

Ivy Hill Prep Charter School

Board of Trustees Meeting - Ivy Hill Prep

Amended on April 27, 2020 at 9:05 AM EDT

Date and Time

Monday April 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		Kimberly Wedderburn-Henderson	1 m
C. Approve March 2020 Board Meeting Minutes	Approve Minutes	Kimberly Wedderburn-Henderson	4 m
Approve minutes for Board of Trustees Meeting - Ivy Hill Prep on March 23, 2020			
D. Vote to Approve Agenda	Vote	Marsha Michael	2 m
II. Governance			6:42 PM

A. Governance Amidst COVID 19 Pandemic	Discuss	Marsha Michael	5 m
Discuss the following key concerns:			
1. NYSED Regulatory Updates			
B. Vote on Remote Instruction Staff Policy	Vote	Marsha Michael	5 m
C. Discuss Authorizer Baseline Check-In	Discuss	Marsha Michael	5 m
D. Discuss Authorizer Board Evaluation Criteria	Discuss	Marsha Michael	5 m
E. Discuss Commonly Used Charter School Terms		Marsha Michael	3 m
F. Board Development - Prospective Trustee Questionnaire	Discuss	Marsha Michael	3 m
III. Finance Committee			7:08 PM
Finance			
A. Review Current Financial Dashboard	Discuss	Nataki Williams	10 m
B. Review Year2 Draft Budget	Discuss	Jennifer Small	20 m
C. Vote to Approve Salary Bands -Vote Tabled to May Meeting	Vote	Jennifer Small	2 m
<ul style="list-style-type: none"> • Leadership Salary Bands • Teacher Salary Bands 			
D. Vote/Discuss Director of Finance Position - Tabled to May Meeting	Vote	Jennifer Small	2 m
E. Vote to Approve School Furniture Bid	Vote	Brandon Parker	5 m
IV. Academic Achievement			7:47 PM
Academic Achievement			
A. Academic Achievement Amidst COVID 19 Pandemic	Discuss	Kimberly Wedderburn-Henderson	15 m
<ul style="list-style-type: none"> • Discuss Committee Report • Discuss Governance Considerations re: Education Continuity Plan • Discuss Use of Zoom 			
B. Vote to Approve Amended Enrollment Policy	Vote	Kimberly Wedderburn-Henderson	5 m
Enrollment policy amended to account for current stay at home order so parents can submit enrollment documents electronically.			
V. Head of School Update			8:07 PM
A. Discuss Academic Dashboard	Discuss	Ambrosia Johnson	5 m
B. HOS Report	Discuss	Ambrosia Johnson	30 m
<ul style="list-style-type: none"> • Discuss Amendments to Education Continuity Plan Submitted to NYSED • Discuss Continuity Plan for Socio-Emotional Needs. 			
VI. Facilities Update			8:42 PM
A. Update on Renovation Process	Discuss	Brandon Parker	5 m
VII. Head of School Evaluation & Support Committee			8:47 PM
A. Discuss Committee Next Steps	Discuss	Marsha Michael	5 m

VIII. Development

8:52 PM

Development

- | | | | |
|---|---------|---------------|-----|
| A. Reminder of Board Giving Goal | Discuss | Tanisha James | 5 m |
| B. Discuss Development Initiatives | Discuss | Tanisha James | 5 m |

- Plan for trivia night on hold until further notice

IX. Closing Items

9:02 PM

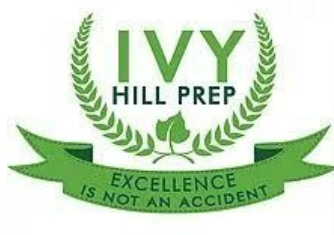
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|---------------------------|-----|----------------|
| A. Adjourn Meeting | FYI | Marsha Michael |
|---------------------------|-----|----------------|

Coversheet

Approve March 2020 Board Meeting Minutes

Section: I. Opening Items
Item: C. Approve March 2020 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Meeting - Ivy Hill Prep on March 23, 2020

APPROVED



Ivy Hill Prep Charter School

Minutes

Board of Trustees Meeting - Ivy Hill Prep

Date and Time

Monday March 23, 2020 at 6:30 PM

Location

DUE TO CURRENT MANDATES - BOARD MEETINGS CAN BE ACCESSED VIA VIDEO CONFERENCING VIA OUR ZOOM LINK UNTIL FURTHER NOTICE -

<https://zoom.us/j/9699543901> - THE PUBIC MAY DIAL IN

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

Ivy Hill Prep Charter School, 475 East 57th Street, Marital Arts Room, Brooklyn NY - CALL 201-785-7737 to ENTER SCHOOL

IVY HILL PREP - BOARD OF TRUSTEES

Directors Present

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

Directors Absent

A. Jimenez-Schulman, D. Lewis

Guests Present

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

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 Mar 23, 2020 at 6:35 PM.

B. Record Attendance and Guests

C. Approve February 2020 Board Meeting Minutes

M. Michael made a motion to approve the minutes from Board of Trustees Meeting - Ivy Hill Prep on 02-24-20.

J. Small seconded the motion.

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

Roll Call

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

M. Michael made a motion to approve the minutes from Board of Trustees Meeting - Ivy Hill Prep on 02-24-20.

J. Small seconded the motion.

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

Roll Call

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

D. Vote to Approve Agenda

M. Michael made a motion to Approve Agenda.

K. Wedderburn-Henderson seconded the motion.

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

Roll Call

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

M. Michael made a motion to Approve Agenda.
K. Wedderburn-Henderson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

II. Governance

A. Governance Amidst COVID 19 Outbreak

- New York State Education Department has suspended the 180-day requirement for all schools in New York State until April 11, 2020. The Board anticipates this suspension to be extended again.
- The Open Meeting Laws have been suspended and all meetings can be held remotely. The meeting must be recorded and later transcribed.
- Management will attend a meeting to discuss distance learning plan requirements. Board Chair Marsha Michael will be present at the meeting
- Despite the limitations on in-person meetings, The Board will continue to govern Ivy Hill Prep. The Board will still pass the budget in May 2020, no board meetings will be cancelled, and the governance committee will remain in contact with the management and remain informed through webinars.
- All communication with the public should be directed to the Head of School. The Board should not be communicating with the public directly.

B. Vote on Emergency Succession Planning for Board Officers - Amidst COVID 19

The Board discussed the importance of an emergency succession plan in case the current board chair or treasurer fall ill. Jennifer Small volunteered to be Board Vice Chair. The current Board Chair, Marsha Michael, will train her. Adam Laniyan will become Treasurer if Nataki Williams is unable to continue this role due to illness.

M. Michael made a motion to Emergency Succession Planning for Board Officers.

T. James seconded the motion.

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

Roll Call

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

C. Discuss Renewal Benchmarks

A document was created to track school performance around the renewal benchmarks set by the authorizer. The plan is to review every benchmark annually and allow that review to inform board decisions on areas which need improvement. The benchmarks and documents were created using the authorizer's renewal performance framework.

The board discussed using the benchmark document as a way to self assess schools progress and the assessment should take place during the respective committee meetings.

Board discussed whether we should include additional comments outside of the ratings of meets, approaches, falls below benchmarks. We will eventually have a large format document with additional documents. For now, we are looking at individual bullets and determining how we accomplished the goal under that bullet.

III. Finance Committee

A. Discuss COVID 19 Impact on Finances

It is very important to have a surplus. For example: it was essential for each child to have a chromebook so that they can access the distance learning program. If an emergency happens, like the current situation we need additional surplus so that we can continue to pay teachers and other basics while remaining afloat.

B.

Discuss Financial Dashboard

Treasurer Nataki Williams presented the Financial Dashboard.

The financial indicators revealed suitable asset to liability ratio, cash on hand, and debt to asset ratio. The Profit and Loss Summary revealed some savings in staff compensation. However, there is a -\$48,373 variance in income due to delays in anticipated grant money. The Board has been in close contact with management to ensure spending is timed appropriately, since there is some uncertainty on what funding IHP will be eligible for and the timing of grant money.

There is a possibility of a loss of special education funding. It is unclear if the distance learning instruction will be eligible for continued special education funding. The Board confirmed with Management once again that teachers did not need to be certified in special education for a class to be classified as a special education service. HOS confirmed that this is the information she received from the authorizer.

CSP funding is currently being used for the renovation project. IHP has already submitted invoices for the first two installments for our renovation. Finance Committee is hopeful that the reimbursement will come in this fiscal year, but it is possible that it will not receive it until next fiscal year.

C. Vote to Approve Debit Card Policy

M. Michael made a motion to Approve Debit Card Policy.

J. Small seconded the motion.

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

Roll Call

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

D. Vote to Approve Erate Recommendations by Management

Management recommended using Charter Technology Solutions ("CTS") as the E-rate services company. E-rate services are federally funded and designated specifically for internet hardware. IHP is currently under contract with Charter Technology Solutions for

internet services. CTS is familiar with the IHP facilities. IHP received formal proposals from four vendors. The bids were vetted through the Finance Committee. The Finance Committee did note that they had some concern about the other bids being disproportionately high compared to Charter Technology.

M. Michael made a motion to to Approve E-rate Recommendations by Managment.

J. Small seconded the motion.

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

Roll Call

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

IV. Academic Achievement

A. Academic Achievement Amidst COVID 19

School Closure: Decision was made on Friday March 13, 2020 to close schools prior to NYC determination to close DOE schools and provided parents with more lead time.

Students received packets for a two week period and remote instruction is scheduled to begin. HOS reported on details of the program.

B. Discuss Academic Dashboard

General discussion on Enrollment and upcoming lottery.

V. Head of School Evaluation & Support Committee

A. Discuss Emergency Succession Planning for HOS amidst COVID 19

In light of the COVID-19 pandemic, it is imperative that there is a written plan which enables the board, school staff, and families to be clear on which staff would be responsible for key responsibilities and which staff would report to the board in the event that a sudden emergency prevented the HOS from continuing in his or her role.

B. Discuss Ongoing Support

Plan to work on new employment contract for HOS as well review job description. Committee will also continue provide ongoing support.

VI. Development

A. Reminder of Board Giving Goal

Board Chair Marsha Michael reminded the board giving obligations.

B. Discuss Development Initiatives

Trivia Night may have to be cancelled if the ban on non-essential gatherings continues. Whether or not the event occurs, the Board is still encouraged to talk to our networks about giving and fundraising.

VII. Facilities Update

A. Update on Renovation Process

The renovation plan will continue as planned. Lockers are scheduled to arrive the first week of April.

VIII. Head of School Update

A. HOS Report

Dashboard

The Head of School reported that the current enrollment is 116 students. There was no attrition and no out-of-school suspensions during the month of March. One teacher has been terminated. It was determined that the teacher was not a mission-fit and that Ivy Hill Prep is not the best place for her. The position will not be filled this academic year and management made assurances that the scholars' education will not be hindered.

Lottery

The lottery for the 2020-20201 will be held, but will be recorded and transcribed. There was a discussion on the requirement for news media outlets. Last year, the lottery was posted on social media and on the Ivy Hill Prep website; however there may be an

additional requirement to post in on social media, the school website and a local newspaper.

Assessments

The Math Interim Assessment took place on March 11 and March 12. The results will be ready at the next board meeting. The Academic Committee spoke about the potential of the benchmarks being too high. HOS is considering changing the timing of the assessments and adding an additional assessment. The Board was concerned about kindergarten students at Step 2 not making progress. HOS explained that the jump from Step 2 to Step 3 is significant, so it takes longer for students to get from step 2 to step 3.

The Board will continue to review the data from assessments and determine changes for next school year.

Distance Learning Plan

IHP has a Distance Learning Plan three-part distance learning plan that will be rolled out on Thursday, March 26.

Distance Learning Binders

- Binders are leveled based on academic functioning in literacy and math.
- Includes an ideal schedule for each of the students.

Chromebooks

- Every child will have a Chromebook
- Parents are given a resource list of websites and apps that they can use.

Zoom

- Zoom videoconferencing platform will be used for instructional sessions.
- Teachers will work with meet with each student for 2-3 instructional sessions per week.
- The HOS will teach a group of 2-3 students. If it is successful, instructional groups will be considered for other students as well.

IX. Closing Items

A. Meeting Evaluation

Tanisha James will complete the meeting evaluation.

B. 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

Documents used during the meeting

- Covid 19 Governance Concerns.pdf
 - COVID 19 Compliance Updates.pdf
 - Resolution on Emergency Succession Planning.pdf
 - IHP - NYSED Renewal Chart.pdf
 - Ivy Hill Monthly Financials - February 2020 (ammendment).xlsx
 - Amended Debit Card Usage Policy.pdf
 - E-rate Management Recommendation Letter.doc
 - 2020-21_IVY HILL_Bid Matrix for Erate by Management.xlsx
 - IHP Academic Dashboard as 3-11-2020.xlsx
 - Emergency Succession Planning for HOS.pdf
 - Head of School Report_March.pdf
 - Board Meeting Evaluation.pdf
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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: April 27, 2020

Coversheet

Governance Amidst COVID 19 Pandemic

Section: II. Governance
Item: A. Governance Amidst COVID 19 Pandemic
Purpose: Discuss
Submitted by:
Related Material: Board of Regents Regulatory Updates as 4-6.pdf



Board of Regents Regulatory Updates as 4/6/2020

180 Days and the Continuity of Funding

- Charter schools and school districts can operate for less than 180 days during the 10-month school year, if the reduction in the number of days resulted from the Executive Order(s) issued by the Governor pursuant to the state of emergency for the COVID-19 crisis. If schools resume any time taken off will not count for an exemption from the 180 days requirement.

Commissioner's Regulation Section 119.1(c)(1) - Per Pupil Billing

- At the request of a charter school, the Commissioner may consider and excuse delays of up to 30 days for the required submission of per-pupil invoices, if the delay resulted from COVID-19 related operational issues. If such a delay is excused, the district may delay payment to the charter by up to 30-days from submission of said invoice.

Commissioner's Regulation Section 119.5(b) - Charter School Lotteries

- Charter schools must provide notice on their website of the date, time and place of lotteries for charter school student applicants, if such lottery is provided during a school closure ordered pursuant to an Executive Order of the Governor. Additionally, amendments to the regulations will permit these lotteries to be held remotely, provided that the public can view or listen, and such lottery is recorded and later transcribed.

Commissioner's Regulation Section 87.5(4) - Fingerprinting Regulations

- The regulation was amended to change the definition of "prospective employee," which now includes those who have online interactions with students, and not just those with direct, in person contact. These individuals, who include teachers that educate students remotely, must now be fingerprinted. Additional guidance on the fingerprinting requirements for charter schools can be found at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/aprilmemo.pdf>.

Coversheet

Vote on Remote Instruction Staff Policy

Section: II. Governance
Item: B. Vote on Remote Instruction Staff Policy
Purpose: Vote
Submitted by:
Related Material: Staff Remote Instruction Policy.pdf



Remote Instruction Staff Policy

In the event of unexpected school closure during an academic school year, the staff of Ivy Hill Preparatory Charter School will continue to fulfill its mission of providing a high-quality education to all students.

The below expectations have been outlined to allow for continuity of learning for all students, continued professional development for teachers, and support for families during an unexpected closure.

Duties & Responsibilities

- All staff must be available via phone, e-mail, or Zoom or any other video-conferencing platform utilized by the school for the entirety of their contractual work hours.
- Instructional staff shall continue to provide remote instructional support to scholars and must communicate with families to support remote instruction. Interaction with students and families includes but is not limited to phone calls and video conferencing.
- Staff must continue to adhere to Ivy Hill Prep's *Professional Dress* expectations during videoconferencing sessions with students and families.
- Staff must conduct videoconferencing sessions in well-lit areas with minimal background noise to the extent possible.
- Staff must continue to comply with all necessary supervision requirements including but not limited to meeting their manager's requirements for daily and weekly communication.
- Requests for personal time off (PTO) (e.g. illness) will be communicated through normal procedures.
- Supplies to work remotely must be secured from the school before the first day of remote instruction.
- Any additional supply needs must be preapproved prior to any reimbursement.
- Technology connectivity issues should be directed to the director of operations.
- Non-exempt staff will maintain normal work hours and log in Time and Attendance as normal.

Failure to Comply

The foregoing procedures are designed to ensure that Ivy Hill Prep continues to provide scholars with high quality education. All Ivy Hill Prep employees are required to carry out the mission and vision of Ivy Hill by providing continuity of learning during times when remote instruction becomes necessary because of a mandated school closure. Failure to comply with the procedures detailed herein could result in grounds for immediate termination.

Coversheet

Discuss Authorizer Baseline Check-In

Section: II. Governance
Item: C. Discuss Authorizer Baseline Check-In
Purpose: Discuss
Submitted by:
Related Material: NYSED Compliance Doc - Baseline Check-in .pdf



NYSED Monitoring Plan for Ivy Hill Prep – Desk Audit

<u>Area of Performance Framework</u>	<u>Sources of Evidence/Documents Required</u>	<u>Management</u>	<u>Board of Trustees</u>
<p>Educational Success: Deals with school’s academic success and ability to operate in educationally sound manner.</p>	<ul style="list-style-type: none"> • Records concerning the enrollment and admissions process including recruitment and outreach activities, all applications received and documents concerning the lottery process, if conducted • Student academic and health records • Attendance records for students including withdrawals of students from the school • Individualized Education Programs (IEPs) for students with disabilities enrolled in the school • Staff rosters, including records of hiring and termination of employees of the school • Evidence of credentials for all teachers including certifications • Fingerprint clearances for all relevant personnel • Certificates of occupancy • Other facility-related certifications, reports or permits • Surveys (Family/Staff) 	✓	
<p>Organization Soundness: Deals with school’s organizational viability and ability to operate in a fiscally sound manner</p>	<ul style="list-style-type: none"> • Lease agreements • Deeds • Loan documents • Records pertaining to the receipt and expenditure of all grants • Contracts in excess of \$1,000 • School policies in areas such as financial management, personnel, student discipline, health and safety, student records access, enrollment, and transportation. 	✓	



NYSED Monitoring Plan for Ivy Hill Prep – Desk Audit

<u>Area of Performance Framework</u>	<u>Sources of Evidence/Documents Required</u>	<u>Management</u>	<u>Board of Trustees</u>
	<ul style="list-style-type: none"> • Complaints and/or grievances received by the school, including but not limited to, complaints received by the board of trustees pursuant to §2855(4) of Education Law, together with all documentation of all actions taken in response • Inventory of all assets of the school • Board Approved Budgets • Minutes of each meeting of the board of trustees and documentation of public notifications of such meetings 		<p style="text-align: center;">✓ ✓</p>
<p>Faithfulness to Charter & Law: Deals with school’s faithfulness to the terms of its charter and adherence to the applicable laws and regulations.</p>	<p>All records regarding the following events and occurrences:</p> <ul style="list-style-type: none"> • a change in the school’s mission or key design elements • significant changes to the governance or leadership structure • hiring or termination of the management company • a change to school name • a change in district of location • a change in maximum enrollment or grades served • any change of the director/principal of the school • a change in the school’s by-laws or code of ethics • execution of contracts or incurring of debt in excess of \$25,000 • receipt of a summons and/or complaint in which either the school or any member of the board of trustees (acting in his or her capacity as a member of the board of trustees) is named a party to the action • termination, resignation, or removal of a member of the board of trustees 		

Coversheet

Discuss Authorizer Board Evaluation Criteria

Section: II. Governance
Item: D. Discuss Authorizer Board Evaluation Criteria
Purpose: Discuss
Submitted by:
Related Material: NYSED Board Meeting Evaluation Criteria .pdf



NYSED Board Meeting Evaluation Criteria

Compliance with Open Meeting

- Meeting time and place is posted properly on school website and/or onsite at school.
- If meeting includes board member participation via videoconference (e.g. Skype), the notice includes the locations of all members who will be participating via videoconference, and states that these sites are available to the public for attendance.
- All board members can see and hear one another during the meeting, including those board members participating via videoconference.
- A quorum (majority of the total board, including counting vacant seats not yet eliminated) is present when the board meeting is convened and/or any item on the agenda is being considered.
- One set of board materials is available for public inspection on the school's website.
- Only board members who have been approved by NYSED can vote.
- Actions taken by board, including description of any amendments, are clearly articulated. (Board members are clear what they are voting on).
- Meeting *generally* follows approved agenda
- The board meeting is accessible pursuant to ADA at all sites.
- One set of board materials is available for public inspection on the school's website.
- If the board goes into Executive Session, the board votes to do so: agenda and minutes show a valid reason to go into Executive Session which are:
 - a. matters which will imperil the public safety if disclosed;
 - b. any matter which may disclose the identity of a law enforcement agent or informer;
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. discussions regarding proposed, pending or current litigation;
 - e. collective negotiations pursuant to article fourteen of the civil service law;
 - f. the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
 - g. the preparation, grading or administration of examinations; and
 - h. the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.

Key Contractual Performance Areas Discussed

- Academic Performance related to benchmark 1 in Performance Framework is reviewed and discussed.
- The School's Financial Performance, including the school's budget, for the current school year is reviewed and discussed. Budgeted/Actual Enrollment:



NYSED Board Meeting Evaluation Criteria

-
- The school's enrollment, including current enrollment in relation to the school's maximum approved enrollment, is reviewed and discussed.
 - The school's enrollment of SWDs, ELL/MLL, and ED students, including this enrollment in relation to the school's district of location, is reviewed and discussed.
 - If applicable, strategies toward achieving equitable enrollment of SWDs, ELL/MLL, and/or ED students compared to the school's district of location, are reviewed and discussed.
 - Plans for board training and development are discussed at the meeting or meaningful discussion/reflection occurs related to recent training attended by one or more board members.
 - The board discusses, references, or utilizes the board's/the school's strategic plan.
 - If the school has a Corrective Action Plan, the status of the plan and progress toward plan goals is reviewed and discussed.

Best Practices for Strong Boards

- The board has community representation or ensures that community voice has a presence at the board meeting.
- All board members present participate in the meeting.
- The meeting starts on time.
- There is a participant sign-in sheet.
- Meeting materials, if any, are distributed to all present.
- There is a portion of the board meeting as indicated in the meeting agenda for public comment.
- Members of the community attend the meeting such as parents, school staff, CBOs/partners, and students.
- The board makes use of its committees. For example, if the board has a finance committee, did that committee meet and make a recommendation to the board about the financial matters discussed at the meeting?
- The board's legal counsel is present or referred to regarding any needed follow-up.

School management presents information on the following:

- Attendance
- Suspensions/Expulsions
- School safety and climate (DASA related incidents)
- Parent engagement
- Data in a dashboard or in another format
- Special populations (such as SWDs, ELLs/MLLs, and EDs)

Coversheet

Discuss Commonly Used Charter School Terms

Section: II. Governance
Item: E. Discuss Commonly Used Charter School Terms
Purpose:
Submitted by:
Related Material: Charter School Acronyms .pdf



COMMON CHARTER SCHOOL ACROYNMS

ACROYNMS	DEFINITION
ATS	Automate the Schools – Computerized system with all student data
BEDS	Basic Educational Data System
BIP	Behavioral Intervention Plan
BOCES	Boards of Cooperative Educational Services of New York State
BOT	Board of Trustees
CAP	Child Assistance Program
CCSE	Citywide Council on Special Education
CCSS	Common Core State Standards
CEC	Community Education Council
CEP	Community Eligibility Program
CMO	Charter Management Organization
CSE	Committees on Special Education
CSI	State University of New York (SUNY) Charter School Institute
CSO	Charter School Office
CSP	Charter Schools Program
DUNS	Number to establish business credit
DYCD	New York City Department of Youth and Community Development
EIN	Employer Identification Number
ELA	English Language Arts
ELL	English Language Learners
EMO	Education Management Organization
ENL	English as a New Language
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language



COMMON CHARTER SCHOOL ACROYNMS

ACROYNMS	DEFINITION
ESOL	English for Speakers of Other Languages
ESSA	Every Student Succeeds Act
FAMIS	Financial Accounting Management Information System
FERPA	Family Educational Rights and Privacy Act
FPPM/FFP	Finance Policy & Procedure Manual /Financial Fiscal Policies
FOIL	Freedom of Information Law
FRPL	Free and Reduced-Price Lunch Program
FTE	Full Time Equivalent
I3	Investing in Innovation Fund
ICT	Integrated Co-Teaching
IDEA	Individuals with Disabilities Education Act of 2004
IEP	Individualized Education Programs
IHE	Institution of Higher Education
IMF	Institutional Master File
IPA	Institutional Partnership Agreement
ISSP	Individual Student Success Plans
LAB-R	Language Assessment Battery-Revised
LAP	Language Allocation Policy
LEA	Local Education Agency
LEP	Limited English Proficiency
NCLB	No Child Left Behind Act of 2001
NECSN	North East Charter School Network



COMMON CHARTER SCHOOL ACROYNMS

ACROYNMS	DEFINITION
NYCDOE	New York City Department of Education
NYSED	New York State Education Department
NYSLIBL	New York State Library Loan
NYSTL	New York State Textbook Loan
NYSSL	New York State Software Loan
OSC	Office of State Comptroller
PARCC	Partnership for Assessment of Readiness for Colleges and Careers
PBL	Project Based Learning
PEP	Panel for Educational Policy
PIP	Payee Information Portal
PMF	Personnel Master File
PPA	Per Pupil Allocation
PPC	Pupil Personnel Committee
PPF	Parent Principal Forum
OSCOI	Office of the Special Commissioner of Investigation
SAM	System for Award Management
SEC	School Enhancement Committee or School Enhancement Collaborative
SEIS	Special Education Student Information System
SFA	School Food Authority
SFS	Statewide Financial System
SIRS	Student Information Repository System
SPED	Special Education
SRC	School Report Card Database
SSF	State Stimulus Funds



COMMON CHARTER SCHOOL ACROYNMS

ACROYNMS	DEFINITION
SSO	School Support Organization
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering, and Math
SURR	Schools Under Registration Review (also Persistently Lowest Achieving, PLA)
SWOT	Strengths, Weaknesses/Limitations, Opportunities, and Threats
TESOL	Teachers of English to Speakers of Other Languages
TFA	Teach for America
TIF	Teacher Incentive Fund
Title I, Part A	ESEA grant funding for low-income students
Title IIA	ESEA grant funding for teacher and principal training and recruiting
Title IIIA	ESEA grant funding for fiscal stability and strengthening
VADIR	Violent and Disruptive Incident Reporting
W-2	Tax document for gross calendar year compensation and applicable taxes/deductions
W-4	IRS form where employees can note tax allowances
501c3	Section of the Internal Revenue Code outlining exemption requirements for charitable organization
1099	Tax document for contractors, sole proprietors and LLCs
990	Tax return for nonprofits

Coversheet

Board Development - Prospective Trustee Questionnaire

Section: II. Governance
Item: F. Board Development - Prospective Trustee Questionnaire
Purpose: Discuss
Submitted by:
Related Material: Board Prospect Interview Worksheet.docx



Ivy Hill Prep Prospective Trustee Interview Worksheet

1. Board Member Name:

2. Prospective Trustee Name:

3. Mission Fit:

Joyous structured culture | College Prep | All Children | Brooklyn | Assessment Culture

4. Skill/Expertise Value-add:

5. Understands Development Responsibilities: Yes No

6. Ability to work on a team and capacity to commit to approx. 10 hours a month:

7. Demographics:

Age range:

Gender:

Race/ethnicity:

8. Would you recommend this candidate for the IHP Board? Why/why not?

If yes, what committee do you think is a match?

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 purpose and opportunity.

Coversheet

Review Current Financial Dashboard

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

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

March 2020 - Ivy Hill Monthly Financials .xlsx

Coversheet

Review Year2 Draft Budget

Section: III. Finance Committee
Item: B. Review Year2 Draft Budget
Purpose: Discuss
Submitted by:
Related Material: Instructional Coach Responsibilites.pdf
IHP Y2 Budget Draft recvd-4.22.20 BV.xlsx



Instructional Coach

View for Instructional Coaches at Ivy Hill Prep

- Instructional Coaches serve as leaders in a formal, clear, and consistent professional development structure.
- Instructional Coaches are Proficient teachers or Advanced Proficient teachers in the following rubric strands on their most recent Mid-Year Evaluation:
 - Students' Level of Growth on Assessments;
 - Classroom Management
 - Classroom Tone: Strong Voice and Positive Framing
 - Alignment with School Culture
 - Classroom Procedures and What to Do
 - Level of On Task Behavior and 100%
 - and Professionalism
 - Relationships with Colleagues/School
 - Additional Contributions and Responsibilities
- Instructional Coaches hold responsibility for driving the growth and development of the teachers they coach.
- The Instructional Coach Team supports and coaches teachers consistently to become the most highly-effective teachers they can be.
- Teachers consult their Instructional Coach as a first point of contact on instructional matters.
- Instructional Coaches consult their manager, the Head of School, to provide the highest-leverage feedback to teachers.

Responsibilities of Instructional Coaches

- Observe teacher(s) regularly – at least 3 times per month – and follow-up each observation with formal communication via e-mail, including the Head of School on all written feedback sent. For teachers new to Ivy Hill Prep, 75% of feedback should be through the See It, Name It, Do It template. For more experienced teachers, this should account for 50% of feedback.
- Co-observe teacher(s) and plan/practice feedback meeting with another Instructional Coach or Head of School at least once per month at the beginning of the Instructional Coach's role.
- Meet with teacher(s) weekly, executing at least two of the following meeting structures:
 - Observation and Feedback (See It, Name It, Do It)
 - Weekly Data (Student Work Analysis)

- Planning (Increasing Rigor in Lesson Plans and Internalization)
- Instructional Coaches update running Observation Feedback document for teacher(s) following every observation and feedback meeting.
- Provide real-time feedback to teacher(s), in the moment that they can replicate across other parts of their teaching.
- Debrief all real-time feedback via e-mail, in-person, or in Observation and Feedback meeting. If debriefed in-person, include a summary in the final observation feedback e-mail to teacher(s).
- Instructional Coaches respond to teachers reflection of progress towards PD Goals and affirm mastery of action steps.
- Hold teacher(s) accountable for deadlines, implementing feedback, and professionalism.
- Instructional Coaches may design, lead, and support Professional Development sessions for teachers.
- Instructional Coaches conduct additional practice sessions for teacher if teacher is struggling with mastery of action step.
- Instructional Coaches plan for and implement post-Interim Assessment and/or STEP data meetings, including the review of the Six Week Instructional Plan.
- Support school culture by holding teachers accountable for upholding our larger vision through conversations and consulting Head of School for best practices in managing or mediating difficult conversations.
- Evaluate teacher performance through the Mid-Year Evaluation process.
- Provide real-time feedback via e-mail, in-person, or formally in Observation Feedback meeting.

Teacher Name

Teacher Signature

Instructional Coach Start Date

Head of School Signature

Notice

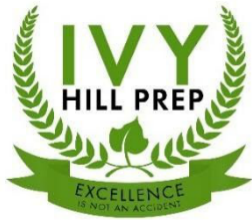
The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

IHP Y2 Budget Draft recvd-4.22.20 BV.xlsx

Coversheet

Vote to Approve School Furniture Bid

Section: III. Finance Committee
Item: E. Vote to Approve School Furniture Bid
Purpose: Vote
Submitted by:
Related Material: Furniture Bids Recommendation.pdf



Ivy Hill Preparatory Charter School
OFFICIAL RECOMMENDATION

IVY HILL PREPARATORY CHARTER SCHOOL

Management Recommendation

04-07-2020

Recommendation:

Background:

We received formal proposals from 4 vendors. All vendors followed the requirements as outlined by management. Each bid contains 230 desk and 240 chairs.

Recommendation:

Management recommends that we go with Chameleon Marketing Group to fulfil our school furniture needs. We would recommend them based on the following:

1. Chameleon Marketing Group has the exact color and style that we currently have in house.
2. Chameleon Marketing has an established relationship with management and their growing furniture needs.
3. Chameleon Marketing's price point came in 1.8k above the lowest vendor, however CMG provides management with a sense of security given the current climate that will be able to get our materials in house prior to summer.

INVOICE

Chameleon Group
 6451 Cotton Creek Ct
 Indianapolis, IN 46278

Phone: 201.400.4040
 Email: ross@chameleonmg.com

PO/Ref #: FURN-2020
 Job #: 508
 Date: Apr 16, 2020

Bill To:
 Ivy Hill Prep
 Ambrosia Johnson
 475 E 57th St
 Brooklyn, New York 11203

Ship To:
 Ivy Hill Prep
 Ambrosia Johnson
 475 E 57th St
 Brooklyn, New York 11203

Salesperson	Ship Via	Est. Ship Date	Payment Terms Due upon receipt
-------------	----------	----------------	-----------------------------------

Qty	Item #	Description	Unit Price	Ext. Price
120	120	16 inch chair a value Color: TBD Imprint: NONE	\$55.60	\$6,672.00
120	120-18	18 inch chair a vlue Color: TBD Imprint: NONE	\$56.31	\$6,757.20
230	1100hp	standard DESK /hard plastic primary green book box/ adjustable legs/grey nebula hard plastic top Color: TBD Imprint: NONE Notes: Was \$92 last year	\$90.00	\$20,700.00

Subtotal	\$34,129.20
Shipping	\$0.00
Tax	\$0.00
Total	\$34,129.20

NSOS

North Shore Office Supplies

1804 Plaza Avenue,
New Hyde Park, NY 11040
Phone: 1(800) 975 1899
Fax : 1(516) 746 1001
www.nsofficesupplies.com

IVY HILL PREP

3/13/2020

QUOTE FOR DESK AND CHAIR

QTY	ITEM#	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		NOR-N2 SERIES CHAIRS		
120	NOR-N216	16" CHAIRS	\$58.99	\$7,078.80
120	NOR-N218	18" CHAIRS	\$62.99	\$7,558.80
		NOR-N2 SERIES DESK		
230	NOR-785	OPEN FRONT DESK LAMINATE TOP	\$92.99	\$21,387.70
		DELIVERY & INSTALLATION	\$7,300.00	\$7,300.00
				\$43,325.30

THANK YOU!!!



W.B Mason Co, Inc.

1160 Commerce Ave
 Bronx, NY 10462
 1-888-926-2766

Quotation Date: 04/17/20
 Quote No: 37099
 Salesperson: Alexander Sebyanics
 Account Number: C2736944

Billing Address:		Shipping Address:	
Company:	Ivy Hill Prep	Company:	Ivy Hill Prep
Name:	Brandon Parker	Name:	Brandon Parker
Address:	475 East 57 th Street	Address:	475 East 57 th Street
City/State/Zip	Brooklyn, NY 11203	City/State/Zip	Brooklyn, NY 11203

Qty	Item Number	Product Description	Amount Each	Amount
230	WM2200SPBK	Adjustable plastic bookbox open front desk, w/18"X 24" solid plastic top,	\$85.00	\$19,550.00
120	WM5116CO	16"H Thrive Contemporary polypropylene ribless flexible shell, 14 GA chrome frame	\$52.00	\$6,240.00
120	WM5118XLCO	18"H Thrive Contemporary polypropylene ribless flexible shell, 14 GA chrome frame	\$54.00	\$6,480.00
Grand Total:				\$32,270.00

Coversheet

Academic Achievement Amidst COVID 19 Pandemic

Section: IV. Academic Achievement
Item: A. Academic Achievement Amidst COVID 19 Pandemic
Purpose: Discuss
Submitted by:
Related Material: April 2020 Committee Meeting Report.docx
Zoom Communication to Families.pdf
Governance & Remote Instruction.pdf



BOARD OF TRUSTEES

Academic Achievement Committee Meeting Report

Committee Members: Maimouna Kane, Kimberly Wedderburn-Henderson, Adam Jimenez-Schulman, Marsha Michael, & Ambrosia Johnson (HOS)

STANDING MEETING DATE SECOND WEDNESDAY OF THE MONTH

April 8, 2020 | 8:00pm – 8:30pm

ZOOM DIAL IN: <https://zoom.us/j/9699543901>

1. Review Academic Program Schools

- Continuity of Education Plan submitted to NYSED – Review by Committee
 - Minutes of Instruction: The minutes of instruction referenced in plan provided to NYSED discussed. 330 minutes of instruction referenced in plan and Board questioned whether that was an accurate number given that live instruction consisted of 2-3 sessions per week per student at 40-60 minutes per session. HOS explained that minutes of instruction consisted of time students were doing independent learning and completing work packets. HOS wanted to ensure plan referenced that packets were created using student data and actual work was differentiated based on each student's level. Committee suggested that plan be updated to specifically include differentiated learning packets but instruction minutes should be counted in line with what instruction means.
 - Live Sessions: Plan consists of 2-3 live teaching sessions per week per student for 40-60 minutes each session.
 - Updates for Plan:
 - Currently IHP website is under construction to include a remote learning section under COVID 19 tab.
 - Plan to be updated to include a daily schedule for students
 - Plan to be updated to track work by way of use of apps which allow administrative access wherein teachers can check to see whether certain work was completed within the app
 - Completion of work in app can also count as a way of tracking attendance.
 - There will also be targeted time for oral drills which will be led by videos placed on website.

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BOARD OF TRUSTEES

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STANDING MEETING DATE SECOND WEDNESDAY OF THE MONTH

April 8, 2020 | 8:00pm – 8:30pm

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-
- Plan will be updated within 3-4 weeks
 - Tracker also created and shared with Committee
 - SPED Students: Plan includes additional pull out services by Dean of Special Supports on Fridays.
 - DOE continues to provide related services.
 - Socio Emotional Supports: Social worker continuing to provide tele therapy.
 - Parent Engagement: HOS detailed that partnership with parents has been a real asset because as parents sit in on Live instruction and get feedback it becomes clear to see the improvement at subsequent sessions based on feedback given to teachers.
 - Marital Arts and Dance: Remote Instruction started this week for 30 minutes and parents and students were equally excited for participation.
 - Zoom: Use of zoom platform discussed in so far as IHP's response to DOE discontinuing use of zoom.
 - IHP sent a letter home to parents regarding use of Zoom and safety mechanism in place as a result of safety and privacy concerns.
 - Consent form also in the process of being sent out.
 - Next Steps: Committee to review consent form and monitor the use of zoom for a few weeks and revisit whether there is a need to change the remote learning platform based on that review.
 - Review Academic Dashboard and assessment results
 - Update: Last Math assessment results indicated all but one class met goal.

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-
- Next Steps: Discuss whether any more assessments will take place and mechanism for doing so.
 - Review Enrollment Numbers, average attendance and average on time daily arrival considering remote learning.
 - Update: School closed on March 13 so there was no new data to review. Committee questioned how attendance was being counted during this time and HOS detailed plan to take attendance from students' use of particular learning apps.
 - Next Steps: See what type of attendance data is generated by the next committee meeting based on new procedures set up by HOS
 - Review Lottery and Enrollment Process
 - Update on Lottery: Lottery was completed.
 - Update on Enrollment Process: Enrollment was scheduled for April 24 & April 25, 2020 but in person enrollment is not an option at this time and it is not feasible to push back enrollment process until June. HOS discussed a process through school mint where parents could take pictures of certain necessary documents and submit through school mint. Committee suggested using website/portal by way of making fillable forms which could be submitted through the website along with a mechanism to upload necessary documentation. Paperwork could be submitted online and school could then retrieve documents and then print as necessary.

2. Review Teaching and Learning Benchmark

- Mid-Year Evals/ Plan to finalize during remote learning
 - Update: Process came to an abrupt halt due to school closure.
 - Next Steps: HOS to inform committee of plan to continue process.

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BOARD OF TRUSTEES

Academic Achievement Committee Meeting Report

Committee Members: Maimouna Kane, Kimberly Wedderburn-Henderson, Adam Jimenez-Schulman, Marsha Michael, & Ambrosia Johnson (HOS)

STANDING MEETING DATE SECOND WEDNESDAY OF THE MONTH

April 8, 2020 | 8:00pm – 8:30pm

ZOOM DIAL IN: <https://zoom.us/j/9699543901>

3. Culture, Climate and Family Engagement

- Family Survey
 - Update: Family surveys were sent out on 4/3/2020 using google forms and 45% of families have responded to date. HOS advised that reminders are routinely sent to parents to send in survey.
 - Next Steps: HOS to provide survey form to committee.
- Reflections from current family engagement during remote learning:
 - Update: HOS reported parents were engaged and proof can be seen in student improvement after parents implement instruction feedback. HOS also reported families were happy and very appreciative of remote instruction.
- Culture
 - Update: To continue to create culture during remote learning through Zoom virtual snack and chat for students to allow them to see each other and interact virtually. Also spirit week and first responders day, where teachers and students will dress as first responder, are scheduled for virtual implementation.

4. Committee Next Steps and Discussion Points

- Discuss Staffing Plan for Next Year
- Discuss Potential Assessments if any for the rest of the year.
- Discuss Academic Plan for when schools are back up and running in 20-21 (Would it be a good idea to open earlier to try and fill some gaps earlier on, i.e change academic calendar)
- Discuss thoughts on afterschool planning for next 2 years as students get older.

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IVY HILL PREPARATORY CHARTER SCHOOL

April 5, 2020

Dear **Ivy Hill Prep** Community,

We hope this letter finds you well and in good health. These unprecedented times have been a hardship for many of us, but we are thankful for the opportunity to engage remotely with our students as we continue to prioritize their academic growth.

As you may know, on Friday, April 3, 2020, NYC Chancellor, Richard Carranza, ordered all Department of Education schools to stop using the videoconferencing tool, *Zoom*, to provide remote instruction, after there were reports of security breaches, including strangers entering group video chats.

At Ivy Hill Prep, our first priority is the safety of our students. Please read below for Ivy Hill's updates and next steps regarding how we will move forward with remote learning as a school community. It is important to note:

1. Ivy Hill Prep **has not** experienced any of the aforementioned breaches of security, including strangers entering our academic video sessions.
2. We **do not** anticipate that these breaches of security will be an issue for our school community.
3. In an abundance of caution, we are currently working on a longterm plan which may include seeking alternative videoconferencing options to utilize. During the process of devising an updated plan, please note the steps below that we are taking to ensure the safety of our students.

Ivy Hill Prep's Staff Will Continue To:

1. Prohibit students from entering video conferencing sessions until the host (the teacher) of the video conference is in the session.
2. Prohibit others from sharing files or their screens.

Ivy Hill Prep's Staff Will Begin To:

Please Note: All upcoming steps are forthcoming. Ivy Hill Prep's School Administration or your child's classroom teacher will update you within the following week regarding the following:



IVY HILL PREPARATORY CHARTER SCHOOL

1. Individual passcodes will be provided to intended participants to ensure they are the only participants who will have access to the video session. These passcodes are not to be shared with others.
2. Teachers and all administrators will be co-hosts in sessions. This will allow teachers and administrators to remove any unauthorized users.
3. All Ivy Hill Prep Zoom accounts will prohibit participants who are removed from rejoining.

We Ask Parents To:

1. Remain near your scholar during their videoconferencing sessions with their teacher.
2. Remind your child that they should only be in their Zoom session with a teacher or staff member from Ivy Hill Prep.
3. Remind your child to immediately report to you if they see an individual in their session who they do not know.
4. Immediately notify your child's teacher and School Administration in the event of an emergency. Please e-mail: info@ivyhillprep.org or call the Emergency Hotline Number at (646) 481-2032.

As a school community, we are grateful our students and staff have not experienced any security breaches while using Zoom for remote learning. Our primary focus is to continue to provide our scholars with the **best** education possible while ensuring their safety.

We will **continue** to be resilient as we navigate these uncharted waters that these unprecedented times have created. Please be on the lookout for additional communication regarding next steps.

If you have any questions or concerns, please do not hesitate to contact us.

Committed to Excellence,

A. Johnson
Founder & Head of School
Ivy Hill Preparatory Charter School
ajohnson@ivyhillprep.org



IVY HILL PREP BOARD OF TRUSTEES

Governance Considerations on Remote Instruction Plan

Educational Continuity Plan – What Trustees Should Know:

- Are plans in place to continue education through the end of the school year?
- Are the needs of all students being address including at-risk populations?
- As a board do you understand how education is being delivered and tracked across grade levels?
- What are plans and education supports for when students return to school?
- How are staff making determinations of promotion/retention?

Workforce

- How are human resource responsibilities being handled?
- Who is staying abreast of federal and state laws and regulations that impact the school as an employer?
- Do staff know expectations? What flexibilities can you provide staff to assist with childcare, work management, mental health, etc.?
- How will staff be evaluated?
- How will determinations to ask staff back next school year be made?
- If schools reopens this school year, how will the school determine if all staff are willing or can come back? What is the contingency plan?

Operations

- Is the school continuing to adhere to the Compliance related submissions of the Authorizer?
- Website Resources: Who is checking your Authorizer’s website for updates regarding obligations?
- Facilities: Have facility projected been affected? What are contingency plans?
- Students with Disabilities: Are staff meeting the obligations of students with disabilities i.e current identifications, annual reviews, amendments to IEPs, etc.?

Culture

- Students
 - What are our touchpoints with students?
 - How do you support students struggling with their schoolwork, isolation, fear, home life, etc.?
 - What supports are available?

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IVY HILL PREP BOARD OF TRUSTEES

Governance Considerations on Remote Instruction Plan

- Families
 - What are our touchpoints with families?
 - How do you support families who are struggling with the delivery of education?
 - How do you support families who are struggling? Health? Food?
 - What supports are available?

- Leadership and Staff
 - What are touchpoints with staff? How will the school ensure every staff member is checked on?

*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 purpose and opportunity.*

Coversheet

Vote to Approve Amended Enrollment Policy

Section: IV. Academic Achievement
Item: B. Vote to Approve Amended Enrollment Policy
Purpose: Vote
Submitted by:
Related Material: Amended - Enrollment Policy Year2-v2.pdf



Enrollment Policy 2020-21

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.

Coversheet

Discuss Academic Dashboard

Section: V. Head of School Update
Item: A. Discuss Academic Dashboard
Purpose: Discuss
Submitted by:
Related Material: April 2020 Academic Dashboard Report vF.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

April 2020 Academic Dashboard Report vF.xlsx

Coversheet

HOS Report

Section: V. Head of School Update
Item: B. HOS Report
Purpose: Discuss
Submitted by:
Related Material: Continuity of Learning Plan.pdf
HOS Report April 2020.pdf
Distance Learning Plan - Socio-Emotional Plan.pdf

Application: Ivy Hill Preparatory Charter School

Ambrosia Johnson - ajohnson@ivyhillprep.org

COVID-19 CS Closure Plans

Summary

ID: 0000000037

Status: COVID-19 Closure Plans



Continuity of Learning Plan

Completed - Mar 27 2020

Instructions

All schools must develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form or submit a plan in an alternative format, but it must respond to all of the prompts outlined in the task labeled, "**Continuity of Learning Plan**".

Form for "Continuity of Learning Plan"

Continuity of Learning Plan

NYSED requests that charter schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form or submit a plan in an alternative format, but it must respond to all of the prompts outlined in the form.

Would you prefer to upload your own plan, which at a minimum responds to the prompts enumerated on this form?

Yes

If yes, please upload your plan here. (If not, respond "no" to previous question and proceed to complete the form).

NYSED_Ivy Hill Prep_Remote Learning2020.pdf

Filename: NYSED_Ivy Hill Prep_Remote Learning2020.pdf **Size:** 366.1 kB

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

See attached, on pages 1 and 2.

2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those.

o Our plan does depend on the widespread distribution of materials, including work binders, Chromebooks, and additional resources for students. To ensure we take proper safety precautions, only members of our Leadership Team will be responsible for the distribution of materials.

o Ivy Hill Prep will choose one day to distribute materials to families from our campus. We will use the various forms of communication that we use to alert families about the Distribution Day.

o Parents will arrive during the explicitly stated times, pick up the instructional materials for their children, and sign any technology waivers.

o For COVID-19 in Year 2020, this designated day was March 25, 2020. Out of 116 parents, 115 received our communication, followed all directions, and were able to safely secure all academic materials and technology for their children.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate for students who do not have access to internet at home.

1. All parents have received resources with specific instructions that outline how to receive free internet and/or installation from various internet providers.

2. For parents who are still unable to access internet, teachers will communicate with students via telephone. Parents will submit pictures of student work to teachers for student feedback during the session.

3. For the two parents we currently have who have been unable to access Wifi, they have used the FaceTime feature on their cell phones for 1 on 1 Tutoring Sessions.

4. Has your school been in contact with special education students' Committee on Special Education (CSE) to ensure that their respective IEP goals are being addressed during school closure?

Ivy Hill Prep has been in contact with CSE 6 to ensure that all IEP goals for students are being met by related service providers and teachers. All Special Education meetings that do not require additional student testing (annuals, triennials, re-convenes) will occur over the phone with all required participants. However, all meetings requiring the need for additional student testing will be postponed, until the re-opening of schools, per the guidance of the NYC Department of Education and Committees for Special Education. To ensure that students' IEP goals are being addressed, all providers will be conducting family questionnaires to assess the kinds of objects/materials that they have at home to help support their student's growth towards mastery of their goals. Additionally, monthly progress reports will be provided to families to summarize their student's progress to date and things they can do at home to support their student's continued growth.

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

1. Distance Learning Binders:

Section 1 of Binder: (Life's Work)

Distance Learning Binders contain academic content that will allow for daily work to be completed in literacy and math. All work included in Distance Learning Binders are grounded in Common Core Standards and represent the material taught in classrooms or are a continuation from past material taught. Distance Learning Binders are differentiated by reading and math levels. Students will receive math and literacy work that is on their specific grade level, as the binders are not generalized across grade level.

Section 2 of Binder: (Resources)

In the Resources section, parents received the following:

- (1) A list of approximately 30 websites that are free and rigorous that will be used for the continuation of their child's learning.
- (2) A list of internet providers who are offering free service and/or free installation during this pandemic.

Section 3 of Binder: Tutoring Related Materials

In the Tutoring Related section, students have leveled Guided Reading Books and Math problems pre-

printed for them. Guided Reading texts are all chosen based on students' STEP levels. Teachers have considered the decoding and comprehension skills of all students to choose which reading texts are best for them. During their Videoconferencing sessions with their teachers, students will refer to these resources to complete the work for their sessions.

2. Online Academic Material via 1:1 Technology for all students

(1) Ivy Hill Prep has sent each student home with his/her own loaner Chromebook. Students will utilize their Chromebooks to complete their online material.

(2) Parents have been given a list of approximately 30 websites that are free and rigorous that will be used for the continuation of their child's learning.

(3) Children and families have been instructed to complete 90 minutes of literacy instruction and 90 minutes of mathematics instruction daily. To ensure instruction is aligned to students' individual reading levels, many of the computer programs (such as Lexia and Khan Academy) will move with students according to their achievement levels.

3. 1 on 1 Videoconference Tutoring with Teachers & Related Services Team

(1) Videoconferencing Sessions will occur twice per week for 40-60 minutes. One day of the week is devoted to Math instruction, and the other day is devoted to Literacy instruction.

(2) Students who are currently struggling academically and performing in the bottom 10% of their classes, will receive additional tutoring on Fridays.

(3) Students will continue to receive Martial Arts and Dance instruction via videoconferencing.

(4) Students will continue to receive all additional IEP related services via videoconferencing.

(6) Students will continue to receive counseling services via phone only.

To assess student learning in literacy and math, Ivy Hill's Leadership Team is currently creating a plan to virtually administer both the STEP assessment and the Math Interim Assessment t#4 to assess where students are, how much they've progressed, and where their conceptual gaps are. Teachers will use this data to plan for upcoming lessons throughout the remainder of school closure.

6. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework

Teacher training and support at Ivy Hill Prep will occur in the following ways:

1. Lesson Plan Creation: Teachers will create Lesson Plans for Literacy and Math sessions weekly. The Lesson Plans will be Common Core aligned and will specifically target the areas of growth that were reflected on the most recent STEP Literacy Assessment and Math Interim Assessment.
2. Lesson Plan Feedback: Teachers will submit their Lesson Plans one week prior to executing their lessons. After submitting, teachers will receive feedback around the areas of: organization, rigor, and tips for execution. Teachers will receive feedback, revamp their Lesson Plans, and re-submit for final approval.
3. Observation Feedback: Teachers will be observed informally at least 4 times per week. All teachers will formally be observed once per week. Following formal observations, teachers will receive written feedback surrounding their remote learning instruction.
4. Observation Feedback Meetings: All teachers will have formal observation feedback meetings once per week. During this time, teachers and coaches will review the formal feedback received in the past week. During this time, teachers will get the opportunity to review, reflect, and practice their action steps. Following the meeting, teachers will be clear on areas of strength and areas of growth.

Family training and support will be reflected in the following ways:

1. The Ivy Hill Prep team has provided all families with a breakdown of how students should spend their academic day. Parents are strongly encouraged to follow the daily schedule to ensure students receive the maximum amount of instruction.
2. After each 1 on 1 tutoring session, teachers communicate "glows" and "grows" to parents. Parents are expected to encourage students to continue with their "glows", and will begin to push students in the areas that are their "academic grows." Conversations with parents will be tracked after each session to allow for easy follow up for instructional teachers.
3. Parents are given resources weekly as they come to the school, as it relates to food, internet access, academic progress, and mental health.

7. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.

Ivy Hill Prep will ensure compliance with IDEA and Section 504 during long-term closure by continuing all mandated services and accommodations. Upon receiving verbal consent from a student's parent or guardian, all related services will be continued via an online platform during this unexpected school closure. Hearing Education, Speech Therapy, Occupational Therapy, and Physical Therapy sessions will be held utilizing Google Meet, per NYC Department of Education guidelines. Counseling sessions will be conducted over the telephone, to ensure privacy, upholding FERPA and HIPPA guidelines. Although the Department of Education has yet to identify ways in which to supplement the support that some students receive through a crisis-paraprofessional, Ivy Hill has worked alongside families to create a system where the school counselor provides phone and video support during academic lessons. Ivy Hill Prep's current distance learning model allows for one-on-one learning for all enrolled students via the online platform, Zoom. However, students who have IEPs with academic programs of ICT and SETTS will get additional individual and small group support during the school closure. In the event that additional support is needed for students during this time, or after, Ivy Hill Prep is prepared to provide additional individual and small group sessions to support each student's academic growth. Currently, both ELA and Math instruction follows the format of the Ivy Hill Prep curriculum. Students engage in a variety of activities that develop their phonological understanding and then immediately have the opportunity to apply it in a text with subsequent comprehension questions from their teacher. To further support progress towards meeting ELA IEP goals, students will engage in 2-3 15-min "power rounds" throughout the week, where foundational reading skills such as sight words, letter sounds and the ability to segment or combine words are reviewed. Math sessions are comprised of tasks that target multiple standards, particularly that of Number in Base Ten (NBT) and Operations and Algebraic Thinking (OA). This is accomplished with story problems of varying types and the review of math fast facts to support a student's overall mathematical understanding. Overall students with an academic program on their IEP average a total of 120- 180 minutes of live-online instruction in ELA and Math each week, compared to their general education peers who average 80 - 100 minutes each week. Additionally, all Ivy Hill students received a binder of resources that include 8-10 stories, math and writing worksheets, and a list of educational websites to support their continued academic growth. Students with an academic program on their IEP also received work packets that specifically target the goals on their IEPs in Reading, Writing, and Math. Ultimately, Ivy Hill Prep is prepared to consistently meet the academic needs of the students that we serve during and after this pandemic.

8. How many minutes per day of instruction are being provided? (Please average across all grade levels).

330

8. Describe the protocols by which the school and teachers will maintain active communication with students and families. Please include frequency and method of contact.

If you would like to share "exemplars" of how your school and teachers are actively maintaining communications with students and families, please upload in the section entitled, "Exemplars and Challenges".

To maintain communication with students and teachers, our staff are following strict procedures to ensure students and families feel cared for, are made aware of important information, and are supported. The following represents our plans for ongoing support with students and families:

1. Ivy Hill Prep's Leadership Team will send out formal letters to all families that outlines the update surrounding school closure.
2. Initial Phone Calls: Before 1 on 1 tutoring sessions happen with students, all families will receive an initial call that outlines the areas of strength and weaknesses in both Literacy and Math. Teachers will clearly articulate with parents the specific goals set forth during remote learning, as decided upon from the results of most recent assessments.
3. Each student will have a 45-60 minute one-on-one, or two-on-one tutoring sessions weekly for Literacy and Math instruction.
4. Following each tutoring session, teachers will meet with the parent/guardian to discuss the areas of strength and weakness from the most recent session. Parents will then be charged to use similar practices to continue to support their child until the next in-person session.

Thank you.



Ivy Hill Preparatory Charter School Continuity of Learning Plan

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

At Ivy Hill Prep, students will access our educational programming for core content classes in three ways:

- Distance Learning Binders,
- Online Academic Material via 1:1 Technology for all students),
- 1 on 1 Videoconferencing Sessions with Instructional Teachers & Related Services Team

Below, please find an explanation of each aspect of our educational programming:

1. Distance Learning Binders:

- **Section 1 of Binder: (Life's Work)**
 - Distance Learning Binders contain academic content that will allow for daily work to be completed in literacy and math for the duration of the closure. All work included in Distance Learning Binders are grounded in the Common Core Standards and represent the material taught in classrooms or are a continuation from past material taught.
- **Section 2 of Binder: (Resources)**
 - In the Resources section, parents received the following:
 - A list of approximately 30 websites that are free and rigorous that will be used for the continuation of their child's learning.
 - A list of internet providers who are offering free service and/or free installation during this pandemic.
 - Step-by-step directions to access the Videoconferencing tool our students will be using, Zoom.
- **Section 3 of Binder: Tutoring Related Materials**
 - In the Tutoring Related section, students have leveled Guided Reading Books and Math problems pre-printed for them. During their Videoconferencing sessions with their teachers, students will refer to these resources to complete the work for their sessions.

2. Online Academic Material via 1:1 Technology for all students

- Ivy Hill Prep has sent each student home with his/her own loaner Chromebook. Students will utilize their Chromebooks to complete their online material.
- Parents have been given a list of approximately 30 websites that are free and rigorous that will be used for the continuation of their child's learning.
- Children and families have been instructed to complete 90 minutes of literacy instruction and 90 minutes of mathematics instruction daily.



Ivy Hill Preparatory Charter School Continuity of Learning Plan

3. **1 on 1 Videoconference Tutoring with Teachers & Related Services Team**

- Ivy Hill Prep has sent each student home with his/her own loaner Chromebook. Students will utilize their Chromebooks to have 1 on 1 Videoconferencing sessions with their teachers.
- Sessions will occur twice per week for 40-60 minutes. One day of the week is devoted to Math instruction, and the other day is devoted to Literacy instruction.
- Students who are currently struggling academically and performing in the bottom 10% of their classes, will receive additional tutoring on Fridays.
- Students will continue to receive Martial Arts and Dance instruction via videoconferencing.
- Students will continue to receive all IEP related services via videoconferencing. All students with IEPs were sent home with additional academic materials that our Director of Special Education will use during her sessions.
- Students will continue to receive counseling services **via phone only**.



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Teacher 1: Ambrosia Johnson					
TIME	Monday Math	Tuesday Math	Wednesday Literacy	Thursday Literacy	Friday <small>*During Week 1, Wednesday group*</small>
7:00 9:00	Lesson Planning	Lesson Planning	Lesson Planning	Lesson Planning	Lesson Planning
9:00 9:40	Liam	Nyomi	Liam	Nyomi	Lesson Planning
10:00 10:40	Jeremiah	Chase	Jeremiah	Chase	Bottom 1
11:00 11:40	Laura	Jayden	Laura	Jayden	Bottom 2
12:00 1:00	Lunch	Lunch	Lunch	Lunch	Lunch & EOW Staff Meeting
1:00 1:40	Ricardo	Amiyah	Ricardo	Amiyah	Bottom 3
2:00 2:40	Janai	Kaiya	Janai	Kaiya	Bottom 4
3:00 3:40	Special	Savannah	Special	Savannah	Classroom Pair Check-In

Teacher 2: Diana Williams					
TIME	Monday Math	Tuesday Math	Wednesday Literacy	Thursday Literacy	Friday <small>*During Week 1, Wednesday group*</small>
7:00 9:00	Lesson Planning	Lesson Planning	Lesson Planning	Lesson Planning	Lesson Planning
9:00 9:40	Dakota	Joseph	Dakota	Joseph	Lesson Planning
10:00 10:40	Lauren	Taliaia	Lauren	Taliaia	Bottom 1
11:00 11:40	Bella	Kaleb	Bella	Kaleb	Bottom 2
12:00 1:00	Lunch	Lunch	Lunch	Lunch	Lunch & EOW Staff Meeting
1:00 1:40	Chrisdel	Angelica	Chrisdel	Angelica	Bottom 3
2:00 2:40	Arian	Jayceon	Arian	Jayceon	Bottom 4
3:00 3:40	Matthew	Juelz	Matthew	Juelz	Classroom Pair Check-In

Math Lesson Plans



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan
MONDAY & TUESDAY OF EACH WEEK**

Weekly Responsibilities:

- Each Classroom Pair either works together to choose Oral Drill questions and CGI Problem types, or teaching pairs create separately. (Either way, both teachers submit their own documents separately).
- Oral Drill questions and CGI problem type should mirror what's been completed previously in class.
- During sessions with students, students should represent **two** strategies.
- Look to see which strategy they are most comfortable with. If it isn't the most sophisticated, encourage them to try the strategy that is more sophisticated.
- Push all procedural habits.

WEEK OF MARCH 23 RD		
	Oral Drill 10 minutes	CGI Problem Type & Exemplar Strategies 30 minutes
All Students	1. Skip Counting by 1s, 5s, 10s, 2s 2. How many until I get to 10? 3. Combinations of 10	4. <u>JRU</u> Madison has 14 lollipops. Her mother gave her 8 more lollipops. How many lollipops does Madison have now? <u>Exemplar Strategies</u> Strategy 1: Counting On Strategy 2: Direct Modeling with circles 5. <u>SRU</u> Jacob got 18 balloons at the fair. On his way home, 6 balloons popped. How many balloons does Jacob have left? <u>Exemplar Strategies</u> Strategy 1: Counting Back Strategy 2: Direct Modeling with circles *For your Highs, come prepared with a third problem type that is more challenging, in the event they move through quickly.

WEEK OF MARCH 30 TH		
	Oral Drill 10 minutes	CGI Problem Type & Exemplar Strategies 30 minutes



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

All Students		
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WEEK OF APRIL 6TH

	Oral Drill 10 minutes	CGI Problem Type & Exemplar Strategies 30 minutes
All Students		

WEEK OF APRIL 20TH

	Oral Drill 10 minutes	CGI Problem Type & Exemplar Strategies 30 minutes
All Students		



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Weekly Responsibilities:

- **Oral Drill:**
 - Each teacher fills out independently. The Oral Drill can be found in the Instructional Plan teachers completed before school closure.
- **Accuracy Sentences:**
 - Reading Mastery Teachers should complete these. Sentences should be differentiated based on students' reading level: H, M, L.
- **Oral Reading & Comp Questions**
 - Guided Reading Teachers will choose GR texts for the entire 4 weeks prior to beginning. GR Teachers will share these texts and the accompanying Comp Questions with RM Teachers.

**Though the sections below are owned by different teachers, the entire chart should be filled out for both teachers' plans and submissions.*

**Literacy Lesson Plans
WEDNESDAY & THURSDAY OF EACH WEEK**

WEEK OF MARCH 23 RD				
<i>Exemplar</i>				
	Oral Drill 10 minutes	Accuracy Sentences 10 minutes	Oral Reading 10 minutes	Comp Questions 10 minutes
Liam HH 5E	<ul style="list-style-type: none"> • Vowel sounds • Segmenting (2, 3, 4 sounds) • Sight Words 4 • Word Families • Sound Combinations 	<p><u>Monday</u></p> <ol style="list-style-type: none"> 1. The man is washing his cars up and down. 2. My mother is upset about my homework. 3. I have wanted my father to stop brushing my arm. 4. .. 5. .. 6. .. 7. .. 8. .. 	<ul style="list-style-type: none"> • Full Moon 	<p><u>Monday</u></p> <ol style="list-style-type: none"> 1. What makes watching the moon fun? 2. Why is the boy ready to leave the park at the end of the story? 3. What does the boy want to do after he leaves the diner? 4. ... 5. ... 6. ...
Jeremiah MH 4E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Laura HL 4M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Ricardo ML 3M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Janai HH 5E	Same as Liam above.	Same as Liam above.	Same as Liam above.	Same as Liam above.
Special HH 5E	• Same as Liam above.	• Same as Liam above.	• Same as Liam above.	Same as Liam above.

WEEK OF MARCH 30th

	Oral Drill 10 minutes	Accuracy Sentences 10 minutes	Oral Reading 10 minutes	Comp Questions 10 minutes
Liam HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Jeremiah MH 4E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Laura HL 4M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Ricardo ML 3M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Janai HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Special HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>

WEEK OF APRIL 6TH

	Oral Drill 10 minutes	Accuracy Sentences 10 minutes	Oral Reading 10 minutes	Comp Questions 10 minutes
Liam HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Jeremiah MH 4E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Laura HL 4M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Ricardo ML 3M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Janai HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Special HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
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WEEK OF APRIL 20TH

	Oral Drill 10 minutes	Accuracy Sentences 10 minutes	Oral Reading 10 minutes	Comp Questions 10 minutes
Liam HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Jeremiah MH 4E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Laura HL 4M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Ricardo ML 3M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Janai HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Special HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Teacher Action Details

Key Task	Notes	Due	Responsible
Submit Remote Learning Schedule	<ul style="list-style-type: none"> Use the template in this document, and update your sheet in the Google Doc. Students should have the same scheduled time weekly. Create calendar invites. The location should be your personal Zoom Room. Share your calendar with lt@ivyhillprep.org. 	5:00 PM on Friday 3/20	Classroom Pair
Submit PDF for all books for all four weeks	<ul style="list-style-type: none"> Each child (level) should have 1 book per week. Titles should be entered into Lesson Plan Spreadsheet. PDF of books should be e-mailed to LT@ivyhillprep.org. 	5:00 PM on Saturday 3/21	Guided Reading Teachers
Contact families for 10-15 min call to share: <ol style="list-style-type: none"> (1) Scheduled Time (2) Remote Learning goals according to Report Card (3) Expectations for Remote Learning sessions 	<ul style="list-style-type: none"> Fill out Remote Learning Tracker after initial call (See link above). See below for parent script. After this call, you may have to alter the time you'll meet with student, if advised by the parent. If your meeting time changes, alter your above schedule and the Google Doc accordingly. 	5:00 PM on Monday 3/23	Instructional Teachers
Send Follow-Up E-mail to Parents	<ul style="list-style-type: none"> Utilize the script below as a guide to send parents their confirmation e-mail with the time and location (Meeting ID) of their child's sessions. Send a confirmation e-mail to LT@ivyhillprep.org by deadline to note that communication has been sent out to families. 	5:00 PM on Tuesday 3/24	Instructional Teachers
Submit Weekly Lesson Plan Schedule for Week 1: March 23rd	<ul style="list-style-type: none"> Use the exemplar provided. RM teachers should complete all of the accuracy sentences. 	12:00 PM on Tuesday 3/24	Instructional Teachers



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

to LT@ivyhillprep.org	<ul style="list-style-type: none"> GR teachers should complete all of the GR texts and questions. 		
Chromebook & Life's Work Pick Up	<ul style="list-style-type: none"> Parents pick up Chromebooks & Life's Work from school. 	Tuesday & Wednesday (AM & PM) *Tentative*	Families
Remote Learning Begins	<ul style="list-style-type: none"> Complete Tracker after each check-in. If for some reason Check-In does not happen, list the forms of outreach. <p>If technology is ready and we begin on Thursday, Thursday teachers will teacher their Thursday load. On Friday, they will teach their <u>Wednesday</u> load to ensure all students receive their weekly check-in.</p>	8:00 AM on Thursday March 26 th *Tentative*	Entire Staff
Submit Weekly Lesson Plan Schedule for Week 2: March 30th	<ul style="list-style-type: none"> Use the exemplar provided. 	12:00 PM on Sunday March 29 th	Instructional Teachers
Submit Weekly Lesson Plan Schedule for Week 3: April 6th	<ul style="list-style-type: none"> Use the exemplar provided. 	12:00 PM on Sunday April 5 th	Instructional Teachers
Submit Weekly Lesson Plan Schedule for Week 4: April 20th	<ul style="list-style-type: none"> Use the exemplar provided. 	12:00 PM on Sunday April 12 th	Instructional Teachers
Submit Classroom Pair Check-In Notes	<ul style="list-style-type: none"> E-mail sent to LT@ivyhillprep.org Overview of glows, grows from the past week. Troubleshoot any areas of concern. Overview of any concerns or scholars who need extra at-bats, including their areas of struggle. Best practices codified to put into practice for the upcoming week. 	12:00PM on Sundays	Instructional Teachers



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Parent Communication Guides

<p>Parent Check-In (10-15 minutes)</p>	<ul style="list-style-type: none"> Good morning Ms./Mr. _____. This is _____ from Ivy Hill Prep. I'm calling to explain Ivy Hill Prep's Remote Learning Plan and explain how we're going to support _____ during these unfortunate circumstances. Based on _____'s most recent assessment results, _____ needs support in _____ for his/her literacy development. During our calls, I'm going to _____ to help him/her in those areas. Based on _____'s most recent assessment results, _____ needs support in _____ for his/her math development. During our calls, I'm going to _____ to help him/her in those areas. To ensure our video calls run smoothly, please ensure _____ is signed into our video conference line at _____ on Mondays & Wednesdays/Tuesdays & Thursdays. It's important that he/she be on time so that we can maximize our instructional time together. Ms./Mr. _____, what is the best e-mail address I can reach you on to send over the link and time for our video conferences weekly?
<p>Follow Up E-mail to Parents</p>	<p>Dear Mr. Ms. _____,</p> <p>It was great speaking with you earlier today!</p> <p>As a reminder, _____'s remote learning sessions will take place on:</p> <p>Mondays & Wednesdays From 7:00am-8:00am.</p> <p>Please enter this MEETING ID: 123-45-678, and log in 10 minutes prior to our start time.</p> <p>We can't wait to see you next week!</p> <p>All my best, Ms. XYZ 347-222-2222</p>



Ivy Hill Prep Board of Trustees

Head of School REPORT

IVY HILL PREPARATORY CHARTER SCHOOL

Head of School REPORT

4-27-20

Submitted by: Ambrosia Johnson

Data as of 4/21/20

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	60 / 60	9 / 10	2 / 2
Gap	0	1	0
Waitlist	159	0	14
Total Enrollment	N/A until post enrollment sessions		

III. Hiring Report

Position	Total Needed	Total Hired	Goal of Hire	Current Status
Head of School	1	1	N/A	Completed.
Office Coordinator	1	1	N/A	Completed.
Director of Operations	1	1	N/A	Completed.
Teacher	8	7	N/A	Completed.
Dean of Special Supports	1	1	N/A	Completed.
Martial Arts Instructor	1	1	N/A	Completed.
Dance Instructor	1	1	N/A	Completed.
School Social Worker	1	1	N/A	Completed.
DOE Counselor				
Nurse	-	-	N/A	Completed.
Teaching Fellow	1	0	ASAP	Completed.

Total Hires Needed:	16
Total Hired:	15

IV. School Updates

1. Application for SY 2020-2021

- Total Available Seats: 72
- Total Submitted Applications: 347
- All Kindergarten seats have been filled, 60/60.
- All but one 1st grade seat has been filled, 9/10. Management is still recruiting and anticipates filling the seat prior to school opening.
- All 2nd grade seats have been filled, 2/2.

2. School Academics

Virtual Learning

- HOS explains components of Virtual Learning 1.0.
 - Distance Learning Binders (targeted by student level)
 - Online Games
 - 1 on 1 videoconferencing sessions (2x per week for 45-60mins)

Week 1: March 23, 2020											
Week 2: March 30, 2020											
Student Name	Teacher	Parent Contact 1	Parent Contact 2	Week	Day	Time	Skill of Focus	Day 3	Day 4	Day 3 Notes	Day 4 Notes
Egypt	Doster	TRUE	TRUE	2	Mon/Wed	9:00-9:40	Letter ID & Sounds, Short Vowel Sounds, Cross Check, Sight Words List 1, Sound it Out, Accuracy Sentences, Reading Book "Safe, Not Safe"	TRUE	TRUE	Egypt did well in math today but struggles with counting pass 30 and struggles with writing numbers pass 10. His push for at home while wroking with Grandma is to write and recite his numbers 1-20 until he can do it independently without his 100s chart as a resource.	Egypt did well with reciting his letters and sounds. He is still working on retaining sight words from list 1. His goal was to know the words "for, all, like, are" before our next session. In spite of working with grandma everyday, he still struggles with them. He will be tested again on Friday to ensure he retains each word independently. The accuracy sentences proved to be too difficult for him as well, seeing as they contained many sight words, which he doesn't have access to or knowledge of just yet. He is focusing on patterned books. Today he read "Safe, Not Safe" and struggled with the sight word "this" but was able to commit the rest of the pattern to memory. Egypt's next push besides learning sight words is to independently be able to cross check the unique word without being prompted to do so.
Kymani	Doster	TRUE	FALSE	2	Mon/Wed	10:00-10:40	Letter ID & Sounds, Short Vowel Sounds, Cross Check, Sight Words List 1, Sound it Out, Accuracy Sentences, Reading Book "Safe, Not Safe"	TRUE		Kymani struggles with counting to 100 but only with decade numbers (10s) He does well with reciting numbers in-between each decade number which is a great thing for Kymani. He is unable to complete story problems independently but can with much guidance. His push at home with Mom is to write and recite his numbers 1-10 until he can do it independently.	Mom had an emergency and could not make the session but will continue to work with Kymani on sight words from list 1, specifically "all, for, like, are" so that he is prepared for our meeting time on Friday. We will use that extra time to focus on math more heavily, and will now add the sight word quiz that should have been today to that particular session

- HOS explains components of Virtual Learning 2.0.
 - Daily Math & Writing work, with guided videos
 - 1 on 1 Videoconferencing sessions for lower performing students (4-5x per week)
 - 1 on 3, 1 on 4 sessions for middle and high performing students (4-5x per week)
 - Virtual Hub
 - Schedule
 - Mandated online games
 - Video bank

	5/4			5/5			5/6						
Attendance for Week	Monday	40 min Lexia	40 min ST Math	Daily Session	Tuesday	40 min Lexia	40 min ST Math	Daily Session	Wednesday	40 min Lexia	40 min ST Math	Daily Session	Thursday
0%	0%	✓	✓	☐	0%	☐	☐	☐	0%	☐	☐	☐	0%
0%	0%	✓	☐	☐	0%	☐	☐	☐	0%	☐	☐	☐	0%
25%	100%	✓	✓	✓	0%	☐	☐	☐	0%	☐	☐	☐	0%
0%	0%	☐	☐	☐	0%	☐	☐	☐	0%	☐	☐	☐	0%
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0%	0%	☐	☐	☐	0%	☐	☐	☐	0%	☐	☐	☐	0%
75%	100%	✓	✓	✓	100%	✓	✓	✓	100%	✓	✓	✓	0%

- HOS highlights the differences between both versions, which updates were made, rationale behind, and how it will impact student achievement.

Assessments

- HOS explains current project surrounding testing students virtually for literacy.

April Events

- **March Madness Spirit Week (Rescheduled)**
 - Pajama Day
 - Sports Day
 - Superhero Day
 - First Responders Day
- Introduction of **#IvyHillPrepMoves** initiative
 - Virtual Martial Arts
 - Virtual Dance
- **Virtual Town Hall: April 23, 2020**
 - HOS to prep parents on Virtual Learning 2.0
 - HOS to set academic expectations for Virtual Learning 2.0



Social Emotional/Mental Health Plan

Addressing the Social-Emotional and Mental Health needs of students and staff during school closure remain a key priority at Ivy Hill Prep. We are taking every precaution to keep our community healthy and safe. The rapid unprecedented chain of events has shifted the reality of educators globally. We have created a plan to support our students and staff despite the unfortunate conditions of COVID-19.

Student Social-Emotional Plan for Support

Children with mandated counseling will begin receiving Tele-Therapy services effective **Thursday, March 26th** by the school Social Worker in a remote location as a precaution to prevent the spread of the Corona virus. Parents must consent electronically before services begin. Therapy sessions will provide fundamental strategies for coping with unforeseen events such as school closures, grief and loss. Together, educators will help students develop social emotional learning competencies: social-awareness, self-awareness, responsible decision making, self-management skills, and relationship building and maintenance. In addition, non-mandated students will have the opportunity to receive counseling (as needed) with parent and/or teacher referral. Families can access resources for their child through [Google Classroom](#) using the class code ufx4q6b. The classroom will continually update with mini meditation videos, inspirational quotes, free educational sites, tips for Social-Emotional Learning at home and various community resources (e.g. emergency hotlines and food pantries). Families can comment on the classroom thread. Questions will be answered within 24 hours.

We have drafted a letter for parents sharing tips for talking with children about the Corona Virus. The document strongly urges parents to contact their pediatrician or school Social Worker if their child is preoccupied with questions and concerns about safety, or suffers from sleep disturbances, anxiety, recurring fears about death or severe separation anxiety. For their convenience a list of nearby service providers will be attached to the email.

Staff Mental Health Plan for Support

Staff have been encouraged to utilize Talk Space. Talk Space is a counseling platform that allows individuals to receive counseling in the comfort of their home through text, video and voice messaging. Staff can download the app and receive free counseling services courtesy of Ivy Hill Prep. Additionally, Ivy Hill Prep's Social Worker provides consultation for teachers regarding community mental health resources. Adults are encouraged to honor social distancing and explore indoor hobbies and skills that foster joy. Teachers are also supported through virtual morning and afternoon team huddles. They receive weekly check-ins regarding how they are feeling and teacher coaching.



All staff will receive a presentation on Trauma Informed Resilient Schools. The presentation will equip the team with strategies for identifying signs of trauma and prepare staff for working with students who may have experienced trauma. Maintaining the health and safety of our students and staff through events such as pandemics or natural disasters is important to us. It has been proven that staff and students work best when they practice healthy self-care habits.

Coversheet

Discuss Committee Next Steps

Section: VII. Head of School Evaluation & Support Committee
Item: A. Discuss Committee Next Steps
Purpose: Discuss
Submitted by:
Related Material: HOS Eval & Support Committee Next Steps.pdf



IVY HILL PREP BOARD OF TRUSTEES HOS Support & Evaluation Committee Report

HOS Evaluation Rubric for Year 2

- Plan to finalize Evaluation Rubric by May/2020.
- Evaluation Process to be Complete by July/2020
- Plan to align evaluation around HOS goals/Charter goals & goals created with HOS coaches.
- Year 2 Goals to be created in alignment with authorizer renewal benchmarks (Due by July/August)

HOS Employment Contract & Job Description

- HOS requested updated employment contract and Committee has engaged law firm which has experience with charter school employment contracts. Goal is to share updated contract by June/2020 pending completion by the lawyers.
- HOS will have an opportunity to review the new contract with the aim of finalizing it by July/2020.
- HOS Job Description to be reviewed and amended by June/2020 as part of regular protocol to review all job descriptions on an annual basis.

Miscellaneous Considerations

- Board Chair stressed the importance of keeping lines of communication open especially during these critical times of remote instruction.
- Committee requested that HOS complete emergency succession planning in the event of illness etc by EOD April, 24, 2020.

*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 purpose and opportunity.*