



Ivy Hill Prep Charter School

Board of Trustees Meeting - Ivy Hill Prep

Date and Time

Monday November 22, 2021 at 6:30 PM EST

Location

Ivy Hill Prep Charter School, 475 E 57th Street, Brooklyn, NY 11203

Trustees may also attend via zoom link at <https://zoom.us/j/9699543901>, from a public location and must have their video capacity enabled for meeting/voting purposes.

Agenda

I. Opening Items

A. Call the Meeting to Order

- Start recording

- Welcome guests
- Open meeting law and public comment policy
- Public comments

B. Record Attendance

C. Approve Minutes

Approve minutes for Board of Trustees Meeting - Ivy Hill Prep on October 25, 2021

D. Approve agenda

II. Governance

A. Staff schedule/ hours

- Preview of situation and next steps

B. General and Committee Updates

- Reminder: RSVP in Board on Track required to ensure quorum
- Committee actions
 - Agendas and Minutes required, with a focus on capturing Decisions and Action Items (with owners and deadlines)

C. Policy review and approval

- HERO act - approval needed prior to adoption into Employee Handbook
- District safety plan

III. Finance

A. Review Financial Dashboard

- Key financial indicators
- Budget vs. Actuals

B. Forecasting/ Planning

IV. Academic Achievement

A. Interim Planning - Day-to-Day

- Challenges to collaboratively solve

- Supports

B. Review Dashboard and HOS Report

V. Development

A. Upcoming Initiatives

- Update from last month's brainstorming

VI. CEO Support And Eval

VII. Other Business

A. Executive session (as needed)

VIII. Closing Items

A. Adjourn Meeting

Coversheet

Call the Meeting to Order

Section: I. Opening Items
Item: A. Call the Meeting to Order
Purpose: FYI
Submitted by:
Related Material: IHP_Public Comment Policy.pdf



Public Comment Policy

Welcome to **Ivy Hill Preparatory Charter School's** board meeting. We appreciate your interest and involvement in making our organization a success.

For your convenience, we have outlined below Ivy Hill Prep Charter School protocol for public comment and participation during our Board Meetings.

1. Meetings

- a. We welcome the public to all our meetings
- b. IHP adheres to all the requirements of the Open Meeting Law.
"The purpose and clearly stated intent of the Open and Public Meetings Law is to ensure that actions of a public entity are conducted openly, and that the people's business is done in full view of the public."
The intent is that you can watch the public charter school board conducting its ~~business~~, not that you get to weigh in at every juncture.

2. Seating (If we are in Person)

- a. Board Members, IHP senior staff, and the Head of School are invited to sit at the board table.
- b. A public seating area is provided for parents, teachers and other guests.

3. Public Comments

- a. For concerns or comments that the public wishes to have addressed during the Board Meeting, please submit them in writing to ivyhillprepboard@gmail.com forty-eight (48) hours in advance of the meeting. The Board Chair will consider those items for inclusion on the next board meeting agenda, and you will be notified 24 hours in advance of the meeting whether the item will be included.
- b. It is the practice of the board to hear public feedback but not respond instantly. The Board chair will consult with the board and the HOS and either the board chair or the HOS will respond within 24 hours to the public comment.

Thank you for attending our board meeting.

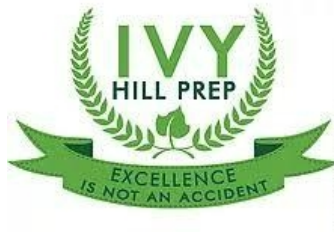
Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice,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

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Meeting - Ivy Hill Prep on October 25, 2021

APPROVED



Ivy Hill Prep Charter School

Minutes

Board of Trustees Meeting - Ivy Hill Prep

Date and Time

Monday October 25, 2021 at 6:30 PM

Location

Ivy Hill Prep Charter School, 475 E 57th Street, Brooklyn, NY 11203

Trustees may also attend via zoom link at <https://zoom.us/j/9699543901>, from a public location and must have their video capacity enabled for meeting/voting purposes.

Trustees Present

A. Jimenez-Schulman (remote), A. Laniyan (remote), D. Lewis (remote), M. Kane, N. Williams (remote), T. James

Trustees Absent

M. Michael

Trustees who arrived after the meeting opened

T. James

Guests Present

A. Johnson (remote), B. Andre (remote), D. Williams (remote)

I. Opening Items

A. Call the Meeting to Order

A. Jimenez-Schulman called a meeting of the board of trustees of Ivy Hill Prep Charter School to order on Monday Oct 25, 2021 at 6:35 PM.

B. Record Attendance

T. James arrived.

C. Approve Minutes

A. Jimenez-Schulman made a motion to approve the minutes from Board of Trustees Meeting - Ivy Hill Prep on 09-27-21.

A. Laniyan seconded the motion.

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

Roll Call

| | |
|---------------------|--------|
| T. James | Absent |
| A. Jimenez-Schulman | Aye |
| A. Laniyan | Aye |
| N. Williams | Aye |
| M. Michael | Absent |
| D. Lewis | Aye |
| M. Kane | Absent |

D. Approve agenda

D. Lewis made a motion to Approve agenda.

N. Williams seconded the motion.

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

Roll Call

| | |
|---------------------|--------|
| A. Jimenez-Schulman | Aye |
| A. Laniyan | Aye |
| M. Michael | Absent |
| M. Kane | Absent |
| N. Williams | Aye |
| D. Lewis | Aye |
| T. James | Absent |

II. Governance

A. Staff schedule/ hours

Will return to this item in the next meeting.

B. General and Committee Updates

C. Goal setting

III. Finance

A. Review Financial Dashboard

Question asked about the date of submission for a grant to receive Chrome books for students. Finance Director will follow up to receive a more accurate information.

B. Audit

C. Goal setting

IV. Development

A. Upcoming Initiatives

HOS shared a fundraising initiative called Jazz with Purpose, sharing details about the aspects and facilitation of the event to duplicate as IVY Hill Prep. Discussion held around the possible date of holding the fundraising event. HOS explained her interest in holding two large fundraising events per year. HOS would like to host the Jazz with Purpose event in the upcoming Spring. Discussion held around the logistics of carrying out the event in and setting additional meetings to meet the expectations. Board members shared possible fundraising initiatives and tying initiatives to co-curriculum. Discussion held around fundraising for materials and fundraising for experience for IVY Hill Prep students.

B. Goal Setting

V. Academic Achievement

A. Review Dashboard and HOS Report

- ACTION - DoF and HOS to look into alternatives to pushing lunch into cafe, including addressing School Foods supply gap, to help maximize safety protocols

Enrollment: 230. Application for the next school year is live and applications are being submitted for the 2022-2023 school year. COVID report: September 2 positive student count. October 1 positive student and 1 positive staff count. There were two classrooms transitioned to remote. School Foods can no longer provide students lunch in classrooms due to packaging shortage. Principals are being encouraged to move students to eat collectively in the cafeteria. HOS will try to modify a lunch schedule to maintain cohorts for tracking. Board member suggested reaching out to a supervisor within School Foods about an alternative. 100% of the staff are vaccinated. Hiring Report: Loss of 3 teachers this month (1 SPED teacher). Turnover rate is high across the city due to COVID. Art teacher and Martial Arts was hired. HOS will track data for hiring initiative. HOS reports that she is working with a recruiter to interview and hire the DOO. HOS is looking to hire a DOO in a few weeks. HOS provided qualitative and quantitative data around staff experience and satisfaction. HOS provided academic achievement data and initiatives.

HOS shared school and community events that the school will host the upcoming month.

B. Goal Setting

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:45 PM.

Respectfully Submitted,

A. Jimenez-Schulman

Coversheet

Policy review and approval

Section: II. Governance

Item: C. Policy review and approval

Purpose: Vote

Submitted by:

Related Material:

NY HERO ACT Model Airborne Infectious Disease Exposure Prevention Plan_IHP2021-22[1].pdf
District Safety Plan_21-22.pdf



NY HERO ACT Model Airborne Infectious Disease Exposure Prevention Plan

The purpose of this plan is to protect employees against exposure and disease during an airborne infectious disease outbreak. This plan goes into effect when an airborne infectious disease is designated by the New York State Commissioner of Health as a highly contagious communicable disease that presents a serious risk of harm to the public health. This plan is subject to any additional or greater requirements arising from a declaration of a state of emergency due to an airborne infectious disease, as well as any applicable federal standards.

Employees should report any questions or concerns with the implementation this plan to the designated contacts for Ivy Hill Preparatory Charter School; Principal Johnson (ajohnson@ivyhillprep.org) and Dean Williams (dwilliams@ivyhillprep.org).

This plan applies to all “employees” as defined by the New York State HERO Act, which means any person providing labor or services for remuneration for a private entity or business within the state, without regard to an individual’s immigration status, and shall include part-time workers, independent contractors, domestic workers, home care and personal care workers, day laborers, farmworkers and other temporary and seasonal workers. The term also includes individuals working for digital applications or platforms, staffing agencies, contractors or subcontractors on behalf of the employer at any individual work site, as well as any individual delivering goods or transporting people at, to or from the work site on behalf of the employer, regardless of whether delivery or transport is conducted by an individual or entity that would otherwise be deemed an employer under this chapter. The term does not include employees or independent contractors out of the state, any political subdivision of the state, a public authority, or any other governmental agency or instrumentality.

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Responsibilities

This plan applies to all employees of *Ivy Hill Preparatory Charter School*.

This plan requires commitment to ensure compliance with all plan elements aimed at preventing the spread of infectious disease. The following supervisory employee(s) are designated to enforce compliance with the plan. Additionally, these supervisory employees will act as the designated contacts unless otherwise noted in this plan:

| Name | Title | Location | Phone |
|------------------|------------------|---------------|----------------------|
| Ambrosia Johnson | Principal | Ivy Hill Prep | 917-789-5959 ext 104 |
| Diana Williams | Dean of Students | Ivy Hill Prep | 917-789-8959 ext 107 |

Exposure Controls During a Designated Outbreak

A. Minimum controls during an outbreak

During an airborne infectious disease outbreak, the following minimum controls will be used in all areas of the worksite:

1. **General Awareness:** Individuals may not be aware that they have the infectious disease and can spread it to others. Employees should remember to:
 - Maintain physical distancing;
 - Exercise coughing/sneezing etiquette;
 - Wear face coverings, gloves, and personal protective equipment (PPE), as appropriate;
 - Individuals limit what they touch;
 - Stop social etiquette behaviors such as hugging and hand shaking, and
 - Wash hands properly and often.

2. **“Stay at Home Policy”:** If an employee develops symptoms of the infectious disease, the employee should not be in the workplace. The employee should inform the designated contact and follow New York State Department of Health (NYSDOH) and Centers for Disease Control and Prevention (CDC) guidance regarding obtaining medical care and isolating.

3. **Health Screening:** Employees will be screened for symptoms of the infectious disease at the beginning of their shift. Employees are to self-monitor throughout their shift and report any new or emerging signs or symptoms of the infectious disease to the designated contact. An employee showing signs or symptoms of the infectious disease should be removed from the workplace and should contact a healthcare professional for instructions. The health screening elements will follow guidance from NYSDOH and CDC guidance, if available.

4. **Face Coverings:** When in use, face coverings must cover the nose and mouth, and fit snugly, but comfortably, against the face. The face covering itself must not create a hazard (e.g., have features could get caught in machinery or cause severe fogging of eyewear). The face coverings must be kept clean and sanitary and changed when soiled, contaminated, or damaged.
 - Employees will wear appropriate face coverings in the accordance with guidance from State Department of Health or the Centers for Disease Control and Prevention, as applicable.
 - Appropriate face coverings are recommended but not required, consistent with State Department of Health and the Centers for Disease Control and Prevention applicable guidance, as of September 16, 2021.

5. **Physical Distancing:** Physical distancing will be used, to the extent feasible, as advised by guidance from State Department of Health or the Centers for Disease Control and Prevention, as applicable.

In situations where prolonged close contact with other individuals is likely, use the following control methods:

- restricting visitor entry;
 - limiting occupancy
 - allowing only one person at a time inside small enclosed spaced with poor ventilation;
 - reconfiguring workspaces;
 - physical barriers
 - signage
 - floor markings;
 - telecommuting;
 - remote meetings;
 - preventing gatherings
 - restricting travel;
 - creating new work shifts and/or staggering work hours;
 - adjusting break times and lunch periods;
 - delivering services remotely or through curb-side pickup
6. **Hand Hygiene:** To prevent the spread of infection, employees should wash hands with soap and water for at least 20 seconds or use a hand sanitizer with at least 60% alcohol to clean hands BEFORE and AFTER:
 - Touching your eyes, nose, or mouth;
 - Touching your mask;
 - Entering and leaving a public place; and
 - Touching an item or surface that may be frequently touched by other people, such as door handles, tables, printing machines, lockers

Because hand sanitizers are less effective on soiled hands, wash hands rather than using hand sanitizer when your hands are soiled.

7. **Cleaning and Disinfection:** See Section V of this plan.
8. **“Respiratory Etiquette”:** Because infectious diseases can be spread by droplets expelled from the mouth and nose, employees should exercise appropriate respiratory etiquette by covering nose and mouth when sneezing, coughing or yawning.

9. **Special Accommodations for Individuals with Added Risk Factors:** Some employees, due to age, underlying health condition, or other factors, may be at increased risk of severe illness if infected. Please inform your direct manager if you fall within this group and need an accommodation.

B. Advanced Controls During An Outbreak

During an airborne infectious disease outbreak, the following advanced controls will be used in all areas of the worksite:

1. **Engineering Controls:** Ivy Hill Prep uses the following advanced controls to contain and/or remove the infectious agent, prevent the agent from being spread, and/or isolate employees from the infectious agent. Examples of these advanced engineering controls include:
 - i. **Mechanical Ventilation:**
 - a. Local Exhaust Ventilation, for example:
 - Ventilated booths (lab hoods);
 - Kitchen Vents; and
 - Vented biosafety cabinets.
 - b. General Ventilation, for example:
 - Dedicated ventilation systems for cooking areas, malls, atriums, surgical suites, manufacturing, welding, indoor painting, laboratories, negative pressure isolation rooms;
 - Increasing the percentage of fresh air introduced into air handling systems;
 - Avoiding air recirculation;
 - Using higher-efficiency air filters in the air handling system;
 - If fans are used in the facility, arrange them so that air does not blow directly from one worker to another
 - ii. Natural Ventilation, for example:
 - Opening outside windows and doors to create natural ventilation; and
 - Opening windows on one side of the room to let fresh air in and installing window exhaust fans on the opposite side of the room so that they exhaust air outdoors. (Note: This method is appropriate only if the air will not blow from
 - iii. Install cleanable barriers such as partitions and/or clear plastic sneeze/cough guards.
 - iv. Change layout to avoid points or areas where employees may congregate (e.g., install additional timeclocks).

Subject to changes based on operations and circumstances surrounding the infectious disease, engineering controls that are anticipated to be used are listed in the following table:

| Engineering Controls Utilized | Location |
|--------------------------------------|-----------------|
| General ventilation | Ivy Hill Prep |
| Natural ventilation | Ivy Hill Prep |
| Cleanable barriers | Ivy Hill Prep |
| Changed layout/schedule | Ivy Hill Prep |

2. “Administrative Controls” are policies and work rules used to prevent exposure. Examples include:

- Increasing the space between workers;
- Slowing production speed to accommodate fewer workers at a time;
- Disinfecting procedures for specific operations;
- Not shaking out soiled laundry;
- Employee training;
- Identify and prioritize job functions that are essential for continuous operations;
- Cross-train employees to ensure critical operations can continue during worker absence;
- Limit the use of share workstations;
- Post signs reminding employees of respiratory etiquette, masks, handwashing;
- Rearrange traffic flow to allow for one-way walking paths;
- Provide clearly designated entrance and exits;
- Provide additional short breaks for handwashing and cleaning;
- Establishing pods or cohorts working on same shift

Subject to changes based on operations and circumstances surrounding the infectious disease, the following specific administrative controls are anticipated to be used:

| Administrative Controls Utilized | Location |
|--|---------------|
| Increasing the space between workers | Ivy Hill Prep |
| Disinfecting procedures for specific operations | Ivy Hill Prep |
| Employee training | Ivy Hill Prep |
| Cross-train employees to ensure critical operations can continue during worker absence | Ivy Hill Prep |
| Post signs reminding employees of respiratory etiquette, masks, and handwashing | Ivy Hill Prep |
| Provide clearly designated entrance and exits | Ivy Hill Prep |
| Establishing pods or cohorts working on the same shift | Ivy Hill Prep |

3. Personal Protective Equipment (PPE) are devices like eye protection, face shield. Respirators, and gloves that protect the wearer from infection. PPE will be provided, used and maintained in a sanitary and reliable condition at no cost to the employee. The PPE provided to an employee will be based on a hazard assessment for the workplace.

| PPE Required | Activity Involved |
|--------------|-------------------|
| Masks | At all times |
| Gloves | When serving food |

1. *The use of respiratory protection, e.g. an N95 filtering facepiece respirator, requires compliance with the OSHA Respiratory Protection Standard 29 CFR 1910.134 or temporary respiratory protection requirements OSHA allows for during the infectious disease outbreak*
2. *Respirators with exhalation valves will release exhaled droplets from the respirators. Respirators are designed to protect the wearer. Surgical masks and face coverings, which are not respirators, are designed to protect others. Not the wearer.*

C. Exposure Control Readiness. Maintenance and Storage:

The controls we have selected will be obtained, properly stored, and maintained so that they are ready for immediate use in the event of an infectious disease outbreak and any applicable expiration dates will be properly considered.

Housekeeping During a Designated Outbreak

1. Disinfection Methods and Schedules
2. Objects that are touched repeatedly by multiple individuals, such as door handles, light switches, control buttons/levers, dials, levers, water faucet handles computers, phones, or handrails must be cleaned frequently with an appropriate disinfectant. Surfaces that are handled less often, or by fewer individuals, may require less frequent disinfection. The disinfection methods and schedules selected are based on specific workplace conditions.
3. The New York State Department of Environmental Conservation (NYSDEC) and the Environmental Protection Agency (EPA) have compiled lists of approved disinfectants that are effective against many infectious agents (see dec.ny.gov and epa.gov/pesticide-registration/selected-epa-registered-disinfectants). Ivy Hill Prep selects disinfectants based on NYSDOH and CDC guidance and follow manufacturer guidance for methods, dilution, use, and contact time.
4. Adjustments to Normal Housekeeping Procedures
5. Normal housekeeping duties and schedules should continue to be followed during an infectious disease outbreak, to the extent practicable and appropriate consistent with NYSDOH and/or CDC guidance in effect at the time. However, routine procedures may need to be adjusted and additional cleaning and disinfecting may be required.
6. Housekeeping staff may be at increased risk because they may be cleaning many potentially contaminated surfaces. Some housekeeping activities, like dry sweeping, vacuuming, and dusting, can resuspend into the increased levels of protection may be needed.
7. Rather than dusting, for example, the CDC recommends cleaning surfaces with soap and water before disinfecting them. Conducting housekeeping during “off” hours may also reduce other workers’ exposures to the infectious agent. Best practice dictates that housekeepers should wear respiratory protection. See cdc.gov for more guidance.
8. If an employee develops symptoms of the infectious disease at work. It is ideal to isolate the area in the accordance with guidance issued by NYSDOH or the CDC, before cleaning and disinfecting the sick employee’s work area. This delay will allow contaminated droplets to settle out of the air and the space to be ventilated.
9. As feasible, liners should be used in trash containers. Empty the containers often enough to prevent overfilling. Do not forcefully squeeze the air out of the trash bags before tying them closed. Trash containers may contain soiled tissue or face coverings.

Infection Response During a Designated Outbreak

If an actual, or suspected, infectious disease case occurs at work, take the following actions:

- Instruct the sick individual to wear a face covering and leave the worksite and follow NYSDOH/CDC guidance
- Follow local and state authority guidance to inform impacted individuals

Training and Information During a Designated Outbreak

- A. Ivy Hill Preparatory Charter School will verbally inform all employees of the existence and location of this Plan, the circumstances it can be activated, the infectious disease standard, employer policies, and employee rights under the HERO Act.
- B. When this plan is activated, all personnel will receive training which will cover all elements of this plan and the following topics:
 1. The infectious agent and the disease(s) it can cause;
 2. The signs and symptoms of the disease;
 3. How the disease can be spread;
 4. An explanation of this Exposure Prevention Plan;
 5. The activities and locations at our worksite that may involve exposure to the infectious agent'
 6. The use and limitations of exposure controls
 7. A review of the standard, including employee rights provided under Labor Law, Section 218-B
- C. The training will be:
 1. Provided at no cost to employees and take place during working hours.
 2. Appropriate in content and vocabulary to your educational level, literacy, and preferred language; and
 3. Verbally provided in person or through telephonic, electronic, or other means.

Plan Evaluations During a Designated Outbreak

The employer will review and revise the plan periodically, upon activation of the plan, and as often as needed to keep up-to-date with current requirements. Document the plan revisions below:

| Plan Revision History | | | |
|-----------------------|--------------|---------------|-------------|
| Date | Participants | Major Changes | Approved By |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Retaliation Protections and Reporting of Any Violations

No employer, or his or her agent, or person, acting as or on behalf of a hiring entity, or the officer or agent of any entity, business, corporation, partnership, or limited liability company, shall discriminate, threaten, retaliate against, or take adverse action against any employee for exercising their rights under this plan, including reporting conduct the employee reasonably believes in good faith violates the plan or airborne infectious disease concerns to their employer, government agencies or officials or the refusing to work where an employee verbally or in writing, including electronic communication, of the inconsistent working conditions and the employer's failure to cure or if the employer knew or should have known of the consistent working conditions.

Notification of a violation by an employee may be made verbally or in writing, and without limitation to format including electronic communications. To the extent that communications between the employer and employee regarding a potential risk of exposure are in writing, they shall be maintained by the employer for two years after the conclusion of the designation of a high-risk disease from the Commissioner of Health, or two years after the conclusion of the Governor's emergency declaration of a high risk disease. Employer should include contact information to report violations of this plan and retaliation during regular business hours and for weekends/other non-regular business hours when employees may be working.

DISTRICT-WIDE SAFETY PLAN



IVY HILL PREP CHARTER SCHOOL
475 E 57th Street
Brooklyn, NY 11203

Adopted July 2021

Introduction

This Safety Plan is a District-wide School Safety Plan, developed for Ivy Hill Prep Charter School. This plan has been developed by School Administration, which will be modified as needed each Academic year in August.

The planning process will include meetings with parents, local police liaison, school security, school staff, and students as requested.

Our goals to creating and implementing our School SAVE Safety Plan are:

- To create an atmosphere and set practices that prevent violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituents in regard to keeping our school safe.

Section I: General considerations and Planning Guidelines

Purpose

The Ivy Hill Prep Charter School District-wide School Safety Plans are developed pursuant to commissioner’s Regulation 155.17. A School Safety Team was created and charged with the development and maintenance of a School District-wide School Safety Plan.

School Safety Team

The Ivy Hill Prep Charter School has a School Safety Team that addresses all safety, emergency response, and post-incident response planning and execution activities. The School Safety Team is comprised of, but not limited to, representatives from different departments of school personnel.

| Title | Role | CPR/AED |
|--------------------------|--|---------|
| Head of School | Head of School/School Safety Team Head | |
| Operations Manager | Member (2nd designee) | |
| Dean of Special Support | Member (3rd designee) | |
| Social Worker | Member | |
| Nurse Practitioner | Member | |
| Front Office Coordinator | Member | |

Concept of Operations

As charter schools are also school districts in and of themselves, the Ivy Hill Prep Charter School District-wide Safety Plan and Building-level Emergency Response Plan are one in the same document.

The plans are developed by the School Safety Team, following District-wide Safety Plan guidelines distributed by NYSED, and in consultation with the NYC Charter School Office and Department of Education Charter school office.

In the event of an emergency or violent incident, the initial response to all emergencies at the School will be by the School Emergency Response Team. As necessary, the Ivy Hill Prep Charter School Board of Directors and/or local emergency officials will also be notified.

Existing county and state resources will be called upon for assistance as possible/required through existing protocols.

Plan Review and Public Comment

We will include representatives of all key school constituents and interested parties in the development and review of this plan. The final plan will be formally adopted by the Board.

This plan will be reviewed periodically during the year and will be maintained by the School Safety (Emergency Response) Team. After approval, the required annual review will be completed on or before August 1st of each year after its adoption.

Section II: Risk Reduction/ Intervention Strategies

A. Prevention/Intervention Strategies

Bullying Prevention

Ivy Hill Prep believes that all scholars have a right to a safe and healthy school environment. We have an obligation to promote scholarly habits which include mutual respect, tolerance, and acceptance.

Ivy Hill Prep will not tolerate behavior that infringes on the safety of any scholar. A scholar shall not intimidate, harass, or bully another scholar through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Ivy Hill Prep expects scholars and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to scholars on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off school premises, and during a school-sponsored activity.

Teachers should discuss this policy with their scholars in age-appropriate ways and should assure them that they need not endure any form of bullying. Scholars who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Scholar Code of Conduct includes, but is not limited to:

- Any scholar who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Scholars are expected to immediately report incidents of bullying to the principal or designee.
- Scholars can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant scholar or the parent of the scholar feels that appropriate resolution of the investigation or complaint has not been reached, the scholar or the parent of the scholar should contact the principal or the Support Services Coordinator. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, scholars and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Conflict Resolution

Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

Ivy Hill Prep will incorporate conflict resolution education and problem-solving techniques into the curriculum and school wide programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

Ivy Hill Prep will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Scholars have expectations to follow while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off school premises.

The Scholars Code of Conduct includes, but is not limited to, the following:

- Scholars are to resolve their disputes without resorting to violence.
- Scholars are encouraged to help fellow students resolve problems peaceably.
- Scholars can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.

- Scholars needing help in resolving a disagreement or scholars observing conflict may contact a teacher, counselor or other school staff member.
- Students involved in a dispute will be referred to a conflict resolution session with trained counselor. Other staff will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure school safety, maintain order, and discipline students.

Training, Drills and Exercises

- Plans are produced for the following situations:
 - Fire drill
 - Intruder Alert
 - Rapid Dismissal
 - Bomb Scare
- The Safety Team will conduct 'table top' exercises – playing through the execution of each situation's plan.
- The school will review details of its Safety Plans with all faculty and staff prior to the first day of school annually, ensuring all are clear on all roles and responsibilities as well as logistics. Staff will sign off on having reviewed and understood School Safety Plans.
- The school will review all emergency response plans with students within the first 2 weeks of school, to ensure all students understand expectations for their action/behavior and that of the entire school community.
- At least six (6) school staff members will be trained in CPR and the use of the AED (defibrillator)
- The School will conduct the mandated actual safety (fire and intruder alert) drills as follows: fire drills conducted as per the DOE protocol per semester, and one intruder alert drill in September/October and another drill in February/March.
- The School will schedule the dates and times of drills with local officials as necessary. Just before a drill, the School will contact local officials to announce the drill as necessary

- When hiring school safety/security personnel, the School will ensure all personnel have the appropriate background (experience and training) to fulfill their role, including training in how to de-escalate potentially violent situations.
- School security personnel/contract agency will participate in the review of the School Safety Plan as needed

Implementation of School Security

School Security roles at Ivy Hill Prep Charter School are expected to be as follow:

- School Security: one dedicated security guard, located as follows:
 - During the school day, one security guard will be located at the front entrance door.
- School staff will monitor hallways before and after school, conducting walk throughs with School Security to eliminate anything potentially hazardous or will cause danger to school community.
- Security camera located throughout the school building will be used to continuously monitor hallways, stairwells, and other areas (not including classrooms or restrooms).
- The front doors of the school will be locked between the hours of 7:30AM - 6:00PM

Visitors

- All school visitors will be required to show identification upon entering the school building
- Visitors will receive a visitor's lanyard and will be instructed to keep the lanyard on for the duration of their visit.
- The visitor will be escorted from the main office to their destination by a staff member as appropriate.
- Upon exiting, the visitor will return the visitors lanyard back to school security to be properly signed out.

The School will have security cameras located in all hallways and stairwells.

The Principal, Operations Manager, and Front Office Coordinator and security will be provided with walkie-talkies to use in the event of an emergency drill or actual occurrence to ensure a means of communication.

A '*Student Emergency Contact*' Binder with Emergency Contact sheets for each student will be in the main office. All homerooms will have homerooms specific Emergency Contact sheets. Dance and Martial Arts Instructors, Dean of Special Support, Head of School, Social Work, Manager of Operations will have schoolwide Emergency Contact sheets for each scholar.

An updated School Staff contact list (with cell phone numbers) will be maintained by the Operations Team and placed within the School '*Emergency/Safety*' Binder. This will also live on each Emergency Clipboard for the persons listed above.

This binder will also contain:

- List of all local emergency contact names and numbers (police, fire, hospital, Board members)
- Emergency Contact Information for all School Staff
- Demographic sheet of school (# of students, # of staff, organization chart)

Hazard Identifications

Through a walk-through and in consultation with School Administrators and School Security Staff, the School Safety Team identified the following potential emergency sites and situations:

| Potential Emergency Site | Related Potential Emergency Situation |
|---|--|
| School building- stairwells, cafeteria, hallways, restrooms | Student confrontation, medical illness, emotional distress |
| Recess park/playground | Student confrontation, medical illness, emotional distress, kidnapping |
| School buses | Student confrontation, medical illness, emotional distress, |
| Off-site Field Trips | Student confrontation, medical illness, emotional distress, kidnapping |

Section III: Arrival and Dismissal Procedure

Arrival

Morning Arrival at Ivy Hill Prep will take place from 7:30AM - 7:50AM. Scholars will be arriving by bus, car, or walking.

Scholars Arriving by Bus

At 6:50AM, the DOO/Ops Manager will be posted outside awaiting the arrival of buses that may come prior to our start time. The DOO/Ops Manager will carry a roster for every bus which will include the bus number/route and names of all students on that route. As scholars arrive by bus the DOO/Ops Manager will go onto the bus, take attendance, then escort scholars to the arrival line located along the gate nearest the lawn sign on Avenue D.

Scholars Arriving by Car

At 7:28AM, staff will take their respective posts. Scholars arriving by car is defined as scholars who's parent will pull up to the designated cones and wait for an Ivy Hill Prep staff member to take the scholar out of the vehicle. The scholar will walk themselves to the arrival line with the supervision of another Ivy Hill Prep staff member. Parents will never get out of the vehicle in the "Car Line." When the DOO does not have a bus to tend to, they will oversee the arrival line and ensure scholars are safely getting to the morning arrival line.

Scholars Arriving by Walking

Scholars arriving to school by walking must be accompanied by an adult. No scholar is permitted to walk to school alone. The HOS/DOO will contact any parent/guardian of a scholar who was seen walking alone to school. Additional offenses will require an in person meeting.

Doors Opening and Breakfast

At 7:30AM doors will open for scholars to greet Principal Johnson. Principal Johnson will be posted near the arrival door and will signal scholars to begin walking towards her for a morning greeting. Scholars will walk down the steps to the basement and walk to the cafeteria, or will walk directly to their classroom for breakfast. Staff members will be posted in the hallway to ensure scholars are safely and quietly walking to the cafeteria.

In the cafeteria/classroom, the Breakfast Monitor will oversee the safety of scholars and staff. They will also ensure a smooth flow of traffic in the breakfast line. Teachers will take attendance as soon as the first scholar of their class arrives to ensure every student is accounted for.

Security at Arrival

The Security Agent will remain at their main entrance post during arrival. The DOO/Ops Manager will oversee the safety of scholars and staff outside of the building.

Late Arrival

Scholars who arrive after 7:50AM, when the doors are closed will have to be let into the school by the Security Agent. The security agent will ask the adult with government issues identification and verify it against the person there. The security agent will sign in the adult in the Visitor Log and issue a numbered Visitor badge which will be logged in the Visitor Log as well. Upon exiting, the Visitor will be required to return the Visitor Badge and their time out will be recorded.

Dismissal

Dismissal will take place from 3:14PM-4:00PM. Teachers will escort scholars to their classes designated dismissal location which will remain the same for the entirety of the school year.

Any adult picking up a scholar must be on the scholars pick up list. The adult must have government issued identification and must present it to the teacher upon picking up a scholar. Teachers will match a the adult to the scholar's pick up list. No scholar can be released until this has been confirmed and the teacher allows the scholar to leave.

At 4:50PM, scholars who have not been picked up at this time will be escorted to their classrooms by their teacher.

Security at Dismissal

The Security Agent will remain at their main entrance post during dismissal. The DOO will oversee the safety of scholars and staff outside of the building.

Late Pick Up

Adults who did not pick up their scholars in the dismissal window will have to be let into the

school by the Security Agent. The security agent will ask the adult for government issued identification and will verify it against the person there. The security agent will sign in the adult in the Visitor Log and issue a numbered Visitor badge which will be logged in the Visitor Log as well. Upon exiting, the Visitor will be required to return the Visitor Badge and their time out will be recorded.

Emergency Assignments, Egresses, and Relocation Sites

Emergency Egresses

Every room occupied by students and/or staff, including those used intermittently throughout the day, must have a primary and alternate route to exit the room and, ultimately, the building. When school principals and/or the Incident Commander (from NYPD, FDNY, OEM, DOHMH, or another designated external agency overseeing management of the emergency) have made the decision to evacuate a school building, students, staff, and visitors to the building must exit using the designated egress and/or alternate egress route.

Please Note: exits and streets are both required in this section. Cafeteria/Auditorium, and Gymnasium, where appropriate, should be included in the list of rooms and exits

Egress Procedure

Upon the call for an evacuation, all spaces primarily descending down Stairwell D will exit through Ivy Hill Prep’s main entrance. Once outside, everyone will make a right onto Avenue D and stop at the corner of Avenue D and E 57th St.

| Room | Exit | Stairwells | Street Address |
|--------------------|--|--|---|
| LL Cafeteria | Landing between Basement and Floor 1 | Primary Stairwell: A Alternative Stairwell: B | Primary Address: E 58 th St Alternative Address: Clarendon Road |
| LL Conference Room | Landing between Basement and Floor 1 (Ivy Hill Prep Main Entrance) | Primary Stairwell: D Alternative Stairwell: C | Primary Address: Avenue D Alternative Address: E 58 th St |
| Main Office | Landing between Basement and Floor 1 (Ivy Hill Prep Main Entrance) | Primary Stairwell: D Alternative Stairwell: C | Primary Address: Avenue D Alternative Address: E 58 th St |
| 215 Classroom | Landing between Basement and Floor 1 (Ivy Hill Prep Main Entrance) | Primary Stairwell: D Alternative Stairwell: C | Primary Address: Avenue D Alternative Address: E 58 th St |
| 213A Office | Landing between Basement and Floor 1 | Primary Stairwell: D Alternative Stairwell: C | Primary Address: Avenue D |

| | | | |
|--------------------------------------|--|--|---|
| | (Ivy Hill Prep Main Entrance) | | Alternative Address: E 58 th St |
| 213B Office | Landing between Basement and Floor 1 (Ivy Hill Prep Main Entrance) | Primary Stairwell: D Alternative Stairwell: C | Primary Address: Avenue D Alternative Address: E 58 th St |
| 213C Office | Landing between Basement and Floor 1 (Nazareth Parking Lot Exit) | Primary Stairwell: C Alternative Stairwell: D | Primary Address: Avenue D Alternative Address: E 58 th St |
| 2 nd fl Staff Bathrooms | Landing between Basement and Floor 1 (Nazareth Parking Lot Exit) | Primary Stairwell: C Alternative Stairwell: D | Primary Address: Avenue D Alternative Address: E 58 th St |
| 2 nd fl Student Bathrooms | Landing between Basement and Floor 1 (Nazareth Parking Lot Exit) | Primary Stairwell: C Alternative Stairwell: D | Primary Address: Avenue D Alternative Address: E 58 th St |
| 206 Classroom | Landing between Basement and Floor 1 (Nazareth Parking Lot Exit) | Primary Stairwell: C Alternative Stairwell: D | Primary Address: Avenue D Alternative Address: E 58 th St |
| 208 Classroom | Landing between Basement and Floor 1 (Nazareth Parking Lot Exit) | Primary Stairwell: C Alternative Stairwell: D | Primary Address: Avenue D Alternative Address: E 58 th St |
| 210 Classroom | Landing between Basement and Floor 1 (Nazareth Parking Lot Exit) | Primary Stairwell: C Alternative Stairwell: D | Primary Address: Avenue D Alternative Address: E 58 th St |
| 212 Classroom | Landing between Basement and Floor 1 (Nazareth Parking Lot Exit) | Primary Stairwell: C Alternative Stairwell: D | Primary Address: Avenue D Alternative Address: E 58 th St |
| 214 Classroom | Landing between Basement and Floor 1 (Ivy Hill Prep Main Entrance) | Primary Stairwell: D Alternative Stairwell: C | Primary Address: Avenue D Alternative Address: E 58 th St |
| 216 Storage | Landing between Basement and Floor 1 (Ivy Hill Prep Main Entrance) | Primary Stairwell: D Alternative Stairwell: C | Primary Address: Avenue D Alternative Address: E 58 th St |
| 218 Classroom | Landing between Basement and Floor 1 (Ivy Hill Prep Main Entrance) | Primary Stairwell: D Alternative Stairwell: C | Primary Address: Avenue D Alternative Address: E 58 th St |

Response to Acts of Violence

In the event of actual violence by any member of the school community or person on school grounds, the school will follow the procedure below:

- Injured parties will be provided with medical attention as necessary
- Offending individual will be contained by building security until local law enforcement arrives.
- Principal/ DOO and School Safety Team will determine the level of threat
 - The immediate area will be isolated or evacuated
 - Activate lockdown procedures
 - Local law enforcement notified

For all Situations:

- Parents – The Principal/DOO will determine with consultation with the leadership/safety teams if and when parents need to be informed.
- Media – The Principal/ DOO will determine with consultation with the Board if and when media needs to be informed.
- The school safety team will convene within 48 hours to conduct a situation debrief/ postmortem.
- Feedback from staff, students, security, etc... will result in future plan updates as necessary.

Protective Action Option

| Situation | Plan |
|--|---|
| School Cancellation | Monitor situation that may warrant school cancellation (Head of School) Make cancellation determination Inform families/students, staff, and Board |
| Early Dismissal | Monitor situation Head of School makes early dismissal determination and time. Contact school transportation providers Inform families/students and staff Retain any personnel on site until all students dismissed |
| Evacuation (before during, and after school hours) | Determine level of threat Contact transportation providers Evacuate staff and students Report any missing persons to Principal Contact families/students |

Disaster Mental Health Services

Disaster Mental Health Resources will be coordinated directly by Ivy Hill Prep Charter School.

After the recovery stage of any incident, the school safety team will conduct an internal post mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the safety plan will be made as appropriate.

Members of the social-emotional team are available as needed for the school community for any counseling services.



General Response Protocols

The General Response Protocol (GRP) outlines the initial response to a variety of conditions that may occur inside or outside of a school building that would require the administration to either Evacuate, Shelter-In, or Lockdown the campus. Each protocol has specific staff and student actions that are unique to each response. **In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.**

Implementation of each GRP Action is performed by all staff, students, and visitors until first responders arrive to provide specific direction to school officials.

1. **Evacuate** is always initiated by the Fire Alarm or specific directions and is used to move students and staff from one location to a different location out of the building. This may be used when the hazard is found inside or outside of the building. An evacuation may be conducted by the entire building at the same time, or in a controlled fashion based on the direction of first responders.
2. **Shelter-In** is always initiated with the announcement: **“Attention: This is a Shelter- In. Secure the exit doors.”** and is the protocol used to safe guard students and staff within the building. It is always followed by a specific instruction and is used when the hazard is found outside of the building. The hazard may be environmental or be related to the actions of first responders in the neighborhood. Shelter-In may also include relocation to different rooms within the building.
3. **Lockdown** is initiated with the announcement, **“Attention. We are now in a Hard Lockdown. Take proper action.”** and is the protocol used to secure individual rooms and keep students quiet and in place.

Lockdown is used when the hazard is found within the building.

- Soft lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post.
- Hard lockdown implies that imminent danger is known, and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

Shelter-In vs. Lockdown

The differentiation between Shelter-In and Lockdown is a critical element in GRP. A Shelter-In recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Shelter-In response. While the Shelter-In response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction. Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet.

GRP Summary of Staff and Student Response

Lockdown (Soft/Hard) – Soft lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. Hard lockdown implies that imminent danger is known, and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders



“Attention: We are now in a hard lockdown. Take proper action” (Repeated twice over the PA system)

Students are trained to:

1. Move out of sight and maintain silence

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off
2. Move away from sight and maintain silence
3. Wait for First Responders to open door or the “All Clear” message
“The Lockdown has been lifted” followed by specific directions.
4. Take attendance and account for missing students by contacting main office

Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention” and be followed with specific directions. (Repeated twice over the PA system).



Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. Students in physical education attire WILL NOT return to the locker room. Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation clipboard (with attendance sheet and Assembly cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. ALWAYS LISTEN FOR **ADDITIONAL DIRECTIONS**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.

Shelter-In – **“Attention. This is a shelter-in. Secure the exit doors.”** (Repeated twice over the PA system).



Students are trained to:

1. Remain inside of building
2. Conduct business as usual
3. Respond to specific staff directions

Teachers are trained to:

1. Increase situational awareness
2. Conduct business as usual/ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS

The Shelter- In directive will remain in effect until hearing the “All Clear” message “The Shelter- In has been lifted” followed by specific directions.

BRT members, floor wardens, and Shelter- In staff will secure all exits and report to specific post assignments.



Shooting (OUTSIDE OF THE SCHOOL)

Please note: Schools may decide to or be directed to Shelter-In or conduct an Evacuation. They must be prepared for both scenarios.


NOTIFY Principal/designee, Borough Safety Director and Security.


Follow the GRP protocol for Shelter-In , as outlined in previous section.


CONTACT:

- 911 – Be prepared to provide:
 - Your NAME and TELEPHONE NUMBER
 - ADDRESS of the school/facility
 - DESCRIPTION of the situation (including number of people involved) and location
 - DESCRIPTION of the shooter / hostage taker
 - TYPE of weapon, if any
 - ENTRANCE for first responders to use, if possible
- Emergency Information Center / Communications Control Center, 718-935-3210
- BRT Leader (who should activate the BRT)

Decision to Shelter-In should be made by Principals/BRT Leader in consultation with NYPD SSD.

Note: in some cases the Shelter-In  may require the assigned BRT members to report to their assigned exit doors. The Incident Assessor should report to all posts and ensure that BRT members have the required equipment.

Floor Wardens should be deployed to each floor to assist in the Shelter-In , and assist in assessing conditions throughout the building to determine in an internal relocation of some classes is required.

If determined in conjunction with first responders, Evacuate  the premises following routes outlined in the section above, *Emergency Assignments, Egresses, and Relocation Sites*.

If the building cannot be re-entered, evacuated students and staff with attendance information are to be sent to the Evacuation Location as identified in the section above, *Emergency Assignments, Egresses, and Relocation Sites*.

Office of Pupil Transportation must be notified for those children who take the bus home.

The BRT Leader should work with first responders to identify the location, number and extent of injured persons. If the victim is part of the school community (staff or student), retrieve the victims' information with home contact numbers and make notifications as necessary.

Security / Principal will provide respective Supervisors and arriving agencies with vital information.

For those children who are picked up from school, the parents/guardians need to be advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup. Immediate notification to EIC will allow notification to be made to Notify NYC.

IF YOU WITNESS A SHOOTING OR HOSTAGE SITUATION:

- ASSESS the situation (STOP * LOOK * LISTEN)
 - How many people are involved?
 - Is there a weapon?
- DO NOT PLACE YOURSELF IN DANGER.
- Remain CALM and observant.
- Discreetly instruct spectators to MOVE AWAY from scene.
- Do NOT attempt to negotiate with the individual.
- Keep a LOW PROFILE; DO NOT stand out.



Bomb Threat

Please note: Schools may decide to or be directed to Evacuate or conduct a Soft Lockdown. They must be prepared for both scenarios.

IF YOU OBSERVE A SUSPICIOUS PACKAGE, DO **NOT** TOUCH IT.

ALL BOMB THREATS

- All communications by LAND LINE or IN PERSON ONLY (No radio or cell phone transmissions).
- CALL 911
- Provide the following information: Your NAME and TELEPHONE NUMBER, ADDRESS of the school/facility,
- DESCRIPTION of the threat, and LOCATION of bomb inside the building (if known).
- Follow instructions provided by 911 operator.
- TURN off all RADIOS, WIRELESS DEVICES, CELL PHONES, BLACKBERRIES, etc. Such devices MAY cause a bomb to detonate.

BOMB THREAT BY PHONE



- CHECK caller ID to see if there is a number and note down.
- KEEP the caller ON THE LINE as long as possible (Do not hang up on the caller).
- LISTEN CAREFULLY, be polite and SHOW INTEREST.
- Try to KEEP the caller talking so that you can gather more information.
- ASK the following questions:
 - WHEN is the bomb going to explode?
 - WHERE is the bomb right now?
 - WHAT does the bomb LOOK like?
 - What KIND of bomb is it?
 - WHERE are you CALLING FROM?
 - WHY did you place the bomb?
- STAY ATTENTIVE to the following:
 - BACKGROUND sounds and other identifying information on caller's location
 - Voice Characteristics & Speech Patterns
- Try to WRITE DOWN or record the conversation. (Use **BOMB THREAT CHECKLIST** on next page.)
- Write down the exact TIME the call was received and the LENGTH of the call.
- Dial *69 (return call) or *57 (caller ID).

BOMB THREAT BY LETTER, E-MAIL, VOICEMAIL, FAX, GRAFFITI

- PRESERVE threat evidence; do NOT delete or erase.
- Do NOT handle the item and isolate if possible.
- MAINTAIN crime scene. Do not clean anything around the area.

NOTIFY

- IN PERSON or on a LAND LINE ONLY, notify Principal or BRT Leader and SSA or Supervisor, and EIC (No radio or cell phone transmissions). ALERT them to the situation and the phone call that was made to 911, and PROVIDE a description of the threat.

- If evacuation is necessary follow GRP Protocols for evacuation  and the procedures as shown in the section above, *Emergency Assignments, Egresses, and Relocation Sites*, and assist as necessary.
- In cases where a reported/suspected explosive device is found, the ranking NYPD member at the scene is in command. S/he will consult with ranking Fire Officer and other City Officials, if present, to determine if further evacuation is required or if emergency action taken should be expanded or curtailed.
- If evacuation is not necessary, initiate the procedures for a Hard Lockdown  and assist first responders with a search of the building, if requested. No one is to re-enter the building/affected area without authorization from appropriate agency.
- If building cannot be re-entered, Office of Pupil Transportation must be notified for those children who take the bus home. For those children who are picked up from school, parents/guardians need to be called and advised of the situation; staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

FOLLOW UP

- VERIFY that the Principal notified the EIC.
- OBTAIN written statements from all witnesses and deliver to Principal only if approval is given by NYPD Incident Commander.
- ENSURE that the Bomb Threat Checklist from SSP is filled out

Bomb Threat Checklist

(Photocopy this page, and keep copies near all school phones / switchboards. After completing this document, keep a copy on file and fax a copy to the Operations Center of the School Safety Division at (718) 730-8691.)

School: _____ Caller's Name: _____

Date: _____ Time of Call: _____

Time of Report: _____ Length of Call: _____

School Official (reporting): _____ Specific wording of message: _____

Caller's Phone Number: _____

Location of Bomb (be specific): _____

How was bomb threat received? _____

Did you place the bomb? YES NO Why? _____

Description of Caller (Circle all that apply):

| CALLER'S VOICE | SPEECH CHARACTERISTICS | MANNER/DEMEANOR OF CALLER | APPARENT IDENTITY OF CALLER | BACKGROUND NOISE | THREAT LANGUAGE |
|----------------|------------------------|---------------------------|-----------------------------|------------------|-----------------|
| LOUD | FAST | CALM | ADULT | QUIET | INCOHERENT |
| SOFT | SLOW | ANGRY | TEEN | LOUD | MESSAGE READ |
| HIGH | INTOXICATED | DELIBERATE | VERY YOUNG | MACHINE | TAPED |
| DEEP | STUTTER | EMOTIONAL | MALE | TRAFFIC | IRRATIONAL |
| PLEASANT | ACCENT | DISTINCT | FEMALE | MUSIC | PROFANE |
| RASPY | DEEP BREATHING | EXCITED | | ANIMAL NOISES | WELL-SPOKEN |
| DISGUISED | LISP | NASAL | | HOUSE NOISES | |
| CRACKING VOICE | SLURRED | COUGHING | | STATIC | |

Other characteristics: _____

| NOTIFICATION (in order) | NAME OF PERSON NOTIFIED | TIME NOTIFIED |
|-------------------------|-------------------------|---------------|
| Principal / BRT Leader | | |

| | | |
|--|--|--|
| Police Department | | |
| Safety Administrator | | |
| School Safety Division | | |
| Superintendent / Field Support Center Director | | |
| Other (Who?) | | |

Was the building evacuated? YES NO If yes, to where?

Was a search conducted? YES NO If yes, time & status/result of search:

Did the bomb squad respond? YES NO

Students (circle one) WERE DISMISSED / RETURNED TO THE BUILDING AFTER INSPECTION AT (time)
 _____.

Is the building in stable condition? YES NO





Building Collapse / Explosion

Please note: Schools may decide to, or be directed to Evacuate or conduct a Shelter-in. They must be prepared for both scenarios.

CONTACT

- 911
- Security
- Principal (notifies the Borough Safety Director)
- Emergency Information Center, (718) 935-3210.
- BRT Leader (activates the Building Response Team)
- Custodial Engineer

IMMEDIATE ACTIONS

- Check for DANGER to yourself or others.
- BE PREPARED for possible further explosion/collapse.
- Remember to STOP * LOOK * LISTEN.
- Assess safety of evacuation routes and EVACUATE  the building when safe to do so, following the GRP Protocol for Evacuation, and as identified in the section above, *Emergency Assignments, Egresses, and Relocation Sites*. If Evacuation routes are unsafe, be PREPARED to initiate the GRP SHELTER-IN  procedures until first responders arrive
- Check for INJURED PERSONS, but DO NOT ENDANGER YOURSELF.
- Identify and maintain contact with injured parties until emergency responders arrive.

CALL 911

- Let the operator ask you questions and be prepared to provide the following information:
Your NAME and TELEPHONE NUMBER
ADDRESS of the school/facility DESCRIPTION of the situation
NUMBER of injured persons, location and extent of injuries (if known)
ENTRANCE for first responders to use.
- The Principal or BRT Leader should direct, as appropriate, first responders to a BRT member for incident-specific information.

NOTIFY

- NOTIFY Principal or BRT Leader and SSA or Supervisor of the LOCATION of the incident, DESCRIPTION of the situation, Number of INJURED PEOPLE.

RESPOND

- ASSIST the Custodial Engineer as directed.

FOLLOW UP

- CUSTODIAL ENGINEER to notify DF.
- CONFIRM that the Principal has notified the EIC.
- Prepare for EARLY DISMISSAL or TRANSPORTATION OF STUDENTS, if necessary.



Chemical Spill or Natural / Propane Gas Leaks

Please note: Schools may decide to, or be directed to Evacuate or Shelter-In. They must be prepared for both scenarios.

CONTACT

- 911
- SSA or Supervisor
- Principal (notifies the Borough Safety Director)
- Emergency Information Center, (718) 935-3210.
- BRT Leader (activates the Building Response Team)
- Custodial Engineer


IMMEDIATE ACTIONS

- Check for DANGER to yourself or others.
- ALERT Custodial Engineer and INFORM him/her of the location of leak/spill and the substance (if known).
- Do NOT approach or attempt to contain the leak/spill.
- EVACUATE and CORDON OFF the immediate area.
- For internal relocation of classes affected by the spill/leak, keep track of student and staff relocation.
- If persons have inhaled gas, get them to FRESH AIR.
- If there are injured persons, CALL 911 with the following information: Your NAME and TELEPHONE NUMBER
- ADDRESS of the school/facility
- NUMBER of patients and their CONDITION ENTRANCE for first responders to use NAME of the person(s) involved, if possible

NOTIFY

- NOTIFY Principal or BRT Leader, SSA or Supervisor of the situation.
- REMIND Principal to notify the Emergency Information Center.
- CUSTODIAL ENGINEER to notify Director / Deputy Director of Facilities.

RESPOND

- If requested, ASSIST Custodial Engineer to determine the source of the leak/spill.
- Prepare for building-wide evacuation . If evacuation is necessary (as determined by principals in consultation with external incident commander), follow GRP for Evacuation, and procedures as defined in the section above, Emergency Assignments, Egresses, and Relocation Sites.
- FOLLOW UP
- After the situation has been resolved, the external incident commander or liaison will advise the Principal and/or BRT Leader when the situation is ALL-CLEAR.



Fire/Evacuation Emergency

CONTACT

- 911
- Principal (notifies the Borough Safety Director)
- Emergency Information Center, (718) 935-3210
- BRT Leader (activates the Building Response Team)
- Custodial Engineer

PULL FIRE ALARM


ASSESS

- Stay AWARE and ALERT.

NOTIFY

- NOTIFY Principal or BRT Leader, and Custodial Engineer of the LOCATION and EXTENT of the emergency situation.

ACTIONS TO TAKE

- ASSESS safety of egress routes.
- If primary egress contains smoke, do not use.
- Feel door with back of hand and if hot, do NOT open.
- Follow GRP for Evacuation  and the procedures as defined in the section above, *Emergency Assignments, Egresses, and Relocation Sites*. An alarm must be sounded, and all students and staff must be evacuated when an emergency arises or is suspected. The decision must be made immediately; investigation of the emergency should be made after everyone has safely left the building.
- Close fire doors and other doors to contain fire.
- Direct people to evacuate away from fire and smoke.
- The Principal or BRT Leader should assign a BRT member to join a custodial staff member to direct first responders to the scene.
- The Custodial Engineer should:
 - In oil-fired plants, shut down all oil burner equipment using switches on oil burner control board or remote control switch. Close suction line valves closest to oil tanks. Leave dampers open. Shut down air compressors and bleed lines to thermostats, maintain water level in boilers.
 - Pull switches for power to school instructional equipment, blowers, ventilators, etc. Switches for the lights should be left on. Boiler room switches should be left on.
- Prepare for EARLY DISMISSAL or TRANSPORTATION OF STUDENTS, if necessary. The decision to evacuate will be made only by Principal/BRT Leader in consultation with NYPD SSD. No one is to re-enter the building without authorization from appropriate agency.
- If the building cannot be re-entered, evacuated students and staff with attendance information are to be sent to the Evacuation Location as identified in the section above, *Emergency Assignments, Egresses, and Relocation Sites*. In addition, the Office of Pupil Transportation must be notified for those children who take the bus home. For those children who are picked up from school, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

FOLLOW-UP

- Custodial Engineer to update Director/Deputy Director of Facilities.
- CONFIRM that the Principal has updated the Emergency Information Center.
- When fire is extinguished, recharge all used fire extinguishers immediately.

Fire Safety & Fire/Evacuation Drills

All school staff should receive an annual orientation session concerning fire safety at the beginning of each year. By the end of this session, participants should:

- Know appropriate methods of transmitting an alarm, including telephones, fire alarm boxes in the school building, and street fire alarm boxes. (Pull-lever stations for the interior alarms are at various locations in the school building, generally near stairs or exits; these interior alarms do not transmit a signal to the Fire Department.);
- Know the location and proper use of fire alarm signal boxes, fire extinguishers, and other fire-fighting apparatus;
- Understand regulations regarding flammable materials, stage settings, decorations, electrical equipment, chemical substances in laboratories, and other potential fire hazards; and,
- Know fire exit drills and evacuation plans.

The Custodial Engineer should conduct an inspection of all school/campus buildings daily, with particular attention to potential fire hazards, proper equipment, access to fire doors, and visibility of signs.

Building occupants must be able to open all exit doors from the inside at all times. Chaining or padlocking fire doors is a punishable violation of the Administrative and Fire Safety Codes.

Signs prohibiting use of elevators during fire drills and emergencies, including information regarding appropriate stairway exits, must be posted near elevators.

Fire/Evacuation Drills

Frequent unannounced drills, implemented with proper leadership and discipline, help ensure safe evacuation in an actual emergency. Drills should be planned in advance, and fire safety/evacuation information should be posted conspicuously throughout the building.

1. Purpose
 - The purpose of fire/evacuation drills is to instruct and train students and staff in emergency evacuation procedures so that they might leave the school building in the shortest time possible and without panic in the event of an actual emergency. On hearing the fire signal (three gongs, four times), pupils (under the leadership of teachers and other school staff) must go to the street without delay.
2. Frequency and Monitoring
 - AS REQUIRED BY STATE LAW, THE PRINCIPAL SHALL HOLD EMERGENCY DRILLS NO LESS THAN TWELVE TIMES IN EACH SCHOOL YEAR, EIGHT OF WHICH SHALL BE HELD PRIOR TO DECEMBER 31. OF THE REQUIRED TWELVE EMERGENCY DRILLS THAT MUST BE CONDUCTED, FOUR DRILLS MUST BE LOCKDOWN DRILLS AND THE REMAIIING
 - EIGHT MUST BE EVACUATION DRILLS. Neglect by a Principal, or other person in charge, to comply with the above requirements is a misdemeanor punishable by a fine and/or imprisonment.
 - In buildings with fire escapes, at least four of the drills shall include the use of such escapes.
 - In buildings in which summer school is conducted, at least two additional fire/evacuation drills shall be conducted, one of which shall be held the first week of summer school.
 - A record and evaluation of each fire/evacuation drill shall be maintained. All drill reports completed by Principals are to be entered in the DOE online Fire/Evacuation Drill data entry page within 48 hours of the commencement of the drill.
3. Guidelines

- All students and staff in the school must obey fire drill signals and regulations.
- Equal emphasis should be placed on evacuating the school in a quick and orderly fashion. No running or horseplay shall be tolerated.
- Fire/Evacuation drills shall be conducted under varying circumstances at varying hours and at unannounced times to simulate actual emergency conditions. (For example, one exit should be blocked by closing off the exit area during the fire drill.)
- Ringing the fire bell is the usual signal for a drill. However, staff and students should be aware of alternate procedures in case of malfunctioning of the bell system. Alternate signals, such as classroom bells, public address announcements, hand bells or messengers, may be used.
- Instructions involving fire/evacuation drills and evacuation paths to be used shall be posted in every classroom, auditorium, and cafeteria. (Note: Fire/Evacuation Drill Posters may be ordered in packages of twenty-five from the Division of Contracts and Purchasing online catalog four times per year -- choose item #11252590007 on the FAMIS portal.
- Details of the school's fire drill/evacuation plan should include the current number of students in holding rooms. Holding rooms are designated areas where physically handicapped students and staff wait for the Fire Department. The Fire Department will provide means of egress, when necessary. The fire drill is not complete until all students are out of the building or in holding rooms. Holding rooms must be left unlocked during occupancy.
- Teachers shall bring attendance information with them to ensure the safe evacuation of all students.



Shelter-In


Shelter-In – “Attention. This is a shelter-in. Secure the exit doors.” (Repeated twice over the PA system). Under some circumstances, when the hazard to the school is outside of the school, emergency responders may direct that your students and staff remain within the school building. This process, called “sheltering-in,” may allow operations to function within the building as they normally do, or may require that you identify a location in your school where students and staff can congregate that is a) in a hallway and away from windows and glass; b) in an area that is isolated; c) in an area where ventilation can be turned off, if needed; and/or d) away from the main entrance of your school.

The determination that staff and students should remain inside during a disaster will be made by local law enforcement / public safety officials. Once that decision has been made, school staff may be given particular direction regarding appropriate shelter-in locations (e.g. basement areas; gymnasium; particular hallways), as well as critical actions to ensure ongoing safety from the danger outside of the school building.

CONTACT

- 911
- Principal (notifies the Borough Safety Director)
- Emergency Information Center, (718) 935-3210
- BRT Leader (activates the Building Response Team)
- Custodial Engineer

These steps can be applied to emergency weather shelter ins(e.g., tornado, severe storms, hazardous materials release) and/or first responder activity outside of the school building (e.g., a police search for individuals, FDNY activity in a home on the block of the school).

- The Principal will follow the GRP protocol for Shelter-In. 
- Shelter Locations should be predetermined but will vary depending on the nature of the incident.
- CONSULT with the Principal, BRT Leader, Custodial Engineer and other BRT members to coordinate efforts and approach.
- The BRT Leader should confirm that the Principal has notified the EIC and that the Custodial Engineer has notified the Director / Deputy Director of Facilities.

SHELTER-IN

- BRT response actions will depend on the nature of the incident.
- DO NOT PLACE YOURSELF IN DANGER.
- ASSIST Principal and Custodial Engineer as necessary.
- Remain alert as a Shelter-In may transition into an Evacuation or a Lockdown
- If there are injured people, refer to the Medical Emergency Procedures.
- REMAIN CALM and care for medically fragile students around you.
- Follow Principal/BRT Leader’s directions and be prepared to carry out the following actions:
 - INSTRUCT all individuals to REMAIN INDOORS. DIRECT them to the shelter location (including visitors who remain in building)
 - Instruct teachers to CLOSE all windows and doors (if applicable for environmental hazards).
 - Do NOT allow any individuals to enter into the building (except for NYPD or other first responders). Upon arrival of NYPD, follow instructions of NYPD Incident Commander.

- CONFIRM that teachers have taken attendance.
- STAY ALERT and AWAIT further instructions from the Principal, Custodial Engineer, or first responders. Unless otherwise stated, the school community functions as normal with the exception of entry and egress until the All Clear announcement is made, "**The Shelter- In has been lifted**" followed by specific directions

FOLLOW UP

- Once the building has been properly secured, verify that Custodial Engineer has updated the Director/Deputy Director of Facilities and that principal has updated the Emergency Information Center.



Lockdown Drills

Section 2801 of New York State Education Law requires schools to develop Safety Plans regarding Emergency Response. In accordance with this, schools need to conduct drills and other exercises to test components of the Emergency Response Plan. All Public schools are required to conduct 4 Lockdown drills per year. One drill must be conducted in the Fall Term (by October 31) and one drill conducted during the Spring Term (between February 1 and March 14). The remaining two drills may be conducted at anytime during the school day as determined by the administrative team. Drills must be recorded in the DOE online Lockdown Drills data entry page within 48 hours of commencement of the Drill.

Lockdown

Lockdown is to be used when there is a threat or hazard inside of the building.

Lockdown (Soft/Hard) – **Soft lockdown** implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. **Hard lockdown** implies that imminent danger is known, and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders

“Attention: We are now in a hard lockdown. Take proper action” (Repeated twice over the PA system)

In response to this announcement:

Students are trained to:

1. Move out of sight and maintain silence

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off
2. Move away from sight and maintain silence
3. Wait for First Responders to open door or the “All Clear” message
“The Lockdown has been lifted” followed by specific directions
4. Take attendance and account for missing students by contacting main office
 1. any students in the hallway should immediately be taken to nearest classroom by school personnel;
 2. the Principal or designated BRT member should call 911 and provide: name and telephone number, address of the building, description of the situation and any weapons involved, entrance for first responders to use; and,
 3. the Principal or designated BRT member should contact the DOE Emergency Information Center at (718) 935-3210.



Command Post Checklist for Soft Lockdowns

How to properly plan and conduct a Soft Lockdown Drill

This checklist is designed to be used during a soft lockdown drill.
Follow these steps sequentially to ensure that all soft lockdown elements are completed.

BEFORE A DRILL

- All members of the school community were notified of the drill, including: school safety agents, food service staff, school nurse, substitute teachers, and custodial employees as they will all participate in the drill.
- The custodian, nurse and 1 school safety agent were reminded that they are command post staff (in addition to the Principal(s), BRT Leader, and the Recorder). They should remain in the command post for the duration of the drill in case an issue which requires their immediate response is reported.
- All BRT Members, floor wardens, searchers, and school safety agents were notified just prior to the drill and were deployed to a staging area (i.e., stairwell) near their assignment to wait for the commencement of the drill.

DURING A SOFT LOCKDOWN DRILL *(Record all times)*

- The following announcement is made clearly and calmly 2 times:

"This is a drill. Attention, this is a soft lockdown. Take proper action."

Time: _____

The following actions should occur simultaneously after calling 911 (ONLY DURING AN ACTUAL EMERGENCY; Do not call 911/ emergency responders during a drill.):

- The Building Response Team was activated. *Time:* _____
- The following were notified:

| | Phone Number | Time |
|--|------------------|-------|
| * <input type="checkbox"/> 911 | 911 | _____ |
| * <input type="checkbox"/> EIC | 718 - 935 - 3210 | _____ |
| * <input type="checkbox"/> Borough Safety Director | _____ | _____ |
| * DO NOT CALL FOR A DRILL. | | |
| <input type="checkbox"/> Superintendent | _____ | _____ |
| <input type="checkbox"/> Field Support Center Director | _____ | _____ |

- The following announcement must be made via two-way Radio and/or PA system:
"All principals and command post staff are to report to the command post in Room _____."

- Floor teams contacted the command post via phone or radio to report the condition of their designated floors. This includes whether the floors are all clear, if individuals are locked out of rooms, and why these individuals were not inside of classrooms.

- Once all reports from floor teams indicate "all clear" conditions, the following announcement is made clearly and calmly 2 times to end the drill: **"The lockdown has been lifted."** Time: _____

AFTER A DRILL

- Floor teams remain on post ensuring that the building has returned to normal operations.
- A debrief session is held with all team members to identify areas of strength and areas in need of improvement

This checklist should be duplicated and stored in the Principal's Office, the BRT Kit, and in the primary and alternate internal Command Posts for use in a drill, as well as during an emergency.

THE FOLLOWING STEPS MUST BE TAKEN IF IT IS DETERMINED THAT THE MISSING STUDENT PROTOCOL SHOULD BE ACTIVATED

If it is confirmed that the student has exited the building:

Immediately call 911 (including transit police), and notify the Principal/Designee, Emergency Information Center (EIC), and the Borough Safety Director (BSD). Provide a clear description of the student, to include the information below:

- Height and approximate weight
- Ethnicity
- Complexion and hair color
- Attire and any distinguishing features
- Verbal or non-verbal
- Languages spoken

In addition, it should also be noted where the child was last observed.

Notify the School Safety Agent (SSA) in the building so that the Borough Command and School Safety Division can activate their protocols.

Immediately monitor the video surveillance system (if applicable) including perimeter cameras.

Notify the parent.

Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student

Activate the Building Response Team (BRT) and open the Command Post and gather all relevant information necessary to work with first responders and law enforcement (description of the student, blue card information, photograph (if available)). If applicable, review the student's Individual Education Plan (IEP) to determine what additional supports are required.

When the parent arrives at the school, escort the parent to the Command Post so that the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support to the family. A representative of the school crisis team should also report to the Command Post to provide support to the family.

If it cannot be confirmed that the student has exited the building:

Notify the Principal/Designee and the School Safety Agent.

Provide a clear description of the student, including where the child was last observed. Include the information below in the description:

- Height and approximate weight
- Ethnicity
- Complexion and hair color
- Attire and any distinguishing features
- Verbal or non-verbal
- Languages spoken

Activate the BRT, and open the Command Post. Provide all BRT members, School Safety Agents, Shelter- In staff, and floor searchers, a description of the student, and if available, a photograph of the student. If applicable, review the student's IEP to determine what additional supports are required.

Immediately monitor the video surveillance system (if applicable) including perimeter cameras.

Immediately monitor the video surveillance system (if applicable) including perimeter cameras.

If the student is observed on the camera system, immediately deploy search staff to the location where the student was observed. This includes areas outside of the school building.

Inside the building, all rooms and offices, including restrooms and access to the basement must be searched.

After an initial sweep of the building, if the student has not been located, immediately call 911 (including transit police), EIC, and the Borough Safety Director.

If available, provide law enforcement with a photograph of the missing student.

Notify the parent of the student and continue searching the building. Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.

When the parent arrives at the school, escort the parent to the Command Post so the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support to the family. A representative of the school crisis team should also report to the Command Post to provide support to the family.

Follow-up steps for all students:

Schools are required to use appropriate guidance and other interventions to respond to all students who leave class or a school building without authorization, regardless of whether the protocol is activated.

Schools must enter **ALL** incidents into the [Online Occurrence Reporting System \(OORS\)](#) and provide updates as needed.

In **ALL** incidents where a student leaves the building without authorization, schools must review existing building protocols with the student and other students where appropriate to prevent recurrence of similar behavior.

DOOR ALARM RESPONSE PLAN

All schools must create a building specific response plan that can be utilized together with the door alarm response protocol to respond when a door alarm has been activated. The guidance below is designed to support school leaders and staff members in developing their building specific response plans and when responding to an activated door alarm. A template for the Door Alarm Response Plan can be found in the School Safety Plan.

Every adult in the building has some responsibility when a door alarm is heard. All staff must receive training that outlines how the alarms operate, the required maintenance, what to do when any adult in the building hears a door alarm, and when to use other emergency response actions including the General Response Protocols and the Missing Student Protocols.

- Door Alarm training and the development of a Door Alarm Response Plan for each school building must be completed before students report for their first day of the school term.
- Training must also be conducted during summer school so that all staff are aware of building specific procedures on summer co-locations.
- Responses by staff are different if you are with or without students when a door alarm is activated.
- Staff assigned the responsibility of responding to activated door alarms (including School Safety Agents) must have a key that is distributed by the principal.
- An effective response plan is based on regular collaboration and communication between all staff, including SSAs.
- SSAs will respond to incidents and work closely with school staff to address issues. Regarding door alarms, School Safety Agents will visually inspect the doors and the alarms while on routine patrol. When an alarm is activated, they will respond to the location and immediately investigate the cause so that proper action can be taken. School Safety Agents are issued keys to the alarms so that if they are the first one to respond to an alarm, they can turn it off while investigating as the alarm sound can be disruptive.
- The SSA is not part of the regular door alarm test and should not be part of the building specific door alarm deactivation procedures for alarms that will be temporarily deactivated throughout the school day.

DOOR ALARM RESPONSE PROTOCOL

THE FOLLOWING STEPS MUST BE TAKEN WHEN A DOOR ALARM IS ACTIVATED

- All adults who are NOT supervising students must do the following when they hear an activated door alarm:
 - o Immediately report to the door where the alarm has been activated to observe conditions and to determine the possible cause of the alarm (i.e. staff or students observed in stairwell, student running from scene in the hallway, door propped open).
 - o Immediately call the appropriate office and/or main desk to report the specific location of the door alarm that was activated and share any observations.
 - o If the person who hears the door alarm is someone in possession of a two-way radio (e.g. administrator, dean, security school aide) or if a School Safety Agent (SSA) is present, immediately use the radio to report the specific location of the door alarm that was activated to other staff with radios so that everyone can respond with accurate information.

- For all adults who ARE supervising students when they hear an activated door alarm:
 - o Immediately call the appropriate office and/or main desk and report the specific location of the door alarm that was activated.
 - o Immediately look outside the classroom window and/or look outside the classroom door in an effort to observe anything that may provide additional information such as a staff member/ student(s) walking away from the door.
 - o Report observations to the staff members and/or SSAs who respond to the door alarm.

If the door alarm was activated and the cause for the alarm is believed to be the result of an intruder or a missing student, the General Response Protocols and/or Missing Student Protocols must be activated, as appropriate, based on the specific information in each incident.

PROTOCOL FOR WHEN AN ELEMENTARY STUDENT IS OBSERVED LEAVING A SCHOOL BUILDING OR SCHOOL GROUNDS WITHOUT AUTHORIZATION:

When an elementary school student leaves a school building or school grounds without authorization, it is an inherently dangerous situation and immediate steps must be taken to ensure the student's safe return to school. The following procedures must be followed when a staff member observes an elementary school student leave the school building or school grounds without authorization.

For Staff Members Supervising Students:

1. A staff member who sees an elementary student leaving the school building or school grounds without authorization and who is supervising students, must immediately inform any staff member that is nearby to follow the student unless there is a School Safety Agent (SSA) in the staff member's immediate vicinity who can be informed of the student's unauthorized departure. In such cases, the SSA will pursue the student. The staff member must immediately notify 911 and the principal/designee who will activate the Missing Student Protocol, when it is confirmed that the student exited the building and cannot be returned by the SSA.
2. If there is not an SSA or another adult in the staff member's immediate vicinity, the staff member must immediately notify 911 by radio or cell phone, if available and provide the following information below, where possible:
 - Location and direction where the student was last observed
 - Height and approximate weight
 - Ethnicity
 - Complexion and hair color
 - Attire and distinguishing features
 - Whether the student is verbal
 - Languages spoken

In addition, the staff member must immediately notify the principal/designee and the Missing Student Protocol will be activated

Door Alarm Response Plan

This guide is designed to support school leaders and staff members when responding to an activated door alarm.

List the exits in your building that have door alarms (i.e. - Cafeteria Door 1,2, Exit 1, Exit 2, etc.)

| How many alarms are installed at each exit? | | | | | |
|---|--------|------|--------|------|--------|
| Exit | Alarms | Exit | Alarms | Exit | Alarms |
| | | | | | |
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| List all of the staff members (including Custodial staff, School Safety Agents, Food Services staff and School Health personnel) who have access to a key that is used to activate/de-activate Door Alarms. | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| Full Name | Job Title | Full Name | Job Title | Full Name | Job Title |
| | | | | | |
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When a Door Alarm is activated, it must be immediately reported to _____

Phone : _____ **ext.** _____

Alternate contact number : _____ **ext.** _____



Missing Student Checklist

School: _____ Student's Name: _____

Date of Incident: _____ Time Student Went Missing: _____

Student ID (OSIS) #: _____ Student DOB: _____

Student Ethnicity: _____ Special Needs Classification (if applicable): _____

Does the student use OPT Bus or Public Transportation: _____

Description of Student (include clothing and any distinguishing characteristics):

| NOTIFICATION (in order) | NAME OF PERSON NOTIFIED | TIME NOTIFIED |
|--|-------------------------|---------------|
| Principal / BRT Leader | | |
| Safety Administrator | | |
| School Safety Division | | |
| Superintendent / Field Support Center Director | | |
| Other (Who?) | | |

| | | | |
|-------------------------------------|-----|----|--|
| Student known as a wanderer/runner? | YES | NO | |
| Is the student verbal? | YES | NO | If yes, what language? _____ |
| Was 911 called? | YES | NO | If yes, which precinct responded?: _____ |
| Parent notified? | YES | NO | If yes, who responded?: _____ |
| School Safety notified? | YES | NO | If yes, which agent?: _____ |
| Video Surveillance on site? | YES | NO | |
| EIC notified? | YES | NO | If yes, time of report?: _____ |
| Medical issues? | YES | NO | If yes, please specify: _____ |



Reunification Planning Guide

There may be times when an emergency will require an evacuation and relocation to another building. When this occurs, dismissal procedures must be conducted in a safe and organized fashion by using procedures to account for all students who have been reunified with their families. Advanced planning, through the use of the Reunification Planning Guide, will result in a successful reunification. Various factors must be considered during a relocation which include the number of people being reunited, the available space at the relocation/reunification site, and the appropriate security personnel that may be required. During these emergencies, school officials must work with DOE staff and School Safety Agents who respond to the relocation site to assist.

Reunification at all relocation sites will require:

- A minimum of four **pre-designated** rooms/ common spaces, or sections of the school yard (external only);
- A command post (established by the **host** building prior to the arrival of staff and students from the **relocation** building);
- Access to the medical office or an established medical station to facilitate basic first-aid if needed.
- Families must be informed in advance that identification will be required during the reunification process.

| | |
|--|--|
| <p>1- The Family Staging Area: Required staff (based on the size of the room and the number of parents): 1 Family Staging Area Coordinator (reporting to the Assembly Point Coordinator), 2-4 staff (to collect information), 1-2 School Safety Agents.</p> | <p>2- The Student Staging Area: Required staff: 1 Student Staging Area Coordinator (reporting to the Assembly Point Coordinator), all classroom teachers, 3-5 School Safety Agents, adding additional agents as necessary based on the number of students in the staging area.</p> |
| <ul style="list-style-type: none"> • This area must be separated from the student staging area. • This area must be supervised by staff and School Safety Agents. • Families must complete Part 1 of the Student Release Form, prior to being escorted to the Reunion Area. Parents must be escorted to the Reunion Area in small manageable groups (i.e. 1 staff member: 5 family members) | <ul style="list-style-type: none"> • Teachers are required to have their classroom evacuation folder including class rosters, daily attendance, and GRP assembly cards. • Students will remain with their class until they are reunited with a family member. Students must be escorted to the Reunion Area, restrooms, and medical areas by school staff. • Classroom teachers must remain with their assigned students until a runner arrives to call for specific students. All students who were absent from school must be reported to the Assembly Point Coordinator upon reaching the Student Staging Area. |
| <p>3- The Reunion Area: Required staff: 1 Reunion Area Coordinator (reporting to the Assembly Point Coordinator), 3-5 staff (to collect information), 4-5 runners, 3-5 School Safety Agents.</p> | <p>4- The Counseling & Medical Areas: Required staff: Counseling Area: Members of the school crisis team (number of staff to be determined based on need). Medical Area: School nurse and health aide</p> |
| <ul style="list-style-type: none"> • A family member completes/submits the Student Release Form with Part 1 completed. | <ul style="list-style-type: none"> • The Counseling Area must be identified upon arrival and used as needed. |
| <ul style="list-style-type: none"> • Identification is verified by staff to ensure that the individual is listed on school records. The staff member will complete Part 2 of the Student Release Form. | <ul style="list-style-type: none"> • Clinical staff (counselors, psychologists, etc.) will work with families and students who may need additional support before leaving the relocation site. |
| <ul style="list-style-type: none"> • The runner (school staff) is given the Student Release Form. When the student is retrieved, Part 3 of the Student Release Form is completed by the runner. | <ul style="list-style-type: none"> • If necessary, the Counseling Area is where the family will receive information about their child if the child cannot be released to them. |
| <ul style="list-style-type: none"> • The student is escorted to be safely reunited with their family, and Part 4 of Student Release Form completed by staff. | <ul style="list-style-type: none"> • If the Counseling Area is used, components of the school Crisis Plan must be used as appropriate. |
| <p>Family members must sign for students in Part 4 of Student Release Form to take custody of their child.</p> | <ul style="list-style-type: none"> • The medical area must be located near the host-school medical office. |



Reunification Planning Guide

| Area | Suggested Space Internal And External | Brief Description of Area | Internal Area Assigned | External Area when conducting at the home school |
|----------------------------|--|--|------------------------|--|
| Command Post | <p>Internal location: listed in the School Safety Plan at the relocation site. External location: listed in the School Safety Plan.</p> | <p>Location where critical information is shared among the Principals, Building Response Team Leaders (of all schools/buildings involved), and all DOE and First Responders who are at the scene. Refer to Command Post Card located on the Principals Portal to properly establish the Command Post.</p> | | |
| Student Staging Area | <p>Internal: Auditorium, Cafeteria External: corner of a schoolyard away from the reunion and parent staging area.</p> | <p>Area where students will be brought to await reunification. Students must remain with their assigned class and teacher so that accurate attendance can be taken. Students must remain engaged in appropriate activities during the staging process.</p> | | |
| Family Staging Area | <p>Internal: Classroom External: Opposite corner of the school yard.</p> | <p>Area where families are directed to report to upon arrival at the relocation site. Staff must provide instructions regarding the reunification process and distribute the Student Release Form.</p> | | |
| Reunion Area | <p>Internal: Room or office close to exit doors being used for egress after reunification. External: Well secured separate section of the school yard.</p> | <p>The area where families will take custody of their child.</p> | | |
| Counseling & Medical Areas | <p>Internal: Classroom, Office that is not located near the family or student staging area or the reunion area. External: A well secured, separate corner that is not near the staging or reunion area.</p> | <p>Private area where families will be taken if they need additional time to speak/meet with counseling staff, or if reunification with their child may be delayed for any specific reason. This room is staffed with members of the crisis/clinical team. The medical area is a private area where medical assistance is provided including the administering of medicine to students requiring regular treatment for existing conditions.</p> | | |



STUDENT RELEASE FORM

Use One Form For Each Child

| | |
|---|---|
| <p>PART 1 Completed by family at The Family Staging Area</p> | <p>Student's Last Name _____ First Name _____</p> <p>Class _____ Grade _____ Teacher (if known) _____</p> <p>Name of Person Picking up Student _____</p> <p>Relationship to student _____</p> |
| <p>PART 2 Completed by staff at The Reunion Area</p> | <p>Is the person picking-up the student listed on Emergency Blue Card? (circle one) Yes No</p> <p>If no, list the name of the administrator who has authorized release _____</p> <p>Name of staff who verified the identification of the person picking-up the child _____</p> <p>School Staff Member's Signature _____</p> |
| <p>PART 3 Completed by the runner at The Student Staging Area</p> | <p>Student Status (check appropriate status)</p> <p>_____ Sent with Runner _____ Absent from School _____ In Medical Room</p> <p>Other Notes:</p> <p>_____</p> <p>_____</p> <p>Runner's Signature _____</p> |
| <p>PART 4 Completed by staff and the family in The Reunion Area</p> | <p style="text-align: center;"><u>THE PERSON LISTED IN PART 1 MUST BE THE SAME PERSON WHO IS LEAVING WITH THE CHILD.</u></p> <p>Identification Verified Time _____ Print Staff Name _____</p> <p>Signature of staff member who reunited the child with the family _____</p> <p>*****</p> <p>I have been reunited with my child</p> <p>Parent/ Guardian Signature _____</p> |

Closing Procedures

Once the building has been properly secured, and the All Clear has been issued, the BRT, Security Guard, and first responders should conduct a total building sweep to ensure that conditions are safe and secure. The Principal or designee should provide updates to the Emergency Information Center / Communications Control Center. Afterwards, the Principal or designee should obtain written statements from all witnesses ONLY if approval has been given by the NYPD Incident Commander.

Coversheet

Review Financial Dashboard

Section: III. Finance
Item: A. Review Financial Dashboard
Purpose: Discuss
Submitted by:
Related Material: Ivy Hill Monthly Financials - October 2021.xlsx
Finance Committee Report, October 2021 review (11.15.21).docx

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](#):

Ivy Hill Monthly Financials - October 2021.xlsx



FINANCE COMMITTEE MEETING REPORT

STANDING MEETING DATE THIRD MONDAY OF THE MONTH

11/15/21 | 6:30pm

Committee Members: Adam Laniyan, Ambrosia Johnson (HOS), Brian Andre (DOF)

1. October 2021 Financials:

- a. *Financial indicators and balance sheet review:* no significant items stand out. Cash on hand of 254 days (up from 208 days in September) exceeds 90 day goal. Unearned revenue includes DOE per pupil revenue payment, received in October, to be applied to November and December 2021 revenue.
- b. Ivy Hill Prep received the initial 20% outlay for the ESSER II grant. Expenditure tagging for grants should be reflected in November 2021 financial reporting.
- c. *AP aging review:* no reported outstanding invoices greater than 30 days. However, we've recently uncovered some overdue bills for curriculum and office equipment purchases. These are being actioned as a matter of priority and speak to the gap in admin personnel as well as forwarding all invoices to bill.com directly.
- d. *Profit and loss review:* margin as of October 31 of \$512,000 is greater than budgeted margin of \$24,000. This is due to higher than budgeted enrollment and savings against budgeted personnel costs.
- e. *Brian to provide personnel analysis.* The goal being to forecast year-end costs including salaries, payroll taxes and benefits.
- f. YTD titlement services expenditure exceed annual budget of \$4,500 by 26%. Billing comprises hourly support by Charter School Business Management (CSBM) for title, ESSER I and II grants.
- g. YTD COVID related spend is 11% above annual budget of \$10,000. Most all of this expenditure will be offset by CARES Act grant reimbursement revenue. A detailed spend report was included in this month's financial reporting package and was cursorily reviewed during the meeting.
- h. Other unfavorable YTD variances, including repairs and maintenance (151% of annual budget) speak to a larger concern of budgeting more accurately, incorporating a greater set of known variables each year.

2. Accounting Solutions transition update

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.



FINANCE COMMITTEE MEETING REPORT

STANDING MEETING DATE THIRD MONDAY OF THE MONTH

11/15/21 | 6:30pm

-
- a. Brian briefly discussed the idea of a soft transition involving ASN, splitting billing, budgeting, admin and analysis work from accounting items (such as oversight of prepaids, unearned revenue, and other revenue and expense accruals). The primary idea being to mitigate risk involved from combining these functions. To this end, he's reached out to ascertain revised pricing, tailored service packages and existing best practices at ASN to accommodate this split. The matter has been escalated to ASN management for further discussion.

3. Miscellaneous items

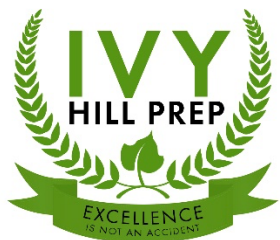
- a. Ambrosia and Brian have introduced the need for 5-year forecasting, taking into account expected revenue and expenditure, giving us an accurate look at Ivy Hill's fiscal plans for the next five years and benchmarking budgeting efforts against it.
- b. Compensation analysis has begun, with the goal being to establish a compensation model that is equitable, allows for staff retention and is fiscally reasonable. Ideas currently being modeled include, but are not limited to: 1) aligning with DOE scaling, 2) performance based compensation and 3) variable percentage increases.
- c. Another retention strategy being examined is tuition reimbursement. Brian to provide analysis based on preliminary ideas from Ambrosia in order to establish a reimbursement model for Ivy Hill staff.
- d. An amended PTO policy has been drafted and will be shared with the Finance Committee this month.
- e. There was some confusion re: the issuance of a new debit card to Brian, as it prompted the cancelation of the older card issued to Ambrosia. Some recurring purchases linked to the older card will need to be updated once the newly issued card is received.

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 Dashboard and HOS Report

Section: IV. Academic Achievement
Item: B. Review Dashboard and HOS Report
Purpose: Discuss
Submitted by:
Related Material: Head of School Report_November 2021 Consolidated (1).pdf



Ivy Hill Prep Board of Trustees Head of School REPORT

IVY HILL PREPARATORY CHARTER SCHOOL

Head of School REPORT

November Board Meeting

Submitted by: Ambrosia Johnson

Data as of 11/5/2021

I. Enrollment Report

| 2021 – 2022 | | | | |
|--|--------------|-----------------------|-----------------------|-----------------------|
| Enrollment and Recruitment | | | | |
| | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade |
| Target | 60 | 60 | 88 | 32 |
| Enrollment | 67 | 62 | 76 | 27 |
| Waitlist | 0 | 8 | 0 | 0 |
| Total Enrollment | | | 232 | |
| Authorized Enrollment | | | 240 | |
| Budgeted Enrollment | | | 216 | |
| Per Pupil Funding Student Count | | | 229 | |

| 2022 – 2023 Enrollment and Recruitment | | | | | |
|--|--------------|--|--|----------------------------------|-----------------------|
| (Upcoming Year) | | | | | |
| | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade |
| Seats Available | 60 | 0 | 0 | 13 | 0 |
| Application Goal | 180 | 4 <small>(For Cushion Only)</small> | 4 <small>(For Cushion Only)</small> | 15 <small>(Ambitious)</small> | 0 |
| Applications Received | 8 | 5 | 1 | 2 | 0 |

| 2021 – 2022 | |
|--|-------------------------|
| Recruitment Initiatives | |
| Initiative | Recruitment/Retention |
| October Chat & Chew | Retention |
| Storybook Character Day | Retention & Recruitment |
| Field Trip: October | Retention & Recruitment |
| Report Card Conferences | Retention |
| Thanksgiving Fancy Feast | Retention & Recruitment |
| November Open Houses (2-3) | Recruitment |
| Outdoor Canvassing: November (5-10) | Recruitment |
| Pre-School Tablings (3-5) | Recruitment |

II. COVID Report

| | Staff Positive Count | Student Positive Count | Classes Transitioned to Remote Instruction | Additional Notes |
|-------------------------------|----------------------|------------------------|--|---|
| August | 2 | 0 | 0 | |
| September | 0 | 2 | 2 | 2 Positive cases in only 1 classroom. Transition to remote in Classroom 2 as a precautionary measure due to siblings. |
| October | 1 | 1 | 2 | Positive adult and student case were in separate classes. |
| November | 0 | 0 | 0 | |
| December | | | | |
| January | | | | |
| February | | | | |
| March | | | | |
| April | | | | |
| May | | | | |
| June | | | | |
| Staff Vaccination Rate | | 100% | | |

III. Hiring Report SY 2021-22

| Position | Total Needed | Total Hired | Total Remaining | Goal of Hire | Current Status |
|---------------------|--------------|-------------|-----------------|--------------|-----------------|
| DCI | | | | | Hired |
| Ops Manager | | | | | Hired |
| DOO | 1 | 0 | 1 | ASAP | In Progress |
| Office Coordinator | | | | | Hired |
| SPED Teacher | 2 | 1 | 1 | ASAP | In Progress |
| Teaching Fellow | 3 | 2 | 1 | 01/04/22 | Not Yet Started |
| Elective Teachers | | | | | Hired |
| Martial Arts Instr. | | | | | Hired |
| Teacher | 14 | 13 | 1 | ASAP | In Progress |
| Teacher | | | | | Hired |

IV. Recent Month: Attrition Updates

| Staff Name | Staff Department | Main Reason for Leaving | Secondary Reason(s) for Leaving | Overall Rating of Ivy Hill Prep | On Track for Contract Renewal |
|------------|------------------|-----------------------------|---------------------------------|---------------------------------|-------------------------------|
| KS | Instructional | Personal/Family Obligations | Personal/Family Obligations | N/A | No |

V. October Highlights

Highlight #1: October Parent Chat & Chew

Approximately 80 families attended Monthly Parent Chat & Chew session to discuss the following topics: Glows & Grows of the Year, COVID Updates, Storybook Character Day, Thanksgiving Celebration, Parent Call to Action Items for speeding, crossing guard, and sidewalk repair.

Parents raved about school communication, communication with staff, and COVID safety precautions. Parents expressed excitement surrounding new initiatives of robotics and art that were slated to begin soon. Parents gave their input surrounding logistics for Storybook Character Day, the Fall Field Trip, Picture Day, Thanksgiving celebration, and fist pump greetings.

**COOKIES AND HOT COCO
WITH THE PRINCIPAL
PARENT MEETING!**

COME JOIN US FOR OUR
**OCTOBER
CHAT & CHEW SERIES!**

TOPICS:
COVID-19 UPDATES
SPEED CAMERA
SIDEWALK FIXING
STORYBOOK CHARACTER DAY
CLASSROOM OBSERVATIONS

**TUESDAY, OCTOBER 12, 2021
AT 12:00PM VIA ZOOM**

HOSTED BY
PRINCIPAL JOHNSON

WE CANT WAIT TO SEE YOU!

Highlight #2: Storybook Character Day

Ivy Hill Prep's staff partnered with Nazareth Regional High School for Storybook Character Day 2021. Students and staff alike dressed up as their favorite characters from storybooks. Vaccinated members of Nazareth Regional High School led trick or treating with Ivy Hill Prep students in a safe and fun way.



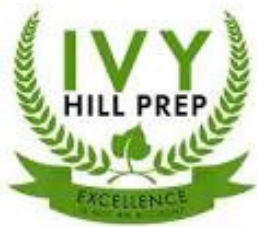
Highlight #3: STEP Assessment Round 1



Ivy Hill Prep students are almost complete with Round 1 of our Literacy Assessment, the STEP Assessment, originated at the University of Chicago. We are excited to dive into analyses and 6-week instructional plans as we close out this Assessment Round.

Highlight #4: The Ivy Closet

See below for new information regarding Ivy Hill Prep's new, *Ivy Closet!*



STUDENT SUPPORT DEPARTMENT



The Student Support Department is excited to launch the **Ivy Closet**! The Ivy Closet is an initiative to assist families in keeping students warm throughout the change in weather. As children are continuously growing, the Ivy Closet also offers clothing besides coats and scarfs, such as sweaters, t-shirts, and pants to help offset your monthly clothing expenses. Thanks to our donors, we are able to provide new or gently used clothing to all families that are interested. Check out the link (<https://poshmark.com/closet/ivyhillprep>) to see pictures of what we have in stock: Be sure to contact Ms. Thompson (sthompson@ivyhillprep.org) for your requests to be sent home with your children within a week.

- November 2-3 **Math Interim Assessment**
- November 9 **2/3 Field Trip to Aquarium**
- November 10 **K/1 Field Trip to Aquarium**
- November 17-18 **Report Card Conferences**
- November 23 **Thanksgiving Fancy Feast**
- November 24-26 **No School- Thanksgiving**
- November 30. **Parent Meeting: Chat and Chew**

-Ms. Williams

Resources

Website to see Ivy Closet's inventory: <https://poshmark.com/closet/ivyhillprep>

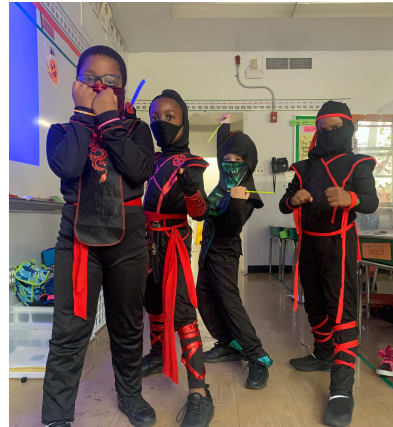
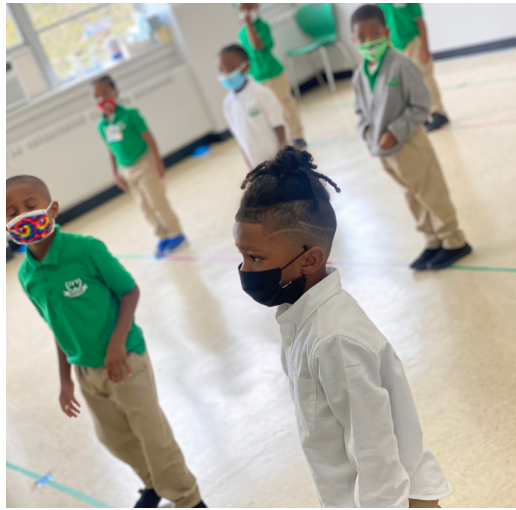
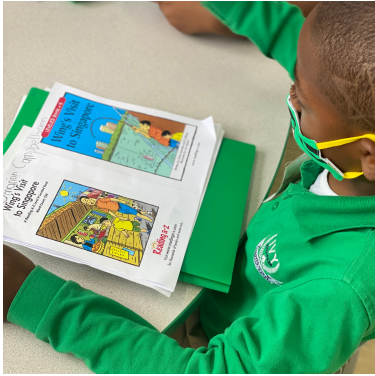
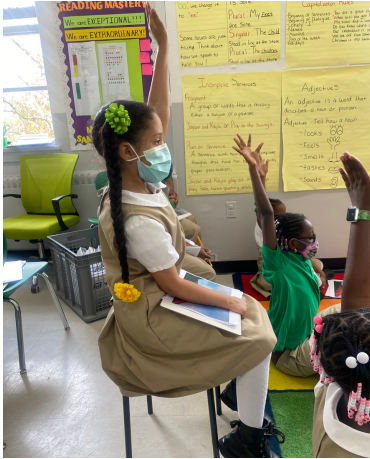
Request items with Ms. Thompson: sthompson@ivyhillprep.org

Frequently Asked Questions:

- **How can I donate?** If you are interested in donating, please drop off items during the designated drop-off hours. The last day for winter drop-offs is **November 22nd**.
- **What families qualify to Participate?** Everyone!
- **What Items are needed?** We accept gently worn coats, jackets, Ivy Hill Prep uniforms, sweaters, long sleeve shirts, pants, and shoes. Items must be washed, folded, and placed in a bag or box before delivery.
- **What is the quality of clothing?** All items are gently worn and free of damage
- **Are donations clean and washed?** yes, **all item are required to be washed and folded before donating.**



SMILE YOU'RE ON CAMERA



Say Cheese