57th Street
Brooklyn, NY 11203
Telephone: 917-789-5989
www.ivyhillprep.org

7.2 Phone Use

Although Ivy Hill Prep aims to have as much communication as possible with families, it would take an incredible amount of staffing and resources to provide message services, and we cannot guarantee that messages will actually reach scholars or teachers during the day. Teachers will, however, receive messages after 4:30 pm. Scholars are prohibited from using school telephones unless it is an emergency that requires immediate attention.

The office phone is a business phone and should be used by scholars for emergencies only. The phones may not be used by scholars to arrange for delivery of any items, including signed report cards, or missing Life's Work assignments. If families need to leave a message for their child, they should call the office, to leave a message before 12:30 PM. Scholars will not be called from class to the office to speak with a family member except in case of an emergency.

7.3 Lost and Stolen Property

We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that scholars bring to school which may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to a parent/guardian; however, the school is not responsible for replacing lost or stolen property or compensating the family for the value of that property.

7.4 Birthday Celebrations

On the first Friday of each month of the school year, we celebrate all of our scholars who have birthdays in that month. This ensures that scholars' birthdays are celebrated in a way that does not interrupt the academic day. However, individual birthday celebrations are permitted if parents would like to celebrate their child individually. Two weeks prior to the desired celebration, parents are responsible for coordinating a date with the scholar's classroom teacher. All celebrations will take place during Choice Time between 4:00 PM and 4:20 PM. Snacks and treats are permitted, but must be approved by the classroom teacher in

advance. Parents will be informed if there are any food allergies in the class. If there is a food allergy in the class, we ask families to be considerate and avoid that food product in the birthday snacks. Families, guardians, family, and friends are asked not to have flowers, cakes, balloons, etc. delivered to school for scholar celebrations. These are disruptive in the classroom and are a safety concern at school. If they are delivered, they will be kept in the office and the scholar's parent/guardian/guardian will be notified to pick up these items. According to the New York State Department of Health Services, all food distributed in the classes must be pre-packaged and store-bought.

If your child does not celebrate birthdays, please send a note in writing informing us that your child is not permitted to participate in birthday celebrations. This note will be held in the scholars' file.

7.5 Enrollment Policy

In the 2020-21 school year, Ivy Hill Preparatory Charter School will enroll 180 students in Kindergarten, 1st, and 2nd grade. We will grow one grade each year until we reach full scale in year 5, at which point we will enroll students in grades K-5. Ivy Hill Preparatory Charter School's admission policies and procedures are in accordance with Education Law §2854. Ivy Hill Prep is a tuition-free, public charter school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, gender identity, socioeconomic status, parent's/guardian's marital status, political affiliation, or any other protected status. Any child who is qualified under the laws of New York State for admission to a public school is qualified for admission to Ivy Hill Preparatory Charter School.

Enrollment Eligibility

New York State Resident. All student applicants must be residents of New York State at the time of enrollment. To complete the enrollment process, all parents are mandated to attend one (1) of the designated Enrollment Days organized by the school to secure their child's seat. In the event of unexpected school closure, the submission of student documents and the completion of school specific enrollment documents will be completed electronically prior to a specific date that will be decided upon by the school. At the time of enrollment, whether in person or if done electronically, families must provide **two** proof of residency documents for the student. Acceptable proof of residency includes: lease agreement, mortgage statement, residential utility bill, property tax bill, water bill, government-issued identification which has not expired and includes the address of residence, income tax form, NYS driver's license which has not expired, voter registration documents, or evidence of custody of the child that include name of student and address of residence. Students in temporary housing, as defined by McKinney-Vento, are not required to submit proof of residency documentation.

Age. All students that enroll in Kindergarten must turn five by December 31st of that school year. For the 2020-2021 school year, all students that enroll in Kindergarten must turn five by December 31, 2020.

As a public charter school, we do not require any action by a student or family (such as an

admissions test, interview, attendance at an information session, etc.) in order for an applicant to receive or submit an application for admission.

Enrollment Process

Application Submission. Ivy Hill Preparatory Charter School participates in the New York City Charter School Common Application and also provides paper applications for families when necessary to meet all accessibility needs. The application form is available in English and Spanish, and will be made available in other languages as needed. The application is available at www.ivyhillprep.schoolmint.net and www.ivyhillprep.org/apply. Ivy Hill Prep's application period will close at 11:59pm on April 1st of each year. Should the number of applications exceed the capacity of the grade level, we will conduct a random, public selection process (lottery) to enroll students.

Lottery. In accordance with Public Officers Law § 104, the date, time, and location of the lottery will be made known to the public. Two weeks prior to the lottery, we will provide notice of the time and location of the lottery to the same media outlet we use to post information about our Board meetings and will also post this information on our website. All families that have submitted an application by the deadline will be notified of the date, time, and location of the lottery. While families are welcome to attend, they are not required to do so and will not be penalized in any way if they do not attend. The lottery will be open to the public, in accordance with NYS Education Law §2854(2)(b), and a disinterested party will draw the lottery (8 NYCRR 119.5).

Accepting an Offer. Families will receive a phone call and email notification if their child is accepted by the lottery, and will have two business days to respond to the offer of acceptance. If families do not respond or formally accept the seat within two (2) business days, the seat will be filled from the waitlist in numerical order. Families can respond to the offer by phone (917.789.8959) or by email (info@ivyhillprep.org). If a family initially declines an offer and then seeks a seat for the same child at a later point during that school year, that family will be added to the end of the waitlist.

Vacant Seats. We will backfill vacant seats in kindergarten through third grade up to and including the last day of second quarter. Seats vacated between the initial lottery and the last day of second quarter will be offered to students on the waitlist. Seats vacated in the third or fourth quarter will remain vacant through the end of the academic year and will be filled for the next academic year through the public lottery. If a seat becomes available before the third quarter, we will contact the next family on the waitlist in numerical order and allow them two (2) business days to formally accept the seat. Families can respond to the offer by phone (917.789.8959) or by email (info@ivyhillprep.org). Should the family not accept or respond to our offer, we would move to extend an offer to the next family on the waitlist. Per our commitment to fulfill our mission for each student, we will not fill vacant spots that become available during the third or fourth quarter.

No-Show Policy. If a student does not attend and misses 20 consecutive days, and the student's family does not respond to communication from the school during this period of absence, the student may be removed from Ivy Hill Preparatory Charter School. Ivy Hill Prep will make every effort to reach absent families during the course of the first week of the school year, but will remove students and fill vacant seats in accordance with the process

outlined above.

Enrollment Preference

In accordance with New York State Charter School Law, enrollment preference will be given to students residing in the district of the school's location, siblings of students applying or already enrolled at Ivy Hill Prep, and students of Ivy Hill Prep employees.

In District of Location. We will accept students residing in the district of the school's location before accepting students living outside of that district. If we have fewer In-District applications than available seats, we will automatically accept all In-District applicants, and then fill the rest of our open seats through the lottery process described above.

Returning Students. Students returning to Ivy Hill Preparatory Charter School in a subsequent school year are exempt from the lottery process, and automatically enrolled in the next school year.

Siblings of Applying and/or Enrolled Students. If a child is selected through the lottery for a seat at Ivy Hill Prep, their siblings will be automatically granted enrollment if there is space available in their grade level. Siblings of currently enrolled students will be exempt from future lotteries and will be automatically granted a seat if there is available space at their grade level. Siblings are defined as children whose primary guardian(s) are also the primary guardian(s) of other children applying or already enrolled at Ivy Hill Prep. This is defined as guardian(s) who have custody of children and include half-siblings, step-siblings, or other family members such as cousins, nieces, or nephews being cared for as primary dependents. Siblings that apply simultaneously to Ivy Hill Preparatory Charter School, will also receive priority in the lottery process.

Children of School Employees. Children of school employees will be exempt from the lottery provided that the parent employed at Ivy Hill Preparatory Charter School has full or joint custody of the child. Employees include anyone who works at least half-time for Ivy Hill Prep and who started work on or before the first day of school of the year in which they are submitting their application. The number of students enrolled who are children of school employees will not exceed 15% of the total enrollment. Should the number of school employees' children applying exceed 15%, then all children of employee applications will be included in the general enrollment lottery.

Withdrawal Process

Students may be withdrawn from Ivy Hill Preparatory Charter School at any time in accordance with the procedure outlined below. Only the enrolling custodial parent/guardian may withdraw a student:

1. Ivy Hill Prep will verify that the withdrawing parent/guardian is the custodial parent/guardian.
2. The withdrawing custodial parent/guardian must complete a withdrawal form and provide a signature to confirm the withdrawal decision.
3. Ivy Hill Prep will confirm receipt of the completed withdrawal form and signature, and will remove the student from the school's roster.

Seats that open as a result of a withdrawal will be filled in accordance with the steps outlined

in the **Vacant Seat** section above.

7.6 Enrollment and Records

Upon acceptance of a seat, each student applicant will be required to complete and submit enrollment forms along with the following documents:

- A copy of the pupil's birth certificate or other acceptable proof of age;
- An up-to-date record of immunizations and current physical;
- Last report card (unless registering for kindergarten);
- Custody papers (if applicable);
- IEP, psychological reports, and/or other documentation of special education (if applicable);
- 2 Proofs parent/guardian's address. Please see below for possible proofs of address, or visit https://www.schools.nyc.gov/docs/default-source/default-document-library/pre-registration-checklist_english for a full list of accepted documents.
 - A residential utility bill (gas or electric) in the resident's name issued by a utility company (such as National Grid or Con Edison)—must be dated within the past 60 days
 - A bill for cable television services provided to the residence; must include the name of the parent and the address of the residence and be dated within the past 60 days
 - Rent receipt which includes the address of residence—must be dated within the past 60 days
 - Income tax form for the last calendar year
 - Official NYS Driver's License or learner's permit, which has not expired
 - Voter registration documents, which include the name of the parent and the address of residence
- A photo ID of the parent/guardian

7.7 Health Information

Health screenings are provided annually in order to identify scholars with health problems such as vision or hearing deficits that may now, or in the future, affect their education. Families/guardians are requested to notify the office if a scholar has a health problem. School personnel make every effort to comply with physicians' recommendations.

Families and guardians are requested to keep scholars home if the following symptoms are present: nausea and/or vomiting, elevated temperature, yellow or green nasal discharge, red or inflamed eyes, cold symptoms, any skin rash unless it has been diagnosed by a physician as non-infectious, severe headache, or other pain. State law requires that scholars be excluded from school if they are suspected of having a communicable disease.

Emergency contact: Families/guardians must make arrangements to have either a parent/guardian, neighbor, or other responsible person available at all times to pick up a child

who is ill. Because it is occasionally necessary to contact families/guardians, it is very important that families/guardians inform the school immediately of any phone number or address changes. School officials may contact Child Protective Services if a child is not picked up within two hours of the parent/guardian/guardian being contacted.

Chicken Pox: The scholar must remain home seven to ten days after the first pox appear so that all pox can be completely scabbed over before the scholar returns to school.

Emergency Form: Families are required to complete an emergency medical referral form for each of their children every year. Tell us how to contact you or another responsible adult if your child becomes ill or is injured at school. Families are expected to notify school officials regarding scholars' health problems including allergies to foods, medicine, insect stings, etc. It is important to notify the office of your address, home phone number business phone or emergency phone number changes during the school year.

Flu: School officials immediately send home scholars who exhibit an abrupt onset of any of the following symptoms: fever, chills, headache, muscle aches, vomiting, or severe sore throat.

Health Screening Programs

- **Hearing:** We follow the guidelines recommended by the New York State Department of Health Hearing Conservation program. Hearing tests are given to scholars at specified grade levels.
- **Vision:** We follow the guidelines of the New York State Department of Health Services Vision program. Vision tests are given to pupils at specified grade levels.
- **Pink Eye:** Pink eye (conjunctivitis) is an eye infection with symptoms of red, swollen, runny and/or sticky eyelids, especially in the morning. Bacteria or a virus can cause pink eye that is easily spread from person to person by contact with discharge from the infected person's eyes. When it is necessary to send a child home because of pink eye symptoms, we encourage the parent/guardian to call the child's doctor and report the symptoms. The doctor will then decide if an antibiotic eye medication is necessary. If medication is prescribed, the child can return to school after using the medication for 24 hours.

New York State Immunization Requirements

Many of the New York State health mandates affect Elementary School aged scholars. The following are state requirements:

- Four to Five doses of tetanus, pertussis, and diphtheria toxoid
- Three of more doses of polio vaccine
- Two doses of measles and one dose of rubella vaccine

- One dose of mumps vaccine
- Complete Hepatitis B series
- Chickenpox vaccine for scholars born after Jan. 1, 1994
- Tdap booster for scholars born on or after Jan. 1, 1994.

These immunizations are required by the state of New York and enforced by state law; scholars may be barred from attending school until the requirements have been met. Families must provide written documentation of these immunizations as well as school physicals on an annual basis to the school nurse. There are several local service providers that may provide assistance with both immunizations and school physicals. Please contact the school nurse or the main office for connections to those agencies.

Over-the-Counter Medication Policy: Administration of prescription medication is governed by the school's separate Policy for Administration of Prescription Medications at School. For over-the-counter (OTC) medications, families must fill out an Emergency Information Card that will remain on file in the front office. This form will also allow families to indicate permission for the scholar to take specific OTC medication (e.g., acetaminophen or ibuprofen). If a scholar must take any OTC medications while at school, the parent/guardian must bring the OTC medication to the health office and complete an additional permission form with signed instructions for administration. Dosage requested by the parent/guardian or guardian shall be in keeping with the manufacturer's recommendations. Each instance of administration of a prescription or non-prescription (OTC) drug shall be documented in the school's database by the administering office staff. The school does not provide any medications; therefore, families will need to provide any OTC medications their child will need. This includes cough drops, ibuprofen, antacids and acetaminophen. Scholars are not permitted to keep OTC medications on their person or in their backpacks on campus (all drugs, including cough drops, are kept locked in the health office). The Head of School must be notified immediately of scholars suspected of breaching these regulations. All medication must be kept within the health office. If a scholar has regular medication needed daily, the school needs to be able to keep the medication rather than sending it home each day (inhaler, epipen, breathing treatment, etc).

Restricted Physical Education Activities: If for any reason you feel your child should have restricted physical education activities, please provide school officials with a doctor's statement giving the reason and the length of the restriction. This information will be forwarded to the classroom teacher.

First Aid Provision and Medical Emergencies: Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse and administrators. In the event that a child requires emergency medical care, a parent/guardian or guardian will be notified as soon as possible. If a parent/guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have on file each scholar's Office/Health Emergency Card, which provides up-to-date contact information for

families and guardians, and which gives the school permission to initiate emergency medical treatment if a parent/guardian or guardian cannot be reached.

In the event of an emergency, the school will attempt to contact the parent/guardian or emergency contacts provided by the parent/guardian. If the condition is life threatening, beyond the scope of the health office staff, or the families/emergency contacts cannot be contacted, the school will contact Emergency Medical Services (EMS) to assess and treat the scholar. If medical transport is required, as determined by EMS, the families are responsible for any costs incurred.

7.8 Administration of Prescription Medication

In the event that a physician and parent/guardian or legal guardian determine that a scholar needs medication which can be administered while the scholar is at school or during school activities, the following shall apply:

- All medication or testing equipment will be kept in the school office. In the case of diabetes, the parent/guardian or legal guardian shall also provide a diabetes medical management plan, signed by the scholar's physician. School personnel will not administer medication by injection or perform diabetes testing that involves breaking the skin unless the diabetes medical management plan provides specific written notice that the scholar's health would be seriously impaired without the injection or testing during school hours or school activities, and also provides specific written instructions for techniques used to determine the proper dosage of medication in a specific situation. It is the parent/guardian or legal guardian's responsibility to provide adequate staff training for administration of medicine or diabetes testing. In no event will school personnel administer medications in dosages not prescribed by a physician.

7.9 Child Find

The intent of Child Find is that schools identify, locate, and evaluate all children from birth through age 21 with delays or disabilities in order for the children to receive the supports and services they need. Public schools are responsible for "finding" eligible children and providing services needed for them to reach their developmental milestones or meet their educational needs. Child Find procedures include identification (screening), referral, and evaluation procedures. The Child Find process includes the diagnostic testing, the Scholar Supports Team (SST), and review of enrollment data and educational performance for transferring scholars. For children suspected of having a disability, the SST will recommend that a multidisciplinary evaluation team conduct a full and individual evaluation to determine eligibility and need for special education.

7.10 FERPA - Annual Notification to Families and Eligible Scholars Regarding Scholar Records

This Notification is required by the Family Educational Rights and Privacy Act (FERPA) and provides you with important information regarding your rights as they relate to scholar educational records. It is directed to families (including a natural parent/guardian, a guardian or an individual acting as a parent/guardian in the absence of a parent/guardian or guardian) and eligible scholars (scholars aged 18 or older) or attending an institution of postsecondary education).

Parent/Guardian Rights

- The Right to Inspect and Review the Scholar's Educational Records. If you wish to inspect/review the scholar's educational records, please contact the Head of School to make an appointment to do so. You will be provided access to records within a reasonable period of time, but in no case more than 45 days after your request is received. School personnel will respond to reasonable requests for explanations and interpretations of the records. Ivy Hill Prep will provide you with a copy of the records or make other arrangements for inspection and review of the requested records if its failure to do so would effectively prevent you from exercising your rights to inspect and review the records.
- The Right to Consent to Disclosures of Personally Identifiable Information Contained in the Scholar's Educational Records, Except to the Extent the Law Authorizes Disclosure Without Your Consent. Ivy Hill Prep will limit the disclosure of information contained in a scholar's education records except: (1) By your prior, written consent; (2) As directory information; or (3) Under certain limited circumstances permitted by FERPA, the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT Act), and the No Child Left Behind Act of 2001. Some instances in which disclosure is permitted without your consent are set forth below.

Directory Information: Your consent is not required for Ivy Hill Prep to release the following scholar information designated as "directory information:" If you wish to refuse to permit Ivy Hill Prep to release directory information, you must submit your written refusal to the Head of School's Office within two weeks of the date of this notice.

| Name | Date and Place of Birth | Class Designation |
|----------------------|--|--------------------------------------|
| Address | Grade level or major field of study | Previous School or District Attended |
| Telephone | Participation in officially recognized activities and sports | Wt. and Ht. for athletic teams |
| Parent/guardian Name | Scholar Photograph | Dates of Attendance |

| Email | Degrees and awards received | |
|-------|-----------------------------|--|
|-------|-----------------------------|--|

Disclosure to School Officials. Ivy Hill Prep may disclose personally identifiable information from a scholar's education record without your consent to school officials who have a legitimate educational interest in the information. School officials include, but are not necessarily limited to:

- Administrators, supervisors, and teachers
- Counselors, therapists, and other non-teaching personnel
- Authorized volunteers or interns
- Temporary substitutes for administrative, supervisory, or teaching personnel
- Members of Governing Board, when acting in their official capacity
- Contracted consultants or other professionals (i.e., attorneys, auditors, evaluators)

A "legitimate educational interest" is the person's need to know in order to fulfill the school official's professional responsibility and/or to provide a service or benefit to the scholar or the scholar's family.

- The Right to Seek Amendment of the Scholar's Education Records that the Parent/guardian or Eligible Scholar Believes to Be Inaccurate, Misleading, or Otherwise in Violation of the Scholar's Privacy Rights. If you believe the scholar's records contain information that is inaccurate, misleading, or in violation of the scholar's privacy or other rights, you may ask Ivy Hill Prep to amend the record. You are also entitled to a hearing to present evidence that the record should be changed if Ivy Hill Prep decides not to alter it according to your request. A form for this purpose and additional information is available in the Head of School's office.
- The Right to File a Complaint with the U.S. Department of Education Concerning Alleged Failures by Ivy Hill Prep to Comply with the Requirements of FERPA. You are entitled to file a Complaint with the U.S. Department of Education if you believe Ivy Hill Prep has violated FERPA.

Ivy Hill Prep complies with FERPA (20 U.S.C. § 1232g and § 1232h; 34 C.F.R. Part 99); the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.; 34 C.F.R. Part 300); and A.R.S. §§ 15-141, 15-142.

Families and eligible scholars have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the scholar records laws and regulations with the New York State Department of Education. Complaints relative to federal statutes and regulations governing scholar records may be filed with the Family Policy Compliance Office, U.S. Department of Education.

Title I – Right to Know

We are pleased to notify you that in accordance with the No Child Left Behind Act of 2001, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please provide a written request to our Main Office.

7.11 Individuals with Disabilities Education Act (IDEA)

IDEA is a federal law that protects the rights of scholars with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the scholar's families and staff of the school of attendance. Also, with parent/guardian permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws. Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

7.12 Custody

In most cases, natural families shall be given reasonable access to their children at school and to their children's official school records. Exceptions to this will be made in cases where there are court orders restricting the rights of a parent/guardian to access a child and/or the child's official school records.

It shall be the responsibility of the natural parent/guardian who has a court order restricting the rights of the other (non-custodial) parent/guardian to a child or the child's official school records to notify school officials of the conditions of the court order and to provide school officials with a current copy of the court order. In cases in which a person other than the natural parent/guardian has been granted guardianship, the rights and privileges of the natural parent/guardian shall be considered divested, in the absence of court action granting the natural families specific rights. In cases of guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation or changes.

7.13 Reporting Child Abuse

Child abuse is something that will not be ignored at Ivy Hill Prep. All school employees are required by New York state law and school policy to report any suspected child abuse. Ivy Hill Prep is required by law to report to Child Protective Services or the police department with jurisdiction any suspected non-accidental injury, sexual molestation, abuse, or neglect.

7.14 Non-Discrimination

Ivy Hill Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA), or on the basis of pregnancy status in accordance with the Pregnancy Discrimination Act of 1978. In addition, no person shall be discriminated against in admission to the school on the basis of race, sex, color, creed, ethnicity, sexual orientation, mental or physical disability, age, or ancestry. Finally, no person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by the school on the basis of race, sex, color, religion, national origin, or sexual orientation.

7.15 Harassment

Ivy Hill Prep is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, scholars, vendors, or other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Ivy Hill Prep requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

Definition of Harassment:

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment. While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a scholar.
3. Such conduct interferes with an individual's job duties, education or participation in extracurricular activities. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited: Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, scholars, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Ivy Hill Prep.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Governing Board, subject to applicable procedural requirements.

7.16 Bullying and Cyberbullying

Bullying is illegal and will not be tolerated at Ivy Hill Prep. Scholars have a right to be free from any form of bullying. Scholars, families, and school employees have a right and a responsibility

to report incidents of bullying. Any scholar who engages in such behavior will face behavioral consequences through the school, and could face charges in the legal system.

Cyberbullying (bullying via the internet on any electronic device) that is conducted at school will be treated the same as in-person bullying and all consequences will apply. Scholars will be trained in what to do if they are being cyberbullied (starting in third grade).

Family Student Handbook Sign-Off Page



Please complete this form and return it to your school's Main Office.

Handbook: I have received the Ivy Hill Prep's Family Student Handbook. I understand it is my responsibility to read the Handbook to understand the school's policies and procedures, and to discuss them with my child.

Interest Acceptable Use Policy: I have read the Ivy Hill Prep's Internet and IP Acceptable Use Policy in this handbook and agree to the terms of the policy.

Permissions to Release Address and Phone Numbers: I hereby give Ivy Hill Prep permission to print my address and phone number. I understand that this information will only be used by staff, parents and guardians who are members of the school's community.

Field Trip Permission: I hereby give permission for my child to walk to recreational spaces with a two-mile radius of my child's school. Notification for field trips and special activity dates and locations will be sent in advance of the field trip or special activity. I may decline my child's attendance by submitting a request in writing.

Student Media Consent and Release Forms: I have received the Ivy Hill Prep Student Media Consent and Release Form as included in the Family Student Handbook and have returned the signed form to my school's main office.

By signing the Family & Scholar Handbook sign-off page, you are indicating that you agree to all the policies and procedures as document. You are committed to working together with Ivy Hill Prep to adhere to our expectations for all scholars. If you have multiple children attending Ivy Hill Prep, please list each of them below:

| | |
|-------------------------|--|
| Today's Date | |
| Name of Child(ren) | |
| Name of Parent/Guardian | |

Cover Sheet

Vote to Approve Homeless Student and Transportation Policy - TABLED TO NEXT MEETING

Section: IV. Academic Achievement
Item: B. Vote to Approve Homeless Student and Transportation Policy -
TABLED TO NEXT MEETING
Purpose: Vote
Submitted by:
Related Material: Homeless and transportatopn policy_2020.pdf



Enrollment Policy for Homeless Students

Ivy Hill Preparatory Charter School is dedicated to meeting the needs of youth who may be experiencing instability in their home lives.

Our enrollment paperwork and intake process includes the documentation of living arrangements of the child or unaccompanied youth, including asking if they are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations; with relatives or others due to loss of housing, economic hardship or a similar reason; shelters; cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; are abandoned in hospitals; or have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. This includes migratory children living in circumstances described above.

Transportation Policy for Homeless Students and Those Living in Foster Care

Our school is a Title 1 school, we have no non-Title 1 schools. We are a 1 building LEA. If our own students become homeless, and/or take refuge in a shelter or comparable dwelling or arrangement, a portion of our Title 1 funding can and will be used to provide transportation for affected students and/or wages for tutors to convene with affected student/s to ensure that grade level expectations are continuing to be strived for. In no case will we accept the fact that the lack of an adequate living arrangement should come into conflict with educational goals that all students are held to.

The New York City Office of Pupil Transportation provides yellow school bus service to eligible students. All eligible scholars will be assigned a bus stop location for morning pick up and afternoon drop off. School bus routes are determined by student address, so it is imperative that you contact the school when your address changes.

Door to door yellow school bus service may be requested for scholars with transportation services indicated on their IEP, scholars with medical conditions, and scholars whose family has moved to temporary shelter housing. Please notify the school to find out if your child will qualify for any of the above special circumstances. Our Social Emotional team works quickly to ensure that this happens if a student's housing arrangements change due to homelessness or foster care placement. At no time will a child's ability to arrive on time to school be jeopardized due to homelessness or foster care placement.

Cover Sheet

Academic Dashboard

| | |
|--------------------------|---------------------------------------|
| Section: | IV. Academic Achievement |
| Item: | C. Academic Dashboard |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | Academic Dashboard_2019-2020 (3).xlsx |

Cover Sheet

HOS Report

| | |
|--------------------------|--------------------------------|
| Section: | V. Head of School Update |
| Item: | A. HOS Report |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | Head of School Report_July.pdf |



Ivy Hill Prep Board of Trustees

Head of School REPORT

IVY HILL PREPARATORY CHARTER SCHOOL

Head of School REPORT

6-22-20

Submitted by: Ambrosia Johnson

Data as of 6/7/20

I. Facility Update

- Given by Director of Operations

II. Enrollment Report

2019 – 2020 Enrollment

(Current Year)

| | Kindergarten | 1 st Grade |
|-------------------------|--------------|-----------------------|
| Target | 88 | 32 |
| Current Accepted Offers | 85 / 88 | 31 / 32 |
| Gap | 4 | 1 |
| Total Enrollment | 116 | |
| Budgeted Enrollment | 106 | |

2020 – 2021 Enrollment

(Upcoming Year)

| | Kindergarten | 1 st Grade | 2 nd Grade |
|-------------------------|--------------|-----------------------|-----------------------|
| Target | 60 | 10 | 2 |
| Current Accepted Offers | 57 / 57 | 6 / 6 | 2 / 2 |
| Gap | 0 | 1 | 0 |
| Waitlist | 131 | 0 | 11 |
| Total Enrollment | 57 | 6 | 2 |

III. Hiring Report SY 2020-2021

| Position | Total Needed | Total Hired | Total Remaining | Goal of Hire | Current Status |
|---------------------------|--------------|-------------|-----------------|--------------|----------------|
| Teacher | 9 | 6 | 3 | 7-15-2020 | In Progress |
| Special Education Teacher | 1 | 0 | 1 | 7-15-2020 | In Progress |

| | |
|---------------------|----|
| Total Hires Needed: | 10 |
| Total Hired: | 6 |

IV. School Updates

Summer Break

Cover Sheet

Vote to Approve Re-Opening Plan

| | |
|--------------------------|---|
| Section: | V. Head of School Update |
| Item: | B. Vote to Approve Re-Opening Plan |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | IHP Staff ReEntry Plan_2020.pdf Ivy Hill COVID Reopening 2020_vF.pdf |



Dear Ivy Hill Prep Staff,

Our goal is to ensure a safe, academically rigorous, and joyful school community for all families, staff, community partners, and vendors. In the wake of these unprecedented times, Ivy Hill Preparatory Charter School is prepared to open its doors to 180 K-2 scholars for the 2020-21 school year. We know that this poses several questions in regards to the safety of scholars and staff with re-opening during COVID-19. This guidance serves as Ivy Hill Prep's COVID-19 Response Plan to ensure that the correct protocols and procedures are implemented to serve our community in a safe and joyous working environment.

Our Commitment to Our Community

We know the global pandemic, known as COVID-19 shapes our current reality and forces changes in our lives in ways that we couldn't imagine. Ivy Hill Prep has performed and will continue to perform the following, as precautionary measures to ensure a safe and healthy school environment.

1. Educating staff on proper handwashing based on guidance from the Centers for Disease Control (CDC) as well as other precautionary measures for routine proactive measures to help prevent the spread of any illness.
2. Professional cleaning company enacted a deep cleaning schedule in our building since March 13, 2020.
3. Removal of handshaking and/or physical contact from school greeting and disbursement of hand sanitizer and temperature checks upon arrival.
4. Regular maintenance of cleaning and disinfecting frequently touched objects and surfaces.
5. Full implementation of staff hand washing schedule for all staff.
6. Scheduled professional deep cleanings during school closure.
7. Barriers to protect staff for social distancing in throughout the school.
8. Directional markers to maintain social distancing in hallways and common areas.
9. Issuance of non-disposable PPE to staff.

Cleaning Precautionary Measures Prior to Re-Opening (SY 2020-2021)

1. Use of infrared forehead guns to take the temperatures of all scholars in the carline prior to entering the facility for the school day.
2. Installation of 60% alcohol sanitizers in each classroom to support sanitizing of staff and students' hands.

Re-Entry Plan

Caring for members of our team and family continues to be one of our top priorities. This document is a compilation of policies and procedures designed to provide guidance and support to Ivy Hill Prep employees as we begin the process of reopening our school. This document is subject to change in response to safety measures needed due to COVID-19. Resources, policies, and procedures contained herein are:

1. Ivy Hill Prep's Safety Procedures
2. Staff Travel
3. Screening for COVID-19 Related Illness or Exposure
4. Duty to Report Symptoms or Suspected Infection
5. Reporting/Communications for COVID-19 Related Illness or Exposure



6. Return to Work After Possible COVID-19 Infection
7. Attendance and Punctuality
8. Essential Workers Definition & Duty

Effective Date of Activity for Aforementioned Policies

Based on the guidance above, effective immediately, all staff members will adhere to the following policies/procedures.

Human Resources

Ivy Hill Prep has a comprehensive re-opening strategy and procedures, found here. Staff members must adhere to the safety protocols in the reopening strategy. Failure to do so could result in disciplinary actions. If a staff member is physically unable to comply with any of the protocols or needs accommodation, he/she should contact Director of Operations as soon as possible: BParker@ivyhillprep.org.

Section 1: Safety Policy & Procedures

All staff are expected to adhere to the safety protocols detailed in this document, participate in the safety training provide by Ivy Hill Preparatory Charter School, and follow the guidelines from the CDC. These guidelines have been incorporated into the safety protocols below.

Staff Arrival

As an employee of Ivy Hill Preparatory Charter School, the following obligations are required for compliance with the above mentioning.

1. All teachers and administrative staff will be screened upon arrival to work. This screening includes checking temperature for fever, symptoms, and required PPE equipment. Temperatures will be logged daily and a restriction for temperatures out of range will be enforced.

Arrival Sign-In

1. Apply Face Mask/Shield
2. Sanitize hands
3. Temperature Check, COVID-19 Questionnaire
4. Report to restroom to wash hands

Handwashing is the most effective strategy for reducing the spread of COVID-19. Proper hand washing should be performed upon arrival to work, before and after individual contact, and before donning (putting on) and after doffing (removing) PPE, including gloves.

Hand Washing: Follow Six Steps to Wash Your Hands the Right Way:

1. Wet your hands with clean, running water (warm or cold), and apply soap.
2. Lather your hands by rubbing them with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean paper towel or air dry them.
6. Use a paper towel to turn off the faucet.



2. While at work, all employees will wear personal protective equipment (PPE) when in the school for school related business. This equipment includes face masks and/or face shields and gloves as instructed by the Department of Health & Center for Disease Control and Prevention (CDC).
3. Enhanced cleaning to all teacher work space will be done at the conclusion of the visit to the office. Teachers are required to use disinfectant wipes to clean the work desk, chairs, and surfaces that they worked on prior to departure.

Disposal of PPE

A designated trash compartment will be assigned for the disposal of all PPE equipment at the departure of all visits to the facility. Employees are required to properly dispose of all face mask and gloves. The disposal bin will be properly labeled and placed outside of the facility for easy disposal.

Ivy Hill Preparatory Charter School's Safety Protocols Are:

- All staff will be required to participate in safety training.
- Safe Schools safety training videos
- Staff will be required to undergo a health screening before returning to work
- Staff are expected to take their temperature each day at least two hours prior to reporting to work. If his/her temperature is greater than 100 degrees Fahrenheit, he/she must stay home, contact their manager, and contact their health care provider.
- If a staff member is feeling sick prior to coming to school, alert your supervisor immediately and stay home. He/she should follow the procedures in the table below.
- If a staff member is feeling sick after coming to school, alert your supervisor immediately and go home as soon as feasible. He/she should follow the procedures in the table below.
- All staff will be required to enter the campus with a mask or face covering over their nose and mouth leaving the mask covering in place during the time he/she is on campus, with the exception of when intaking meals.

If anyone in the building tells a staff member they are not feeling well, or if a staff member observes that someone doesn't appear to be feeling well, or if the staff member learns that someone in the building recently tested positive for COVID-19 or has been in close contact with someone who tested positive for COVID-19, he/she should alert Ambrosia Johnson, Head of School, and Brandon Parker, Director of Operations, and COVID-19 contact immediately. In the case of a child, the Head of School, Director of Operations, or Dean of Student Support will alert the designated isolation contact to escort the child to the designated isolation area. The child will remain in the designated isolation area (with adult supervision) while the child's parent/legal guardian is contacted. In the case of adults, they should proceed to the designated staff isolation area, if they are not able to leave immediately. They should leave the premises as soon as they are able.

- All staff will be required to support contact tracing efforts by, among other things, keeping accurate attendance of students in all classes.
- All staff will continue to practice and enforce proper cleanliness techniques.



Staff will follow best practices regarding safety via the following, but not limited to:

1. Engage in social distancing, for example:
Stay at least 3-6 feet away from colleagues and students (where possible); discuss with your manager if you perceive that to be a challenge. Promote social distancing amongst students.
2. Wear face masks at all times when inside the premises, except when intaking meals.
 - Avoid touching your mask, as this spreads the germs the mask may be capturing.
 - Conference via video or phone, where possible
 - Abide by maximum occupancy signs in conference rooms or teacher work areas
 - Group same students and staff together each day, as much as possible
 - Do not congregate in staff lounges, conference rooms, or another similar area
 - Adhere to staggered work times, if any

The following and similar gatherings are not permissible until further notice:

- No field trips
 - No team lunches or outings
 - No outings to sporting events
3. **Do not share equipment, for example:**
 - No sharing of phones
 - No additional sharing of offices
 - No sharing of desks
 - No beverage pitchers
 - No shared snacks
 - Avoid shared utensils; no shared forks
 4. **Engage in “no-touch” greetings**
 - No handshakes
 - No hugs
 - No back slaps
 5. **Do not touch your face with unwashed hands, particularly your nose, eyes, and mouth.**
 6. Follow [CDC’s handwashing guidelines](#).
 7. Key times to ensure you’re washing your hands:
 - After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, cash registers
 - Before touching your face, particularly your eyes, nose, or mouth
 - Before, during, and after preparing food
 - Before eating food
 - Before and after caring for someone at home who is sick with vomiting or diarrhea
 - Before and after treating a cut or wound



- After using the restroom
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

8. Follow CDC's guidelines regarding [coughing, sneezing, and blowing your nose](#)

- Cover your mouth and nose with a tissue when you cough or sneeze
- Throw used tissues in the trash
- If you don't have a tissue, cough or sneeze into your elbow, not your hands
- Wash your hands immediately after blowing your nose, coughing or sneezing

9. Follow [disinfection procedures](#)

- Evacuate room upon learning that someone with COVID-19 or COVID-19 symptoms was present in the room
- Allow room to remain vacant for 24 hours
- Disinfect room

Section 2: Staff Travel

Ivy Hill Preparatory Charter School requires staff that travels internationally to report this information to the Head of School, Ambrosia Johnson, as soon as there is knowledge of travel arrangements. IHP reserves the right to delay staff members' return to work for up to 14 days based on CDC recommendation of social distancing. Ivy Hill Preparatory Charter School reserves the right for the leave time required for delay from work to be unpaid for voluntary/leisure travel. The CDC recommends that travelers avoid all nonessential international travel.

The Department of State advises U.S. citizens to avoid all international travel due to the global impact of COVID-19. In countries where commercial travel options remain available, U.S. citizens should arrange for immediate return to the United States, unless they are prepared to remain abroad for an indefinite length of time. For more information about possible travel restrictions, contact your destination's U.S. Embassy or Consulate or visit the [Department of State website](#).

CDC recommends that travelers avoid all nonessential international travel. If you must travel:

- Clean your hands often.
 - Wash your hands with soap and water for at least 20 seconds, especially after you have been in a public place, after touching surfaces frequently touched by others, after blowing your nose, coughing, or sneezing, and before touching your face or eating.



- If soap and water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub your hands together until they feel dry.
- Avoid touching your eyes, nose, or mouth.
- Avoid close contact with others.
 - Keep 6 feet of physical distance from others.
- Wear a cloth face covering in public.
- Avoid traveling if you are sick.

If you travelled internationally in the last 14 days:

- Stay home, monitor your health, and practice social distancing for 14 days after you return from travel. Social distancing means staying out of crowded places, avoiding group gatherings, and maintaining distance (approximately 6 feet or 2 meters) from others when possible.
- Learn more about [what to do if you are sick](#) after travel.

Section 3: Screening for COVID-19 Related Illness or Exposure

All staff will be required to respond to short COVID related health questions prior to arriving at work and at regular intervals. Staff will be asked to:

a. Self-report any symptoms of COVID-19:

- Fever
- Cough
- Nasal congestion
- Sore throat
- Shortness of breath
- Diarrhea
- Nausea or vomiting
- Fatigue
- Headache
- Muscle Pain
- Poor feeding or poor appetite
- Loss of taste or smell
- Or any other symptom of not feeling well.

b. Note if they have been in close contact with a person who has COVID-19 or a person who is awaiting COVID-19 test results.

c. Check their own temperature, two hours or less before arrival to the school, and to confirm that the temperature was less than 100 degrees Fahrenheit.

All screening information/results will be kept confidential and separate from the employee's personnel file. This information will only be used for the purposes of reducing the risk of COVID-19 infection and not for making any other health determinations.



Employees who refuse to submit to screening may be sent home and expected to use sick leave, vacation time, or unpaid leave and will not be permitted to return to the workplace. Further refusal could result in disciplinary action.

Section 4: Duty to Report Symptoms or Suspected Infection

Ivy Hill Preparatory Charter School staff members have a duty to immediately report the following conditions:

- They have, or a member of their household has, tested positive for COVID-19.
- They or a member of their household is exhibiting symptoms of COVID-19 (see below list of possible symptoms).
- They have been exposed to someone with a confirmed positive COVID-19 test.
- They observe a student or staff member with COVID-19 symptoms while at work.
- Employees who make reports will not be subjected to retaliation

Emergency warning signs (requiring medical care) of COVID-19 include:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

Employees who make reports will not be subjected to retaliation.

One of the best ways to reduce the spread of COVID-19 is to [stay home when appropriate](#). If a staff member or student contracts COVID-19, has close contact with someone with COVID-19, or exhibits symptoms of COVID-19, the following procedures shall apply:

Section 5: Reporting & Communication for COVID-19 Related Illness or Exposure

| Situation | Immediate Action | Employee Benefits <i>Not applicable for student body.</i> | Reporting |
|---|---|---|--|
| If a staff member tests positive for COVID-19. | <ul style="list-style-type: none"> • Alert Head of School and Director of Operations of need for sick leave. • Alert COVID-19 contact of positive COVID-19 test. • If an employee is at work, they should leave as soon as | <ul style="list-style-type: none"> • Allow employees to work remotely during the quarantine period if they are medically able. • If they are unable to work, they may use paid sick leave | <ul style="list-style-type: none"> • COVID-19 contact shall immediately send an email to: ajohnson@ivyhillprep.org and bparker@ivyhillprep.org. • Supervisor will send communication to family members and staff at the school, alerting of a |



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| | <p>possible or go to the designated staff isolation area until they are able to leave.</p> <ul style="list-style-type: none"> • Student should be escorted to the designated supervised student isolation area to be assessed by the school nurse. Directly following, students family must be contacted to coordinate pick-up.* • Employee should contact healthcare provider. • Employee/student may not return to work/school until cleared by the COVID-19 contact and healthcare official. | <p>provided under FFCRA.</p> <ul style="list-style-type: none"> • If additional leave is needed, they may use Ivy Hill prep sick leave, if applicable. As a check for potential abuse, to obtain Ivy Hill Prep COVID-19 sick leave, employee will need to obtain COVID-19 test. | <p>positive result while protecting the identity of the staff member.</p> <ul style="list-style-type: none"> • Employee may agree to have their identity shared. • Persons responsible for contact tracing will ask employees for a list of persons at Ivy Hill Prep with whom they have had close contact during the period in which they may have been infectious (i.e., up to 48 hours before the person began feeling sick until the person isolates.) |
| <p>If a staff member exhibits symptoms of COVID-19.</p> | <ul style="list-style-type: none"> • Alert Head of School and Director of Operations that there is a need for leave. • Alert COVID-19 contact of potential COVID-19 exposure. • If employee is at work, they should leave as soon as possible or go to the designated staff location area until they are able to leave. • Student should be escorted to the | <ul style="list-style-type: none"> • Allow employees to work remotely during the quarantine period if they are medically able. • If they are unable to work, they may use paid sick leave provided under FFCRA. • If additional leave is needed, they may use Ivy Hill Prep sick leave, if applicable. As a check for potential abuse, to obtain Ivy Hill Prep | <ul style="list-style-type: none"> • COVID-19 contact shall immediately send an email to: ajohnson@ivyhillprep.org and bparker@ivyhillprep.org. |



| | | | |
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| | <p>designated supervised student isolation area to be assessed by the school nurse. Directly following, students family must be contacted to coordinate pick-up.*</p> <ul style="list-style-type: none"> • Employee should contact their healthcare provider. • Student family should contact their healthcare provider. • Employee/student may not return to work/school until cleared by COVID-19 contact, which will include the presentation of a negative COVID-19 test. | <p>COVID-19 sick leave, employee will need to obtain COVID-19 test.</p> | |
| <p>If a staff member has “close” contact with someone who tests positive with COVID-19.</p> <p>“Close” contact means being less than 6 feet away for at least 15 minutes.</p> | <ul style="list-style-type: none"> • Alert Head of School and Director of Operations that there is a need for leave. • Alert COVID-19 contact of potential COVID-19 exposure. • Provide COVID-19 contact with the name of the individual who tested positive (if they are affiliated with Ivy Hill Preparatory Charter School.) • Employee/student may be required to not work/come to | <ul style="list-style-type: none"> • Remote work for staff members for the duration of the quarantine period at the discretion of the school. | <ul style="list-style-type: none"> • COVID-19 contact shall immediately send an email to: ajohnson@ivyhillprep.org and bparker@ivyhillprep.org. |



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| | school until cleared by the COVID-19 contact, which will include the presentation of a negative COVID-19 test. | | |
| <p>If a staff member has <i>indirect</i> contact with someone who tests positive with COVID-19.</p> <p>“Indirect” contact means contact with an individual who has had contact with someone who tested positive.</p> | <ul style="list-style-type: none"> No action required but the staff member/family should monitor for any signs of flu-like symptoms. | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> COVID-19 contact shall immediately send an email to: ajohnson@ivyhillprep.org and bparker@ivyhillprep.org. No further reporting required unless a family member requires assistance to report the case to DOH. |

Continuation of Pay & Insurance:

Remote/In-Person: All Ivy Hill Prep salaried Staff will continue to be paid for all scheduled work, both remote and in-person through distance learning, subject to distance work expectations. If an employee is not accessible during business hours, he/she may be required to take leave.

Unable to Work Due to Illness: If an employee is unable to report to work, either in-person or remote, please see Paid Leave and Unpaid leave sections above.

Section 6: Returning to Work After Possible COVID-19 Infection

Consistent with CDC guidelines, Ivy Hill Preparatory Charter School shall require that staff members meet the following criteria before returning to work after a possible COVID-19 infection:

Returning to Ivy Hill Prep After Possible COVID-19 Infection

To return after a positive COVID-19 test

Following the [CDC guidelines](#), the following conditions must be met:

Floor:

- At least 3 days have passed since the individual’s body temperature was 100 degrees or higher (without the use of fever-reducing medication.)
- Symptoms such as cough or shortness of breath have improved
- 10 days have passed since symptoms appeared



| | |
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| | <ul style="list-style-type: none"> • 10 days have passed since the positive test. • Individuals in higher risk categories may need to stay home longer <p><u>Ceiling</u></p> <ul style="list-style-type: none"> • No fever, improved symptoms AND • Test negative for COVID-19 once. Take an additional COVID-19 test 24 hours later and test negative a second time. In the event that testing is unavailable, individuals should wait until at least 14 days have passed since symptoms first appeared. If they were not symptomatic, at least 14 days have passed since their first positive test and the healthcare provider advises safe to return to work via doctor's note to return to work. |
| <p>To return to Ivy Hill Prep after exhibiting symptoms of COVID-19.</p> | <p>Following the CDC guidelines, the following conditions must be met:</p> <p><u>Floor:</u></p> <ul style="list-style-type: none"> • At least 3 days have passed since the individual's body temperature was 100 degrees Fahrenheit or higher (without the use of fever-reducing medication) • Symptoms such as cough and shortness of breath have improved • The school may require that 10 days have passed since symptoms appeared • Individuals in higher risk categories may need to stay home longer. <p><u>Ceiling:</u></p> <ul style="list-style-type: none"> • No fever, improved symptoms AND • Test negative for COVID-19 once. Take an additional COVID-19 test and test negative a second time. In the event that testing is unavailable, individuals should wait until at least 10 days have passed since symptoms first appeared. If they were not symptomatic, at least 10 days have passed since their first positive test. |

Section 7: Attendance/Punctuality

We know that the impact of COVID-19 on employees' schedules are significant. During the period of remote work or a hybrid of remote/in-person work, we expect that managers and team members will communicate about daily schedules and that Supervisors will work to schedule check-ins and team meetings at a time that works for everyone, to the greatest extent possible. Given this, employees are expected to attend required virtual meetings or huddles as directed by their Supervisor, unless on an approved Leave of Absence or sick leave. If employees cannot attend required meetings, they must notify their supervisor via email prior to the meeting start time with the reason for the absence and whether that reason will impact the employee's ability to complete their work expectations for the day, in alignment with our sick leave policy. Certain exceptions can be made in remote work situations, including child care conflicts, or conflicting work arrangements with a spouse/partner.

Americans with Disabilities Act (ADA) Reasonable Accommodations

If an employee needs a reasonable accommodation to perform the essential functions of their job while working remotely or during the reopening phases (e.g., if an employee has a medical condition that would make wearing certain types of PPE unsafe, the employee may seek an accommodation), the employee should contact



Ambrosia Johnson, Head of School, at ajohnson@ivyhillprep.org and Brandon Parker, Director of Operations, at bparker@ivyhillprep.org. Ivy Hill Prep will engage in an interactive process to determine if there is a reasonable accommodation that can be provided to the employee without undue hardship to the organization. Ivy Hill Prep may require medical information to support the need for accommodation. Any medical documentation provided will be kept confidential to protect privacy rights, with disclosure only as permitted by law.

Section 8: Essential Workers

In accordance with guidance from Department of Employee Services, the following list describes essential work and essential workers at Ivy Hill Preparatory Charter School.

During remote work, employees or contractors are considered essential if they are:

- Facilitating distance learning or facilitating distance operations,
- Modifying facilities to provide support for addressing COVID 19 or providing support for efforts to address the public emergency and public health emergency declared by the Mayor (including meal distribution), or
- Supporting "Minimum Basic Operations" including: the minimum necessary activities to maintain security to allow employees to continue to work remotely, and the minimum necessary activities to provide cleaning and essential maintenance
- Operations staff including Ops Leads for each campus, office manager, regional meal staff, regional facilities staff, Associate Directors and the Senior Director, etc.
- Contracted janitorial support
- Contracted meal staff - including DOE meal employees
- Other contracted or subcontracted staff supporting the above items

IVY HILL PREP CHARTER SCHOOL

SCHOOL YEAR 2020-21



COVID-19 RE-OPENING PLAN

Ivy Hill Prep's Re-Opening Plan is pending submission to NYSED and is subject to change due to the uncertainty of COVID-19.

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Introduction

On August 28, 2019, Ivy Hill Preparatory Charter School opened its doors for the first time to 120 students residing in East Flatbush, Brownsville, Canarsie, and East New York. Upon our opening, Ivy Hill Prep successfully created a school environment for children that pushed them to achieve high bars of academic success, while also cultivating their leadership, confidence, and self-advocacy skills.

On Friday, March 13, 2020, Ivy Hill Preparatory Charter School unexpectedly closed due to global pandemic, COVID-19. This pandemic has impacted our school community, our neighborhood, and our world in a myriad of ways. As we approach the sixth month of school closure and we plan for re-opening for the 2020-2021 academic school year, our team is working diligently to ensure that upon re-opening, Ivy Hill Prep prioritizes the safety of staff and students, the importance of high academic achievement, as well as catering to the social emotional needs of both our students and staff.

The Re-Opening Plan in front of you comes from a myriad of meetings, discussions, and planning sessions with many constituents, including but not limited to: Ivy Hill Prep's Administration Team, Ivy Hill Prep's faculty, Ivy Hill Prep's Board of Trustees, community leaders, and Ivy Hill Prep's parents and guardians.

The details of COVID-19 and its impact changes daily. To ensure our community remains informed, we will continue to communicate with our families through Schoolmint e-mails, text messages, scheduled Zoom meetings, social media, and updates to our website. On Friday of each week, our team will send a formal letter to families to update them on any changes to the current Re-opening plan, or to notify them that all previous updates are the most up to date.

Ivy Hill Prep remains committed to ensuring all students have access to a high-quality education. Whether in our school building or learning remotely from home, our team is steadfast in our pursuit of ensuring this transitioning phase is equitable and top notch for our students and their families.





Re-Opening Goals

Goal 1 – Safety

The safety of Ivy Hill Prep's students and staff is paramount. To ensure safety, certain aspects of our academic program and systems and routines will require modifications. These include but are not limited to: classroom make up and size, whole group transitions, wearing masks, temperature checks, and social distancing. Ivy Hill Prep's opening in-person is contingent upon government approval from New York State.

Goal 2 – De-Densification & Containment

As advised by the CDC, to slow and prevent the spread of the virus, decreasing the population in all spaces is crucial. With Ivy Hill's modified academic program, student and staff groupings must be as static as possible by having the same group of children with the same staff for as long as possible. From the beginning, we will not operate our spaces at 100% capacity; we will reduce the density of all spaces and transitions, including but not limited to classrooms, communal spaces, as well as arrival and dismissal procedures.

Goal 3 – High Academic Achievement

Due to the unprecedented circumstances, we are aware that our plan may be altered to ensure the ultimate safety of staff and students. With all of our plans, academic achievement is always at the top of mind. After thinking of the safest way to approach a situation, our thoughts are:

- 1- How do we ensure academic rigor is not compromised?
- 2- How do we ensure children get the most instruction possible?

Goal 4 – Social Emotional Well Being

When planning for the new school year, we must acknowledge the reality that many of us have lived since March. From being quarantined in our homes due to the presence of COVID-19, to witnessing racial turmoil and unrest throughout our country, we know that each of us has been affected in *some* way.

It is our duty to incorporate practices that will allow students to acknowledge their feelings and identify coping strategies and self-regulation techniques to calm themselves. Before the start of the school year, you will learn more information on what this SEL curriculum will look like and how it will play a role in our daily schedule.



Prioritizing Health & Safety

Promoting Behaviors that Reduce Spread

Staying Home When Appropriate:

One of the best ways to reduce the spread of COVID-19 is to [stay home when appropriate](#). Staff members and parents should carefully observe themselves and/or their children for potential COVID-19 related symptoms prior to coming to school.

Any student or staff member with a fever of 100 degrees Fahrenheit or greater, and/or symptoms of possible COVID-19 virus infection should not be present in school. Parents and staff should screen for the symptoms below. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

- Fever or chills (100 degrees Fahrenheit or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting; and/or
- Diarrhea

Safety Practices When in the Building

Employees and students will follow best practices regarding safety via the following, but not limited to:

Engage in social distancing, for example:

Stay at least 6 feet away from colleagues and students (where possible). For staff, promote social distancing amongst students at all times.

Wear masks at all times when inside the premises, except when intaking meals. Students will be allowed to take mask breaks throughout the academic school day, especially since students will be positioned 6 feet apart. Mask Breaks will be pre-scheduled and communicated to families closer to the start of the academic year.

- Avoid touching your mask, as this spreads the germs the mask may be capturing.
- Conference via video or phone, where possible
- Abide by maximum occupancy signs in conference rooms or teacher work areas
- Group same students and staff together each day, as much as possible
- Do not congregate in lounges, conference rooms, or another similar area
- Adhere to staggered work times, if any



The following and similar gatherings are not permissible until further notice;

- No field trips
- No team lunches or outings
- No outings to sporting events

Do not share equipment, for example:

- No sharing of phones and materials
- No additional sharing of offices
- No sharing of desks
- No beverage pitchers
- No shared snacks
- Avoid shared utensils; no shared forks

Engage in “no-touch” greetings

- No handshakes
- No hugs
- No back slaps

Do not touch your face with unwashed hands, particularly your nose, eyes, and mouth.

Hand Hygiene

Ivy Hill Prep staff and students will follow [CDC handwashing guidelines](#).

Staff and scholars will be monitored and consistently reminded to wash their hands for at least 20 seconds when leaving the restroom. Hand sanitizer stations that contain at least 60% alcohol have been strategically placed outside of every classroom and office throughout the school building. Students and staff will be mandated to sanitize their hands upon school entry, upon classroom entry, before and after snack, before and after lunch, and after any transitions.

Students and staff will be encouraged to follow the following guidelines:

- Wash your hands with soap and water for at least 20 seconds
- Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap
- Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.
- If soap and water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol to clean hands

Key times to ensure you’re washing your hands:

- After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, cash registers
- Before touching your face, particularly your eyes, nose, or mouth

Ivy Hill Prep’s Re-Opening Plan is pending submission to NYSED and is subject to change due to the uncertainty of COVID-19.



- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the restroom
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

Respiratory Etiquette

Staff and scholars will be encouraged to cover coughs and sneezes with a tissue. Used tissue should be placed in the trash and hands washed or sanitized immediately.

Follow CDC's guidelines regarding coughing, sneezing, and blowing your nose

- Cover your mouth and nose with a tissue when you cough or sneeze
- Throw used tissues in the trash
- If you don't have a tissue, cough or sneeze into your elbow, not your hands
- Wash your hands immediately after blowing your nose, coughing or sneezing

Follow disinfection procedures:

Follow disinfection procedures after suspected COVID-19 interaction

- Evacuate room upon learning that someone with COVID-19 or COVID-19 symptoms was present in the room
- Allow room to remain vacant for 24 hours
- Disinfect room

Personal Protective Equipment/Masks

Ivy Hill Prep has developed a plan for obtaining and maintaining adequate supplies of cloth coverings for school staff, students who forget their masks, and PPE for use by school health professionals. The Director of Operations will take inventory of all equipment twice per month to ensure adequate supply for the upcoming months.

Students, staff, and families will be required to wear a mask during arrival, dismissal, and while in the school building. Ivy Hill Prep will provide one reusable/washable mask per child. Parents must ensure their child is wearing an Ivy Hill Prep branded mask or a mask of their choice every day to gain entry into the school building.

Maintaining Healthy Environments

Section 1: Screening for COVID-19 Related Illness or Exposure for Staff

All staff and students will receive temperature checks by School Admin daily. Staff will be required to respond to short COVID related health questions prior to arriving at work and at regular intervals. All screening information/results will be kept confidential and separate from the employee's personnel file. This information

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will only be used for the purposes of reducing the risk of COVID-19 infection and not for making any other health determinations.

Staff will be asked to self-report any symptoms of COVID-19:

- Fever or chills (100 degrees or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss or taste of smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting; and/or
- Diarrhea

Staff will be asked if/to:

- They have been in close contact with a person who has COVID-19 or a person who is awaiting COVID-19 test results.
- Check their own temperature, two hours or less before their arrival to school, and to confirm that their temperature was less than 100 degrees Fahrenheit.

Note: Employees who refuse to submit to screening or refuse to have their temperature checked by School Admin may be sent home and expected to use sick leave, vacation time, or unpaid leave and will not be permitted to return to the workplace. Further refusal could result in disciplinary action.

Section 2: Duty to Report Symptoms or Suspected Infection

Ivy Hill Prep staff members have a duty to immediately report the following conditions to the Head of School and Director of Operations:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue, and/or irritability
- Frequent use of the bathroom
- They have, or a member of their household has tested positive for COVID-19
- They or a member of their household is exhibiting symptoms of COVID-19 (see page 7 for possible symptoms)
- They have been exposed to someone with a confirmed COVID-19 test
- They observe a student or staff member with COVID-19 symptoms at work
- Employees who make reports will not be subjected to retaliation

Emergency Warning Signs (Requiring emergency medical care) of COVID-19 include:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion

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- Inability to wake or stay awake
- Bluish lips or face

Duty to Report Symptoms or Suspected Infection

Staff members are required to observe other students and staff for COVID-19 related symptoms. Any symptoms noted in another staff member or student must be reported to the Head of School or Director of Operations.

Staff are mandated to report if the following symptoms were observed in another staff member or student:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue, and/or irritability; and
- Frequent use of the bathroom

Staying Home When Appropriate:

One of the best ways to reduce the spread of COVID-19 is to [stay home when appropriate](#). If a staff member or student contracts COVID-19, has close contact with someone with COVID-19, or exhibits symptoms of COVID-19, the following procedures shall apply:

Section 3: Reporting & Communication For COVID-19 Related Illness or Exposure

Note: All content below with an asterisk () applies to student body only.*

| Situation | Immediate Action | Employee Benefits <i>Not applicable for student body.</i> | Reporting |
|---|--|--|--|
| If a staff member/student tests positive for COVID-19. | <ul style="list-style-type: none"> • Alert Head of School and Director of Operations of need for sick leave. • Alert COVID-19 contact of positive COVID-19 test. • If an employee is at work, they should leave as soon as possible or go to the designated staff isolation area until they are able to leave. • Student should be escorted to the designated supervised student | <ul style="list-style-type: none"> • Allow employees to work remotely during the quarantine period if they are medically able. • If they are unable to work, they may use paid sick leave provided under FFCRA. • If additional leave is needed, they may use Ivy Hill prep sick leave, if applicable. As a check for potential abuse, to obtain Ivy Hill Prep COVID-19 sick leave, | <ul style="list-style-type: none"> • COVID-19 contact shall immediately send an email to: ajohnson@ivyhillprep.org and bparker@ivyhillprep.org. • Supervisor will send communication to family members and staff at the school, alerting of a positive result while protecting the identity of the staff member. • Employee may agree to have their identity shared. • Persons responsible for contact tracing will ask employees for a list of |

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| | | | |
|--|---|--|---|
| | <p>isolation area to be assessed by the school nurse. Directly following, students family must be contacted to coordinate pick-up.*</p> <ul style="list-style-type: none"> • Employee should contact healthcare provider. • Parents should contact healthcare provider.* • Employee/student may not return to work/school until cleared by the COVID-19 contact and healthcare official. | <p>employee will need to obtain COVID-19 test.</p> | <p>persons at Ivy Hill Prep with whom they have had close contact during the period in which they may have been infectious (i.e., up to 48 hours before the person began feeling sick until the person isolates.)</p> |
| <p>If a staff member/student exhibits symptoms of COVID-19.</p> | <ul style="list-style-type: none"> • Alert Head of School and Director of Operations that there is a need for leave. • Alert COVID-19 contact of potential COVID-19 exposure. • If employee is at work, they should leave as soon as possible or go to the designated staff location area until they are able to leave. • Student should be escorted to the designated supervised student isolation area to be assessed by the school nurse. Directly following, students family must | <ul style="list-style-type: none"> • Allow employees to work remotely during the quarantine period if they are medically able. • If they are unable to work, they may use paid sick leave provided under FFCRA. • If additional leave is needed, they may use Ivy Hill Prep sick leave, if applicable. As a check for potential abuse, to obtain Ivy Hill Prep COVID-19 sick leave, employee will need to obtain COVID-19 test. | <ul style="list-style-type: none"> • COVID-19 contact shall immediately send an email to: ajohnson@ivyhillprep.org and bparker@ivyhillprep.org. |



| | | | |
|---|---|--|---|
| | <p>be contacted to coordinate pick-up.*</p> <ul style="list-style-type: none"> Employee should contact their healthcare provider. Student family should contact their healthcare provider. Employee/student may not return to work/school until cleared by COVID-19 contact, which will include the presentation of a negative COVID-19 test. | | |
| <p>If a staff member/student has “close” contact with someone who tests positive with COVID-19.</p> <p>“Close” contact means being less than 6 feet away for at least 15 minutes.</p> | <ul style="list-style-type: none"> Alert Head of School and Director of Operations that there is a need for leave. Alert COVID-19 contact of potential COVID-19 exposure. Provide COVID-19 contact with the name of the individual who tested positive (if they are affiliated with Ivy Hill Preparatory Charter School.) Employee/student may be required to not work/come to school until cleared by the COVID-19 contact, which will include the presentation of a negative COVID-19 test. | <ul style="list-style-type: none"> Remote work for staff members for the duration of the quarantine period at the discretion of the school. | <ul style="list-style-type: none"> COVID-19 contact shall immediately send an email to: ajohnson@ivyhillprep.org and bparker@ivyhillprep.org. |



| | | | |
|--|---|---|--|
| <p>If a staff member has <i>indirect</i> contact with someone who tests positive with COVID-19.</p> <p>“Indirect” contact means contact with an individual who has had contact with someone who tested positive.</p> | <ul style="list-style-type: none"> No action required but the staff member/family should monitor for any signs of flu-like symptoms. | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> COVID-19 contact shall immediately send an email to: ajohnson@ivyhillprep.org and bparker@ivyhillprep.org. No further reporting required unless a family member requires assistance to report the case to DOH. |
|--|---|---|--|

Section 4: Returning to Ivy Hill Prep After Possible COVID-19 Infection

| Returning to Ivy Hill Prep After Possible COVID-19 Infection | |
|---|---|
| <p>To return after a positive COVID-19 test</p> | <p>Following the CDC guidelines, the following conditions must be met:</p> <p><u>Floor:</u></p> <ul style="list-style-type: none"> At least 3 days have passed since the individual’s body temperature was 100 degrees or higher (without the use of fever-reducing medication.) Symptoms such as cough or shortness of breath have improved 10 days have passed since symptoms appeared 10 days have passed since the positive test. Individuals in higher risk categories may need to stay home longer <p><u>Ceiling</u></p> <ul style="list-style-type: none"> No fever, improved symptoms AND Test negative for COVID-19 once. Take an additional COVID-19 test 24 hours later and test negative a second time. In the event that testing is unavailable, individuals should wait until at least 14 days have passed since symptoms first appeared. If they were not symptomatic, at least 14 days have passed since their first positive test and the healthcare provider advises safe to return to work via doctor’s note to return to work. |
| <p>To return to Ivy Hill Prep after exhibiting symptoms of COVID-19.</p> | <p>Following the CDC guidelines, the following conditions must be met:</p> <p><u>Floor:</u></p> <ul style="list-style-type: none"> At least 3 days have passed since the individual’s body temperature was 100 degrees Fahrenheit or higher (without the use of fever-reducing medication) Symptoms such as cough and shortness of breath have improved The school may require that 10 days have passed since symptoms appeared Individuals in higher risk categories may need to stay home longer. |



Ceiling:

- No fever, improved symptoms AND
- Test negative for COVID-19 once. Take an additional COVID-19 test and test negative a second time. In the event that testing is unavailable, individuals should wait until at least 10 days have passed since symptoms first appeared. If they were not symptomatic, at least 10 days have passed since their first positive test.

Health Screening for Visitors, Contractors, and/or Vendors

Ivy Hill Prep limits the number of visitors allowed within the school building. Entry of any visitors must be identified as “necessary” and are allowed entry by Leadership’s discretion. If granted entry, school staff will communicate all protocols that must be followed while in the school building. All visitors will be required to respond to a short COVID related health questions prior to entering. Individuals with a temperature higher than 100 degrees Fahrenheit will not be granted admittance.

Sanitization

Ivy Hill Prep’s Custodial Team will sanitize high-touch surfaces throughout the day. Classrooms and offices will be sanitized between uses and at regular intervals during the day. Martial Arts and Dance Classrooms will be sanitized after each class, prior to the subsequent class beginning. At the conclusion of each school day, all spaces utilized will be deeply cleaned and sanitized prior to the subsequent school day.

Shared Objects

Ivy Hill Prep discourages the sharing of items, including personal items as well as those used for academic purposes. Students will be supplied with their own materials and utensils. Parents are still responsible for the purchasing of student uniforms and backpacks used during the academic year.

Systems & Routines Modifications

Arrival and Dismissal

Scholars and staff will receive temperature checks daily. If temperatures are above 100 degrees Fahrenheit, admittance will not be granted for adults and students will be sent home.

Arrival and dismissal will be staggered to limit the number of scholars entering and exiting the building at one time. Specific information surrounding designated times will be provided to families closer to the start of the academic year.

Breakfast & Lunch Protocols

With our aim of de-densification and containment throughout the school day, students will not utilize communal spaces such as the cafeteria. All meals: breakfast, lunch, and snack will take place in the classroom.

Prior to eating all meals, teachers will guide students to either wash their hands with soap and water for at least 20 seconds or sanitize with an alcohol-based hand sanitizer prior.



Breakfast and lunch will be made available for all students: those in attendance at school and those learning remotely. Parents of remote students will be given a specific time closer to school opening to arrive for breakfast and lunch pick-up.

Ivy Hill Prep will continue its system to monitor students with food allergies.

Drinking Water Fountains

On each floor, only one drinking fountain will be used for use. This will allow the school to monitor and enforce frequent cleaning throughout the school day.

If There is a Confirmed Case in School

Ivy Hill Prep may need to implement short-term closure procedures regardless of community spread **if an infected person has been in the school building**. If this happens, the following will take place, as informed by the [CDC's Guidelines](#):

Coordinate with local health officials.

Once learning that someone within the school has tested positive for COVID-19, Ivy Hill Prep will immediately notify local health officials. These officials will assist Ivy Hill Prep's Administration Team in determining a course of action for Ivy Hill Prep's school program.

Dismiss students and most staff for 2-14 days.

This initial short-term dismissal will allow time for local health officials to gain a better understanding of the COVID-19 situation impacting the school. During this closure, Ivy Hill Prep students and staff will shift directly into online Distance Learning (live virtual instruction) to ensure continuity of education.

Communicate with staff, parents, and students.

Ivy Hill Prep will communicate all next steps to family and staff, and will align with Ivy Hill Prep's usual communication with parents and staff. In such circumstances, Ivy Hill Prep will maintain the confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

Clean and disinfect thoroughly.

Ivy Hill Prep will follow the [CDC's guidelines](#) surrounding appropriately disinfecting an area. The school will close off areas used by the individuals with COVID-19 and wait as long as possible before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Ivy Hill's Custodial Team will open outside doors and windows to increase air circulation in the area. If possible, Ivy Hill Prep will wait up to 24 hours before beginning cleaning and disinfection.

Ivy Hill Prep's cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.



Implement strategies to continue education and related supports for students







- ⇒ Ensure continuity of education.
 - In the event of closure, Ivy Hill Prep will seamlessly transition into Distance Learning.
- ⇒ Ensure continuity of meal programs
 - Ivy Hill Prep will consider ways to distribute food to students.
- ⇒ Consider alternatives for providing essential medical and social services for students.
 - Ivy Hill Prep will continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program*.



Ivy Hill Prep Phased Re-Opening

Due to the uncertainty of COVID-19 and the growing cases in New York State, Ivy Hill Prep will gradually open its doors utilizing a “phased in approach”. This phased opening approach consists of three (3) different phases that will allow us to prioritize safety as we monitor the virus, while still providing rigorous academics for our students that will lead to high academic achievement.

Phases of Re-Opening

| Ivy Hill Prep's Re-Opening Categories 2020-2021 | | | |
|---|---|---|--|
| COMPONENTS | PHASE 1 | PHASE 2 | PHASE 3 |
| Type of Instructional Delivery | 85% of Students: Only Distance Learning  | Staggered Schedules (M-F Every 2 Weeks) for In-Person Learners [15:1]  | Full Time Schedules (M-F Indefinitely) For In-Person Learners [15:1]  |
| | 15% of Students: Full Time In-Person Learners  <small>(This option is available for students of essential workers who have no access to childcare.)</small> | Full Time Remote Learning Program Available for Online Learners  | Full Time Remote Learning Program Available for Online Learners  |
| Timeline | August 25, 2020 – September 25, 2020 | September 28, 2020 – November 6, 2020 | November 9, 2020 – Indefinite |
| Description | <ul style="list-style-type: none"> 85% of Ivy Hill Prep's student body will participate in Live Distance Learning with a mix of online work across all content areas, including Martial Arts, Dance, and Social Emotional Wellness classes. | <ul style="list-style-type: none"> For families who opt into In-Person learning, students will be broken up into two cohorts: Cohort A, and Cohort B. Cohort A and Cohort B will return to school on a staggered schedule with 2 weeks of In-Person Learning with smaller class sizes | <ul style="list-style-type: none"> For families who opt into In-Person Learning, students will physically come to school to receive live instruction with smaller class sizes (15:1). Students will attend school Monday-Friday indefinitely. There are no staggered schedules in this phase. |

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| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • The remaining 15% of Ivy Hill Prep's student body encompasses students of parents who are essential workers and cannot assist their children with Distance Learning. • The students who make up the 15% of Ivy Hill Prep's student body will engage in In-Person learning with smaller class sizes (15:1), with a shortened school day. • Content areas for Distance Learners and In-Person Learners will be the same. | (15:1), and 2 Weeks of Live Distance Learning. <ul style="list-style-type: none"> • For families who opt into Remote Learning, students will be 100% virtual, engaging in Ivy Hill's Remote Learning Program. | <ul style="list-style-type: none"> • For families who opt into Remote Learning, students will be 100% virtual engaging in Ivy Hill's Remote Learning Program. |
|--|--|--|--|

Moving from Phase to Phase

The Phases of Reopening Table above outlines the timelines for Phases 1-3. Continuation into the next phase is contingent upon New York State's progress towards full virus control of COVID-19. Ivy Hill Prep will continue to follow the guidance of New York State and will seamlessly transition from Phase 1 to Phase 2, and from Phase 2 to Phase 3, if our region is in Phase 4 and the daily infection rate remains below 5% using a 14-day average.

If at any moment the regional infection rate is greater than 9% using a 7-day average, Ivy Hill Prep will automatically revert back to modified Phase 1, which would entail 100% Distance Learning for all students, including those whose parents are essential workers. If the regional infection rate is greater than 9% using a 7-day average, all NYC schools would be closed until further guidance is given from government officials.



School Layout & Schedules

Upon reopening, Ivy Hill Preparatory Charter School will offer students and families different modes of instruction to choose from. Below, please find the different modes of instruction, descriptions, and schedules for all modes of offered instruction.

Distance Learning In-Person Learning (15:1) Ivy Hill Prep's Remote Learning Program

Switching Modes of Instruction

Prior to the next phase beginning, parents will be given a questionnaire for them to opt into either In-Person or Ivy Hill Prep's Remote Learning Program.

Rules of Switching

- If the parent of an In-Person Learner wants to switch to the Remote Learning Program, this **can** be done at any time.
- If the parent of a Remote Learning Program learner wants to switch to In-Person (during Phase 2), this switch is **not** definite. Though the switch is not definite or promised to the family, the request **will be** approved for the next phase, Phase 3.

Mode: Distance Learning

When: Offered in Phase 1

What: Live Instruction & Work Submissions



Ivy Hill Prep's Distance Learning mode is offered in Phase 1 for the 2020-2021 school year. Distance Learning is comprised of synchronous and asynchronous learning. Daily, students will receive live instruction for either math or literacy, along with pre-recorded videos across other content areas which will be posted online. Students will engage in a virtual, "I Do, We Do, You Do" virtual teaching approach that will guide them through mathematics and literacy instruction.

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Daily, students will submit work to count as credit for each of their classes. Throughout the week, families will receive feedback from their child's classroom teacher to provide next steps to aid them in continuing their learning.

Distance Learning Suggested School Schedule

| | |
|----------------------|---------------------------------|
| 7:30 | Breakfast |
| 8:30 – 9:00 | iReady Math |
| 9:00 – 9:30 | iReady Literacy |
| 9:30 – 10:00 | Oral Drill Videos |
| 10:00 – 10:30 | Read Aloud |
| 12:00 – 1:00 | Martial Arts & Dance |
| 1:00 – 1:30 | Lunch |
| 1:30 – 2:00 | Story Problem |
| 2:00 – 2:30 | Writing |

Attendance for Instructional Purposes: Distance Learning Instruction

Ivy Hill Prep prioritizes high academic achievement for all students, and thus, a scholar's attendance has a significant impact on his/her academic achievement. Whether a family chooses in-person or remote learning for their child, there will be protocols in place to track scholar attendance and follow-up on missing attendance.

For scholars who are Distant Learners, a scholar will be counted "present" if:

- The required number of minutes for iReady Math and iReady Literacy are completed for the day, AND
- The scholar is present for daily live instruction with his/her teacher.

To track scholar attendance, Ivy Hill Prep's staff will continue the usage of PowerSchool to organize attendance data. The information from PowerSchool is used to congratulate families on outstanding attendance and follow up with parents regarding absenteeism.



Mode: In-Person Learning (15:1)

When: Offered in Phase 1 (Essential Workers Children Only), Phase 2, Phase 3

What: Classrooms Contain 15 Students Instead of 30 Students



Classroom Make-Up

Typically, Ivy Hill Prep classrooms have **30 students with two teachers**, offering a 15:1 student to teacher ratio. In our Re-Opening plan, all classrooms will have a **maximum of 15 students with one teacher**, still offering a 15:1 student to teacher ratio.

Health, Safety & Social Distancing

With only 15 students in each classroom, there is enough square footage in each classroom to ensure students can keep a 6ft distance from one another for the duration of the school day.

Ivy Hill Prep's building location is large enough to occupy Ivy Hill Prep's students at maximum capacity of K-5 and 360 students. As Ivy Hill Prep is going into Year 2 and will only have 180 students during the upcoming school year, we have enough space to split each classroom in half, ensuring that classrooms will never have more than 15 students.

Benefits

With only 15 students in each classroom, teachers will be able to continue to provide data-driven instruction to students.

Due to the amount of space in the building, students can be in their classrooms while maintaining a 6-foot distance from other scholars and their teacher. This allows Ivy Hill Prep to maximize instructional time in school, as students will be able to attend Monday-Friday.

In-Person School Schedule

| | |
|--------------------|--------------------------|
| 7:30 – 8:00 | Staggered Arrival |
| 8:00 – 8:30 | Morning Meeting |



| | |
|----------------------|----------------------------------|
| 8:30 – 9:00 | Martial Arts |
| 9:10 – 9:40 | CGI |
| 9:40 – 10:10 | Math Workshop |
| 10:10 – 10:40 | Read Aloud / Writing |
| 10:40 – 11:40 | Guided Reading Rotation 1 |
| 11:40 – 12:10 | Lunch |
| 12:10 – 12:30 | Recess |
| 12:30 – 1:30 | Guided Reading Rotation 2 |
| 1:30 – 2:30 | Guided Reading Rotation 3 |
| 2:30 – 2:50 | Staggered Dismissal |

Mask breaks will be available during the school day.

Attendance for Instructional Purposes: In-Person Instruction

Ivy Hill Prep prioritizes high academic achievement for all students, and thus, a scholar's attendance has a significant impact on his/her academic achievement. Whether a family chooses in-person or remote learning for their child, there will be protocols in place to track scholar attendance and follow-up on missing attendance.

For scholars who attend in-person instruction, a scholar will be counted "present" if:

- The scholar is physically present in the school building

To track scholar attendance, Ivy Hill Prep's staff will continue the usage of PowerSchool to organize attendance data. The information from PowerSchool is used to congratulate families on outstanding attendance and follow up with parents re: lateness and absenteeism.



Mode: Ivy Hill Prep's Remote Learning Program

When: Offered in Phase 2, Phase 3

What: Pre-Recorded Videos & Work Submissions



Ivy Hill Prep's Remote Learning program for the 2020-2021 school year is comprised of asynchronous learning. Daily, students will be provided with pre-recorded videos across content areas. Students will engage in a virtual, "I Do, We Do, You Do" virtual teaching approach that will guide them through mathematics and literacy instruction.

Daily, students will submit work to count as credit for each of their classes. Throughout the week, families will receive written and verbal feedback from their child's classroom teacher to provide next steps to aid them in continuing their learning.

Remote Learning Suggested School Schedule

| | |
|---------------|--------------------------|
| 8:00 – 8:30 | Morning Meeting |
| 8:30 – 9:00 | Martial Arts |
| 9:10 – 10:00 | CGI |
| 10:10 – 11:00 | Math Workshop |
| 11:10 – 11:30 | Read Aloud / Writing |
| 11:40 – 12:40 | Guided Reading & Phonics |
| 12:40 – 1:40 | Lunch |
| 1:40 – 2:30 | Free Play |

Attendance for Instructional Purposes: Remote Learning Instruction

Ivy Hill Prep prioritizes high academic achievement for all students, and thus, a scholar's attendance has a significant impact on his/her academic achievement. Whether a family chooses in-person or remote learning for their child, there will be protocols in place to track scholar attendance and follow-up on missing attendance.

For scholars who are remote learners, a scholar will be counted "present" if:

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- The required number of minutes for iReady Math and iReady Literacy are completed for the day, AND
- The scholar watches videos from Ivy Hill's Remote Learning lab and uses the instruction to **submit work submissions** for CGI and Writing daily. Deadlines surrounding submission will be communicated to families closer to the start of the academic school year. Work samples must be completed before the deadline to be accepted for attendance for that specific day.

To track scholar attendance, Ivy Hill Prep's staff will continue the usage of PowerSchool to organize attendance data. The information from PowerSchool is used to congratulate families on outstanding attendance and follow up with parents regarding absenteeism.



Technology and Connectivity

Technology Access

- To ensure Ivy Hill students and staff have access to technology, Ivy Hill Prep will provide all staff with laptop computers, and all students with Chromebooks to assist in their remote teaching and learning. To ensure the Ivy Hill staff and student body have access to broadband internet connection, Ivy Hill Prep will conduct a survey to assess which members of the Ivy Hill Prep community need access to hotspots for internet connection.
- Ivy Hill Prep will offer both an in-person and remote learning option for students. These multiple ways of participating in learning will give students many opportunities to grow academically and demonstrate mastery across content areas.



Social Emotional Well-Being

School Counseling Program Plan

Ivy Hill will adopt a Multi-Tiered System of Support throughout the school year. Tiered approaches seek to address the needs all students to promote healthy acknowledgement and coping strategies. The Counseling Plan will be created and developed by the School Social Worker, with collaboration and oversight by the Dean of Student Supports.

- **Tier I:** The Social-Emotional Learning (SEL) Curriculum will address the five-core social emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The SEL curriculum aims to provide all students with the tools and strategies to acknowledge and self-regulate their emotions and behaviors. A weekly lesson will be taught by the School Social Worker and reinforced by activities facilitated by homeroom teachers throughout the remainder of the week. The activities planned will align with the (K-3) NYS goals and guidelines throughout the school year.

Trimester 1

- Identify and manage one's emotions and behavior
- Recognize the feelings and perspectives of others
- Consider ethical, safety, and societal factors in making decisions

Trimester 2

- Recognize personal qualities and external supports
- Recognize individual and group similarities and differences
- Use communication and social skills to interact effectively with others

Trimester 3

- Demonstrate skills related to achieving personal and academic goals
- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
- Contribute to the well-being of one's school and community

- **Tier II** counseling supports are needed for 5-10% of the student population and vary based on student interest and need. Examples include informal group counseling through the form of lunch bunches or snack and chats. These sessions will be led by both the School Social Worker and the School Nurse. These students will also receive an "adult buddy" who is another staff member in the building who will check in on them weekly via telephone or zoom, depending on the student's preferences.
- **Tier III** supports would result in a referral to outside resources and referrals for the student to address the necessary supports. Additionally, the student would be onboarded to receive individual counseling to address their unique needs, upon receiving parental consent, in addition to participating in Tier I and II



support interventions in place.

Advisory Council

The Advisory Council for Social-Emotional Learning (SEL) will consist of 7 members: Dean of Student Support, School Social Worker, Head of School, one teacher and three parent representatives. The Advisory will meet before the start of each trimester to evaluate the efficiency and implementation of the SEL Curriculum and Counseling objectives. The Advisory Council Meetings will be held on the following dates: August 12th, October 28th, February 25th. Meetings will be held virtually utilizing zoom until Ivy Hill has entered Phase 2 of their Re-Opening plan. The Dean of Student Support will compose each meeting agenda and post it at one week before the meeting. The School Social Worker will take minutes at each meeting and post it within one week of conclusion to the Advisory Council meeting.

Social Emotional Resources

The Social Worker will compose a separate list of resources and referrals related to: mental health, behavior support, and emotional support. More than 50% of the resources provided will be located in Brooklyn, NY, based on the addresses of students enrolled. At least one resource from each of other boroughs of New York City will also be included. All resource lists will include free and price-based options, clearly denoted for families. Resource lists will be located on the Ivy Hill website and printed in the main office so that families may access both a hard- and soft-copy of the resource lists. Ivy Hill staff members will also have access to the resource lists via the school's online document database for dissemination purposes.

Faculty and Staff Training

Ivy Hill staff members will participate in a Trauma-Informed Response Training during Summer teacher training, *Summer Institute*, on Thursday, August 6th for two hours. This will serve as the first of 5 subsequent trainings to inform and deepen our practices and approach to trauma-informed teaching. Topics include: exploring our own trauma, recognizing signs of trauma in youth under the age of 8, restorative behavioral practices, and implementation and integration of SEL curriculum. Sessions will be led by licensed social worker contractors, in-house counselors, and the Dean of Student Support. The goals of these sessions are to create spaces where staff members are able to process their own emotions and identify productive ways of healing and addressing their emotions.

In addition to professional development sessions held bi-monthly, staff members will also respond to a monthly survey that assesses their mental space and mindset. This survey will be crafted by an outside contractor and inform weekly staff meeting topics and activities to promote coping and resilience skills in staff members.

Ivy Hill staff members will also participate in a session on implicit bias, structural racism, and race during Summer Institute on Friday, August 7th for two hours. This session will allow the Ivy Hill Prep community to take ownership of each individual's bias that is brought to the work, ways to prevent those from negatively impacting the work as educators, as well as ensuring that our academic space is uplifting and inclusive of all races.



Special Education

Ivy Hill Prep is committed to ensuring that all enrolled students receive quality instruction whether in-person or remote in accordance with the Free and Appropriate Education (FAPE) provision. Special education services and programs will be available for all students who qualify for an IEP regardless of their mode of instruction. Academic programs and related services will be conducted in-person utilizing proper precautions and PPE equipment for students and adults. Academic programs and related services conducted via remote-learning will begin upon receipt of verbal or email consent of the parent of the student with an IEP.

Parent Communication

Ivy Hill families of students who have Individualized Education Plans (IEPs) and 504-Plans will receive clear and frequent communication regarding their mandated services to meet the requirements of the 2004 Individuals and Disability Education Act (IDEA). Individualized schedules will be distributed to families, in their preferred language, before the start of the academic year. These schedules will detail:

- How each academic and related service will look and the precautions that will be taken. (decreasing class sizes, maintaining the 60-40 percentage for ICT settings, personal protection equipment, plastic shields, ventilation, etc.)
- The days, times, and locations (in-person, virtual) of academic and related services.
- The person who will be administering the academic or related service.

Parents will also be notified of upcoming IEP meetings with at least 10 days' notice, with the ability to participate over the phone. Parents will also receive an email or mailed copy of all meeting documents, depending on their preference. Parents will be able to reach out to the Dean of Student Support throughout the phased re-opening of Ivy Hill with questions or concerns.

School Collaboration with Committees on Special Education (CSE)

Ivy Hill Prep will communicate changes to our school's past programs and services offered to students with IEPs to the CSE 6 team. These changes will include rationale, precautions, and considerations taken in making the changes to the programs and services. For example, class sizes decreasing from 30 students to 15 students, but maintaining a 60-40 percentage split of general education and special education students to maintain the least restrictive learning environment (LRE). Ongoing monitoring of student performance and progress will be reported to both CSE 6 and parents. Ivy Hill is committed to working collaboratively with CSE 6 to ensure quality and purposeful instruction and academic progress for all students with IEPs. The Dean of Student Support will be proactive in seeking resources from CSE 6 and other schools within its jurisdiction to promote student learning during these unprecedented times.

Special Education Accommodations

Ivy Hill prep is committed to maintaining all necessary accommodations, modifications, supplementary aids and services and technologies to meet the unique needs of students. Students with IEPs and 504-Plans will receive their testing accommodations for all in-person and distance learning assessments. They will also receive any



additional modifications during distance learning that will support their academic growth and development. Students who utilize assistive technology will have access at home and receive the direct contact of the service provider to ensure proper function. The Dean of Student Support will conduct monthly check-ins to ensure that assistive technology continues to operate as intended.

Special Education: Program Documentation

Ivy Hill Prep's related service and SETTS providers will input their progress meeting notes into SESIS on a weekly basis. If parents opt-into remote learning for their student, they will be required to give verbal or email consent for the facilitation of services virtually. Each remote learning student with an IEP will have a Remote Learning Plan in SESIS that will detail how their services look or change (group mandates changed to individual due to HIPAA). All parents will receive progress reports that speak to their student's proficiency of IEP goals with their student's trimester report card throughout the year, and before a scheduled IEP meeting in their preferred language and mode of communication. The Dean of Student Support will conduct monthly audits to ensure that all session notes have been uploaded into SESIS for each student with an IEP. In the event that the start of services is delayed, the Dean of Student Support will make note of the time missed for the request of compensatory services to CSE 6.



Bilingual Education & World Languages

ELL Identification Process

Ivy Hill Prep has included the Home Language Survey in every enrollment package for new students for the 2020-2021 academic year and mid-year transfers during COVID-19 school closures in the 2019-2020 academic year. Families are given the Home Language Survey in their native or dominant language and based on their responses Ivy Hill determine if the student is eligible to be assessed with the New York State Identification Test for English Language Learners (NYSITELL) to determine their English proficiency. Ivy Hill is committed to appropriately and expeditiously identifying English Language Learners (ELLs).

Instructional Units of Study

Ivy Hill Prep is committed to ensuring that English Language Learners (ELL) and Limited English Proficient (LEP) students reach their full academic potential by offering supplemental support to develop their proficiency of the English language. The supplemental support will be dictated by the instructional Units of Study provided by NYS for (K-8) students according to their proficiency level. Ivy Hill will also add additional units based on the needs of the students. Ivy Hill teachers and staff members engage in professional development opportunities to learn effective strategies to employ when working with ELL students.

Parent Communication

Parents/guardians of ELL students will receive frequent communication pertaining to their student's progress of Ivy Hill curriculum and standards, as well as ELL instructional Units of Study. All communication efforts will be made in accordance with the family's preferred language and mode of communication.



Communication with Parents

As Ivy Hill Prep prepares to open for the 2020-2021 school year, safety and high academic achievement for our students are paramount, despite the current circumstances. Our continuity of learning plan contains Ivy Hill Prep's traditional curriculum, which is NYS Common Core aligned. Our approach for instruction for the upcoming year encompasses a combination of remote learning, live remote learning, and in-person instruction.

Our team is pleased to offer a variety of options for parents to ensure each family can choose what is best for their child. Regardless of the mode of instruction that is chosen, high-quality instruction is promised. All children will be given the opportunity to provide student work, receive data-driven and targeted feedback, and assessments to track their progress throughout the year.

Communication with Parents

| Communication with Parents: 2020-21 Reopening | | |
|--|--|---|
| Parent/Guardian Needs Assistance With: | Parent Should Reach Out To: | Use This Type of Communication |
| Switching from Remote Learning to In-Person Learning OR Switching from In-Person Learning to Remote Learning | Front Office & Parent Coordinator: Mrs. Torres | Phone: (917) 789-8959 OR E-Mail: Info@ivyhillprep.org |
| Academic Question Pertaining to Schoolwork/Grading/Homework Assistance | Classroom Teacher | Phone: All phone numbers of classroom teachers will be shared with respective families closer to the start of the academic school year. Parents should expect to hear back from teachers within 24 hours, and after the end of the academic school day. E-Mail: All e-mail addresses of classroom teachers will be shared with respective families closer to the start of the academic school year. Parents should expect to hear back from teachers within 24 |



| | | |
|--|--|---|
| | | hours, and after the end of the academic school day. |
| Academic Question Pertaining to an IEP or 504 Plan | Dean of Student Support Ms. Williams | Phone: (917) 789-8959 OR E-Mail: dwilliams@ivyhillprep.org |
| Technology Question Pertaining to Internet Accessibility or Chromebook Assistance | Director of Operations Mr. Parker | Phone: (917) 789-8959 OR E-Mail: info@ivyhillprep.org or bparker@ivyhillprep.org |
| To set up a virtual meeting with the Head of School, Ms. Johnson, please reach out to Front Office Coordinator, Mrs. Torres, with desired topic of meeting and 3-4 available times that work with your schedule. | | |



Child Nutrition

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished.

Ivy Hill Prep Charter school is not its own School Food Authority; therefore, Ivy Hill Prep will be abiding by all SFA regulations as instructed. Students who are physically present in school will be served all meals in their respective classrooms. Ivy Hill Prep will not be utilizing its cafeteria space for meals as it has in the past to best practice social distancing for staff and students. School meals will also be made available for students who opt into Remote Learning. These families will be given a specific pick-up time and location to pick up meals. This time and location will be provided closer to the start of the academic school year.

Food Allergies

All student food allergies will be posted in each students' respective classroom as Ivy Hill Prep has done in the past to maintain clear communication in effort to protect our students with food allergies.

Sharing of food and beverages will not be permitted. With a 15:1 ratio in our classroom's students will be spaced apart to encourage social distancing measures. Thus, allowing our teachers ease of access to maintain classroom management with the added addition of monitoring for social distance compliance by students.

Hand Hygiene

All classrooms will have their own supply of hand sanitizer and individualized times to step out to practice hand hygiene prior to eating meals and directly after each student has finished their meal.

Family Communication

All communication that goes out to families are translated as needed to families who do not speak English. All parent communication goes out through the schools SIS (School Mint) and through Classroom Dojo a web app-based platform for in the moment communication between the school and parents. All communication is approved by the Head of School prior to dissemination.



Transportation

The School Bus

Ivy Hill Prep utilizes NYC DOE Busing through the Office of Pupil Transportation. Ivy Hill Prep expects OPT to follow all guidelines outlined by NYSED.

When Ivy Hill Prep is provided with the roster of children who have been approved for bussing, Ivy Hill Prep will notify parents of their individualized bus routes and outline all bus safety precautions that should be taken while on the bus.

School Bus Staff

Ivy Hill Prep utilizes NYC DOE Busing through the Office of Pupil Transportation. Hence, school bus drivers are not employees of Ivy Hill Prep. Ivy Hill Prep's Bus Matrons will be mandated to perform a self-health assessment for symptoms of COVID-19 prior to arriving to work. If personnel are experiencing any of the symptoms of COVID-19, as listed above in this document, they should notify their supervisor at Ivy Hill Prep and immediately seek medical attention.

Ivy Hill Prep's Bus Matrons are mandated to wear a face covering along with an optional face shield.

Ivy Hill Prep Bus Matrons will be trained and provided periodic refreshers on the proper use of PPE and the signs and symptoms of COVID-19.

NYC DOE should provide all school bus drivers with appropriate PPE equipment. If Ivy Hill Prep's assigned bus drivers do not have PPE equipment upon arrival to Ivy Hill Prep, Ivy Hill Prep will provide such individuals with the appropriate resources. Ivy Hill Prep's Bus Matrons will be provided with PPE equipment for their shifts. These materials include, but are not limited to: masks, gloves, hand sanitizer, etc.

Ivy Hill Prep Bus Matrons are required to wear gloves, as they may have direct physical contact with students.

Students on Transportation

As discussed above, all parents/guardians of Ivy Hill Prep students are required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.

Students must wear a mask on the school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.

Students must social distance (six feet separation) on the bus.

Students who do not have a mask cannot be denied transportation. For afternoon bus trips, Ivy Hill Prep will supply a mask to students who do not have. However, parents are mandated to ensure their child has a mask for the school day.



Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Students will be reminded of bus rules, like, to not eat or drink on the school bus, which would require them to remove their mask.

Pupil Transportation Routing

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend charter schools. Parents who have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

If Ivy Hill Prep is in session when the district is not in session IHP will alert OPT to make arrangements for bussing for all students who have been assigned a bus route by OPT.



Facilities

When students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. Ivy Hill Prep will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19.

General Health and Safety Assurances

Ivy Hill Prep Charter school will follow all guidance related to health and safety in accordance with NYSED's Re-Opening Guidance.

Fire Code Compliance

There will be no material changes or additions to our facilities that will require review by the Office of Facilities Planning (OFP).

Doorways

Ivy Hill Prep will make no changes to its current doorways. Ivy Hill Prep will keep all doors in an open position as stated in the NYSED issued guidance during normal usage.

Emergency Drills

Ivy Hill Prep will continue to conduct its emergency drills in accordance with the New York City Department of Education's requirements. Ivy Hill Prep will also continue to follow Fire Code Section 404 in maintaining Fire Safety, Evacuation, and Lockdown Plans. There will be no required material changes to our plan in order to maintain effective social distancing.

Inspections

Inspections are the responsibility of our landlord as per our rental contract agreement. As a joint effort in conjunction with our landlord Ivy Hill Prep follows up on all facility exception matters during pre-opening prior to the new school year and upon closing out for the summer to stay abreast of any issues that would expose us to be non-compliant.

Lead Testing due in 2020

Ivy Hill Prep will comply with NYS DOH regulation 67-4, Lead in Water Testing.

Ventilation

Ivy Hill Prep does not have any current nor planned upcoming changes that would be need to be submitted to OFP for review and approval.

Alterations Mandatory Requirements, Space Expansion Mandatory Requirements, Tents for Additional Space Requirements, Plumbing Facilities & Fixtures Mandatory Requirements

N/A



Staffing

Teacher Evaluation Systems

At Ivy Hill Prep we believe that exceptional teaching produces exceptional results. Quality teacher development is at the core of high academic achievement levels of our children. Pursuant to Education Law 3012-d, Ivy Hill Prep will continue to fully implement our currently approved APPR plans. The following modes of Annual Professional Performance Review will be available to teachers in all 4 Phases of Ivy Hill Prep's Re-Opening Plan, including both remote and in-person teaching.

| Professional Development Opportunities | |
|---|---|
| Classroom Observation & Formal Feedback Cycle | The Head of School will conduct weekly 10- to 25-minute classroom observations of all teachers. If a teacher is teaching virtually, classroom observations will happen via virtual classrooms. After observations, teachers will receive written feedback that highlights observed areas of strength and growth. Coaches will highlight teacher and scholar actions that led to the achievement data collecting during and after the lesson. When coaches observe, they will look for teachers modeling exemplary practices. Often, coaches will shift the schedule of a struggling teacher to allot time for the struggling teacher to observe the teacher who is modeling a particular skill. |
| Video Observation & Debriefs | All teachers will record a lesson at least once every other week. The Head of School will watch recorded videos and discuss the areas of strength and weaknesses. Though all teachers will receive in-person observations, we will continue to build a bank of highly effective in-person and virtual instructional videos that highlight effective elements of instruction. |
| Mid-Year Review | Utilizing the results rendered from the above evaluations, the Head of School will conduct a Mid-Year Review for all staff members, whether the school is participating in in-person or remote instruction. Mid-Year Evaluations occur during January and February to reflect the performance for the first half of the academic year. The Head of School will meet with each employee individually to discuss the findings of the evaluation and compare the findings to the self-evaluation conducted by the teacher. The teacher will use the feedback received to inform his/her practice in the upcoming months, while still receiving continued professional development by the Head of School. |

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

Ivy Hill Monthly Financials - June 2020.xlsx

Academic Dashboard_2019-2020 (3).xlsx