



## Ivy Hill Prep Charter School

### Board of Trustees Meeting - Ivy Hill Prep

---

#### Date and Time

Monday January 24, 2022 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 December 27, 2021

**D. Approve agenda**

**II. Governance**

**A. General and Committee Updates**

- Committee actions
  - Agendas and Minutes required, with a focus on capturing Decisions and Action Items (with owners and deadlines)
- Family voice
  - School actions
  - Board actions
- Staff hours/ handbook
  - Policies under review
  - Timeline

**III. Finance**

**A. Review Financial Dashboard**

- Key financial indicators
- Budget vs. Actuals

**IV. Academic Achievement**

**A. Review Dashboard and HOS Report**

**B. Org chart planning**

- Considerations
- Timeline

**C. Updated COVID Protocol**

- Discuss 1 urgent update and vote

- Remainder to be reviewed in upcoming Committee meeting

**V. CEO Support And Eval**

**VI. Other Business**

- A. Executive session (as needed)

**VII. Closing Items**

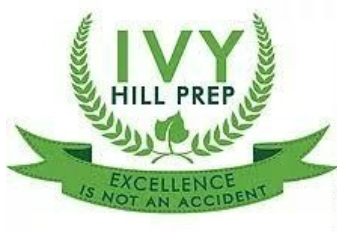
- A. Adjourn Meeting

# 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 December 27, 2021

APPROVED



## Ivy Hill Prep Charter School

### Minutes

#### Board of Trustees Meeting - Ivy Hill Prep

---

##### **Date and Time**

Monday December 27, 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), M. Kane (remote), M. Michael (remote), N. Williams (remote), T. James (remote)

##### **Trustees Absent**

D. Lewis

##### **Guests Present**

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 Dec 27, 2021 at 6:34 PM.

##### **B.**

**Record Attendance**

**C. Approve Minutes**

A. Jimenez-Schulman made a motion to approve the minutes from November Board of Trustees Meeting - Ivy Hill Prep on 11-22-21.

A. Laniyan seconded the motion.

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

**Roll Call**

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

**D. Approve agenda**

A. Jimenez-Schulman made a motion to Approve the agenda.

M. Michael seconded the motion.

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

**Roll Call**

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

**II. Finance**

**A. Review Financial Dashboard**

Questions asked around stipend for a staff member for OPS that will not negatively impact the budget. The school is on track budget to hire a new third-grade educator and an additional curriculum. Questions asked if stipends will occur every year, a response was given that it will only be for this year. Discussion held about counseling for students, teachers, and staff. Math professional development will be provided until the new HOS and may impact the current budget. A discussion was held about the COVID line item being exhausted for the year.

**III. Academic Achievement**

**A. Review Dashboard and HOS Report**

A discussion was held about the application process for incoming students during the enrollment initiative. Question asked about the third-grade achievement data and increasing the student achievement. The Leadership Team indicated that third graders will receive tutoring, additional math instruction, and the hiring of an additional teacher plus the Director of Curriculum and instruction. The Leadership team ensures that that current third-grade teacher is receiving instructional support. A discussion was held about the third-grade classroom library if they have a range books based on grade levels. A discussion was held about the math training the teachers will receive and if it will be a new math curriculum or the existing one.

#### IV. Other Business

##### A. Executive session (as needed)

A. Jimenez-Schulman made a motion to Move into Executive Session.

M. Michael seconded the motion.

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

##### Roll Call

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

A. Jimenez-Schulman made a motion to Ratifying the Termination of HOS.

N. Williams seconded the motion.

- the Board’s decision to terminate the HOS for cause, which took place on November 19, 2021
  - The Board had cause under Section 9(c) of her employment agreement, subsections (a), (g), (h) and (i)
  - The Board made its concerns known to the HOS for months prior to the HOS’ termination
  - The Board had consensus regarding these reasons prior to her termination on 11/19 and discussed with the HOS when Board representatives met with the HOS for termination on 11/19

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

##### Roll Call

N. Williams	Aye
M. Michael	Aye
D. Lewis	Absent
A. Jimenez-Schulman	Aye
M. Kane	Aye

**Roll Call**

A. Laniyan	Aye
T. James	Aye

**V. Closing Items**

**A. Adjourn Meeting**

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

Respectfully Submitted,  
A. Jimenez-Schulman



# Coversheet

## Review Financial Dashboard

**Section:** III. Finance  
**Item:** A. Review Financial Dashboard  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Ivy Hill Monthly Financials - December 2021.xlsx

## Notice

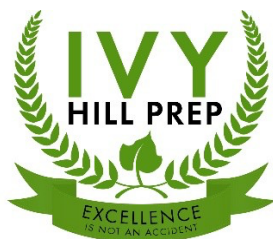
The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Ivy Hill Monthly Financials - December 2021.xlsx

# Coversheet

## Review Dashboard and HOS Report

**Section:** IV. Academic Achievement  
**Item:** A. Review Dashboard and HOS Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Head of School Report\_January2022.pdf



# Ivy Hill Prep Board of Trustees

## Head of School REPORT

### January Board Meeting

#### IVY HILL PREPARATORY CHARTER SCHOOL

Submitted By: Diana Williams

*Data as of 12/31/2021*

### I. Enrollment Report

#### 2021 – 2022 Enrollment and Recruitment

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
<b>Target</b>	60	60	88	32
<b>Enrollment</b>	67	62	76	27
<b>Waitlist</b>	0	0	0	0
<b>Total Enrollment</b>			<b>232</b>	
<b>Authorized Enrollment</b>			<b>240</b>	
<b>Budgeted Enrollment</b>			<b>216</b>	
<b>Per Pupil Funding Student Count</b>			<b>229</b>	

#### 2022 – 2023 Enrollment and Recruitment (Upcoming Year)

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
<b>Seats Available</b>	60	0	0	13	0
<b>Application Goal</b>	180	4 (For Cushion)	4 (For Cushion)	15 (Ambitious)	0
<b>Applications Received</b>	33	6	1	1	0

### II. COVID Report

	Staff Positive Count	Student Positive Count	Classes Transitioned to Remote Instruction	Additional Notes
<b>August</b>	2	0	0	
<b>September</b>	0	2	2	2 Positive cases in only 1 classroom. Transition to remote in Classroom 2 as a precautionary measure due to sibling.
<b>October</b>	1	1	2	Positive adult and student case were in separate classes.
<b>November</b>	0	1	2	Both classes closed as precautionary measure due to Thanksgiving Holiday
<b>December</b>	3	0	0	Positive Cases occurred at the start of Winter Break
<b>Staff Vaccination Rate: 100%</b>				

**III. Hiring Report****SY 2021-22 Hiring***Updates Denoted with \*\**

Position	Total Needed	Hired	Remaining	Goal of Hire	Current Status
Dean of Stu. Support					Hired
Director of Finance					Hired
Ops Manager					Hired
Office Coordinator					Hired
Dance & Art Instr.					Hired
Martial Arts Instr.					Hired
Speech Therapist					Contracted with DOE
Occupational Therapist					Contracted with DOE
Physical Therapist					Contracted with DOE
Paraprofessionals					Contracted with DOE
HOS	1	0	1	ASAP	In Progress
DCI	1	0	1	ASAP	In Progress
DOO	1	0	1	ASAP	In Progress
SPED Teacher	2	1	1	ASAP	In Progress
Teaching Fellow	3	2	1	01/04/22	In Progress
Teacher	14	13	1	ASAP	In Progress
Bus Matrons	3	2	1	ASAP	In Progress

**2022 – 2023 Hiring (Upcoming Year)**

Position	Total Needed	Hired	Remaining	Goal of Hire	Current Status
Instructional Leaders	4	0	4	Promote Within	Not Yet Started
Dean of Students*	1	0	1	Promote Within	Not Yet Started
Teachers	16	12	4	SY 2022-23 Promote 2 Teaching Fellows	Not Yet Started
Teaching Fellow	3	0	3	SY 2022-23	Not Yet Started
Martial Arts Instructor	2	1	1	SY 2022-23	Not Yet Started
Elective Dance, Art, Foreign Language**	3	2	1	SY 2022-23	Not Yet Started

**IV. Recent Month (December): Attrition Updates**

Staff Name	Staff Department	Primary Reason for Leaving	Secondary Reason for Leaving	Overall Rating of Ivy Hill	On Track for Contract Renewal
AJ	Leadership	Confidential	Confidential	N/A	N/A

## V. Academics Update

### Literacy

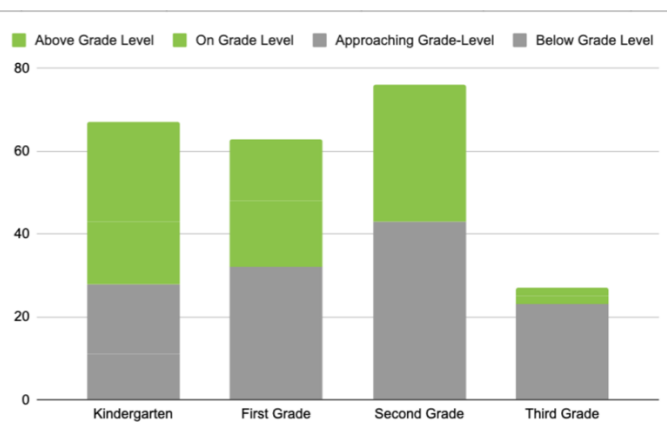
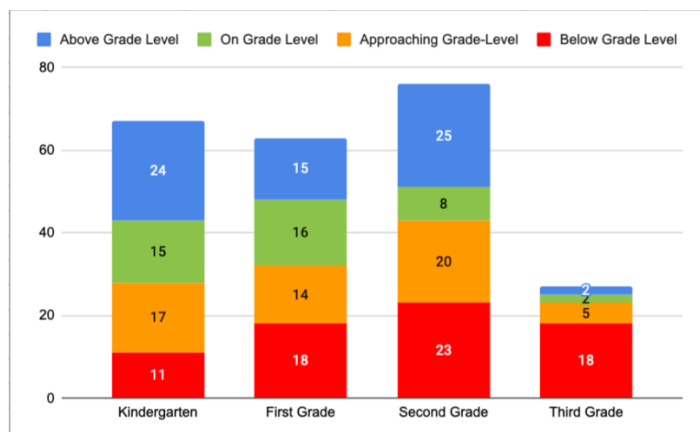
#### STEP Round 2 Performance

December 1 – December 17, 2021

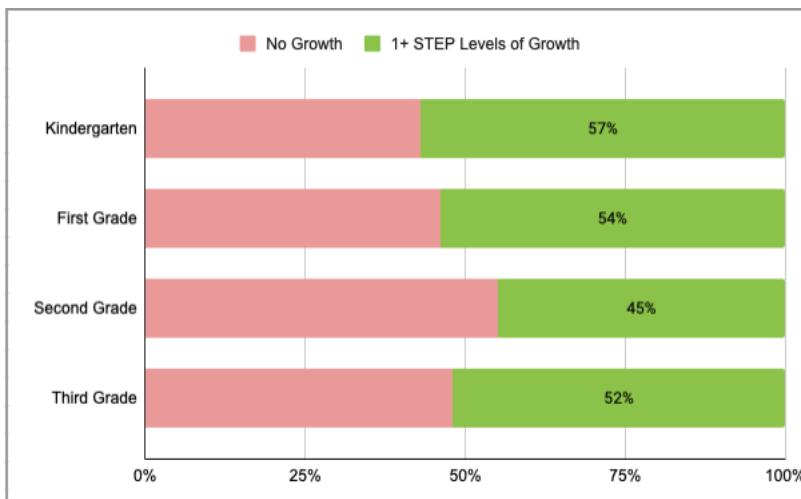
Kindergarten – Third Grade

Grade	Target (Round 2)	Total Number Students	Below Grade Level		Approaching Grade-Level		On Grade Level		Above Grade Level	
			Gen Ed	Sped	Gen Ed	Sped	Gen Ed	Sped	Gen Ed	Sped
Kindergarten	1	67	11 (16%)	3 (50%)	17 (25%)	1 (17%)	15 (22%)	2 (33%)	24 (36%)	-
First Grade	4	63	18 (29%)	3 (100%)	14 (22%)	-	16 (25%)	-	15 (24%)	-
Second Grade	6	76	23 (30%)	6 (75%)	20 (26%)	2 (25%)	8 (11%)	-	25 (33%)	-
Third Grade	9	27	18 (67%)	5 (71%)	5 (19%)	2 (29%)	2 (7%)	-	2 (7%)	-

Current Grade	Percentage of Students Performing At or Above Grade Level			
	General Education		Special Education	
	Round 1	Round 2	Round 1	Round 2
Kindergarten	52%	58%	40%	0%
First Grade	70%	49%	0%	0%
Second Grade	69%	44%	25%	0%
Third Grade	30%	14%	33%	0%



Growth Levels Between Round 1 and Round 2									
Grade	Total Students	+0		+1		+2		+3	
Kindergarten	67	29 (43%)	6 (100%)	26 (39%)	-	11 (16%)	-	1 (1%)	-
First Grade	63	29 (46%)	1 (33%)	20 (32%)	2 (66%)	11 (17%)	-	3 (5%)	-
Second Grade	76	42 (55%)	6 (75%)	23 (30%)	2 (25%)	7 (9%)	-	4 (5%)	-
Third Grade	27	13 (48%)	6 (86%)	12 (44%)	1 (14%)	2 (4%)	-	0 (0%)	-



### Analysis

- After 7 weeks of targeted small group reading instruction,
  - 56% of kindergarten students grew at least 1 STEP reading level
  - 54% of First Graders grew at least 1 STEP reading level
  - 44% of Second Graders grew at least 1 STEP reading level
  - 52% of Third Graders grew at least 1 STEP reading level
- Many students did not pass their assessment due to spelling, a component that was not assessed in the previous round.
- Students in Special Education
  - 4 students great 1+ STEP levels
  - 4 students have been on the same STEP for 4 – 9 rounds
  - Students are making growth within their level (i.e., improved accuracy, comprehension, letter recognition)

Historical Data of Round 1 & 2 Performance by Cohort for Reading						
Current Grade	Y1 Grade (SY 19-20) (Remote Learning 3 months)		Y2 Grade (SY 20-21) (Remote Learning 10 months)		Y3 Grade (SY 21-22) CURRENT	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
Kindergarten	-	-	-	-	52% (Kinder)	58%
First Grade	-	-	57% (Kinder)	78%	70% (1st)	49%
Second Grade	29% (Kinder)	77%	55% (1st)	65%	69% (2nd)	44%
Third Grade	0% (1st)	60%	21% (2nd)	28%	30% (3rd)	14%

### Comparison Analysis to Previous Years

- Kindergarten Round 2 performance is trending (-20%) lower than in previous Kindergarten cohorts
  - 11(16%) Kindergarten students (STEP 1 -4) did not pass only for spelling!
- First Grade performance is trending (-16%) lower than in previous First Grade cohorts
  - 3 (5%) First graders did not pass only for spelling!
- Second Grade performance is trending (+16%) higher than previous Second Grade cohorts
- Majority of Third Grade Students are on STEPs 7/8 where the assessment transitions to silent comprehension and retell as passing components for the level.

### Response to Data: Strategic Planning

- Spelling: Implementing explicit teaching model and practice for students to practice spelling words aligned to STEP level. Sharing video resources with families. Incorporating weekly spelling tests based on the scope and sequence of the spelling components assessed.
- Building Self-Reliance: Pushing students to identify what they can do to help themselves when encountering tricky words or confusing parts in the text without over relying on adult intervention and prompting. I.e., Attempting the first sound of unknown words instead of skipping it, re-reading portions of the book if they cannot immediately think of an answer to the question.
- Running Record & Student Error Analysis: Analyze student tests to identify specific barriers when misreading words to inform instruction. Previously, teachers often made surface level analysis of running records by classifying errors as sight words, words with silent e, etc.
- Character Analysis Professional Development: Teachers will participate in a training to learn how to help students analyze characters that they encounter in texts to understand their feelings and perspective based on their actions, thoughts, and words.
- Reading Progress Reports: Homeroom teachers will send home progress reports to families detailing their student's current performance. They will share concrete strategies that parents can practice and reinforce with students at home to push achievement.
- Mid-Round STEP Assessment: Assess the progress of students that are performing at or below grade level half-way through the instructional period to evaluate their progress before the next formal assessment round.
- Reading Assessment Accommodations: Select STEP approved options aligned to special education student's disability classification. This will prevent students' progress/growth from being stunted based on areas that have been identified as being needs. Options: 1) Do Not Assess, 2) Individualized Letters, 3) Do Not Count Score, 4) Untimed Reading, 5) Written Dictation.
  - o Speech and Language Impairment: Analyze student special education testing to identify the sounds that they have difficulty articulating accurately. Once sounds are identified, not penalizing students for this in their reading accuracy or spelling. I.e., If a student with a speech impairment cannot currently pronounce the "sh" sound, they will consistently misread/spell words with that sound. Going forward, these words will not be accounted for in their scoring. Will collaborate with speech provider.
  - o Fine Motor Difficulties: When deemed appropriate (STEP 5>), students will be able to dictate the spelling of words to their test proctor. The assessment is measuring the student's ability to accurately identify sounds in words, not their ability to write it legibly or at all.



## VI. Transition to Remote Instruction

Due to the number of positive cases of Ivy Hill Community members, the Leadership Team made the executive decision to transition to Remote Learning for the two weeks immediately following Winter Break. The Leadership Team and teachers will spend the professional development day on Monday, January 3<sup>rd</sup> disseminating information to families and coordinating pick-up for Chromebooks and supplies. Ivy Hill will transition back to in-person instruction following the return from the Martin Luther King Jr. Holiday on Tuesday, January 18, 2022. Students will participate in academic and electives instruction virtually via Zoom.

## VII. December Highlights

### Highlight #1: Round STEP Assessments

Ivy Hill students completed their second round of STEP reading assessments. All homerooms will send home Reading Progress Reports to share with parents their student's performance and concrete strategies that they can implement at home to increase student practice and performance. The next STEP Round for all students is scheduled during the first two weeks of March.

### Highlight #2: Winter Holiday Virtual Show

Due to COVID restrictions, the annual Winter Show was held virtually and premiered on YouTube. This year's theme was the Kwanzaa principle, Imani, meaning faith. Ivy Hill students demonstrated their proficiency of Martial Arts, Dance, and Art techniques throughout the show. Students also contributed to the overall presentation with additional performances of songs, an opening message, and a poem reading. While students wore dance costumes that aligned to their song, all students demonstrated their Martial Arts skills in their new uniforms. The all-black gis have the Ivy Hill logo on the back of the tops and represent the official presentation of students having received their white belts.



**Highlight #3: Pajama Day, Gingerbread Making, Door Decorating Contests**

Before departing for Winter Break, classrooms participated in Pajama Day, a Gingerbread Making Activity and participated in a class wide door decorating contest! Throughout the day, students enjoyed winter activities, games, and an overall fun day with their classmates. Nurse Marcy and Ms. Wanda also organized a Door Decorating Contest for classrooms. Contest winners Hampton University and SpelHouse B enjoyed a popcorn party in addition to the other festivities for the day! *Please note that masks were removed temporarily for the pictures then returned to proper use.*



# Coversheet

## Updated COVID Protocol

**Section:** IV. Academic Achievement  
**Item:** C. Updated COVID Protocol  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** revisions\_IHP COVID Response Protocols 2021-22.pdf





**\*\*Amended January 2022**

## COVID Protocol for Staff and Students

Scenario	Action
<p><del>Vaccinated Staff Member with Close Contact* to Someone Who Tests Positive Covid</del></p> <p><b><u>Vaccinated Person Exposed to Someone with COVID at School</u></b></p>	<ol style="list-style-type: none"> <li>1. Staff member <b>or student</b> alerts HOS and DOO of exposure.</li> <li>2. Staff member <b>or student</b> has no action to isolate.</li> <li>3. <del>After three days of initial exposure, staff member must take a PCR Test.</del></li> <li>4. <b>If Asymptomatic (no symptoms):</b> <ul style="list-style-type: none"> <li>○ Staff member or student must begin "Test to Stay" Protocol.                             <ul style="list-style-type: none"> <li>• Test on Days 0, 3, and 5 at the start of the day at school site</li> </ul> </li> <li>○ If <b>Test to Stay Protocol</b> results are negative:                             <ul style="list-style-type: none"> <li>• Staff member <b>or student</b> continues duties as usual.</li> <li>• School Leader does not notify school community.</li> </ul> </li> <li>○ Upon <del>weekly testing</del> <b>Test to Stay Protocol</b>, if results are positive, follow <b>"Vaccinated Staff Member Person Tests COVID Positive."</b></li> </ul> </li> <li>5. <b>If Person has symptoms:</b> <ul style="list-style-type: none"> <li>○ Teacher or student returns to school after <del>10</del> <b>5</b> calendar day isolation, providing they have no symptoms/other symptoms are improving, <b>and 24</b> hours with no fever without the use of fever reduction medication. A negative test or doctor's note is required to return after 5-day isolation.</li> <li>○ If symptoms persist beyond the 5-calendar day isolation, must complete additional 5 calendar isolation. No negative test is required to return after 10 days of isolation.</li> </ul> </li> </ol>
<p><del>Vaccinated Staff Member Tests COVID Positive</del></p> <p><b><u>Fully Vaccinated Person Tests Positive For COVID</u></b></p>	<ol style="list-style-type: none"> <li>1. Staff member <b>or student</b> alerts HOS and DOO of positive results and provides evidence of positive PCR Test via e-mail.</li> <li>2. School Leader sends an e-mail to all staff <b>persons in close contact</b> to alert them of a confirmed case.</li> <li>3. By Close of Business, DOO reports confirmed COVID case to DOHMH hotlines at (866)692-3641.</li> <li>4. <b>Staff member or student must isolate for 5 calendar days, regardless of symptoms.</b></li> <li>5. If staff member is a classroom teacher, School Leader sends communication to relevant families re: student exposure to an individual who has tested positive.             <ul style="list-style-type: none"> <li>▪ <b>Transition to Remote Instruction:</b> <ul style="list-style-type: none"> <li>○ Full classroom transitions to remote instruction <b>for at least 5 calendar days</b>. Vaccinated Teacher is responsible for leading Remote Instruction. <b>Decision to return to in-person instruction will be rendered by HOS based on the presence of symptoms experienced by the classroom teacher.</b></li> </ul> </li> <li>▪ <b>Return to School</b> <ul style="list-style-type: none"> <li>○ <del>Teacher:</del> Teacher <b>or student</b> returns to school after <del>10</del> <b>5</b> calendar day isolation, providing they have no symptoms/other symptoms are improving, <b>and 24</b> hours with no fever without the use of fever reduction medication. <b>A negative test or doctor's note is required to return after 5-day isolation. If symptoms persist, must complete</b></li> </ul> </li> </ul> </li> </ol>

	<p>additional 5 calendar isolation. No negative test is required to return after 10 days of isolation.</p> <ul style="list-style-type: none"> <li>○ <del>Students:</del> Students return to school after 10 calendar day isolation, providing they have no symptoms. No negative test is required to return.</li> </ul>
<p><del>Unvaccinated Staff Member with Close Contact* to Someone Diagnosed with COVID</del></p> <p><b>Unvaccinated Person Exposed to Someone with COVID at School</b></p>	<ol style="list-style-type: none"> <li>1. Staff member or student alerts HOS and DOO of exposure.</li> <li>2. <del>Staff member or student has no action to isolate.</del></li> <li>3. After three days of initial exposure, staff member must take a PCR Test.</li> <li>4. <b>If Asymptomatic (no symptoms):</b> <ul style="list-style-type: none"> <li>○ Staff member or student must begin “Test to Stay” Protocol.</li> <li>○ If results are negative:                             <ul style="list-style-type: none"> <li>• Staff member or student continues duties as usual.</li> <li>• School Leader does not notify school community.</li> </ul> </li> <li>○ Upon weekly testing <del>Test to Stay Protocol</del>, if results are positive, follow “<b>Unvaccinated Staff Member Person Tests COVID Positive.</b>”</li> <li>○ <b>If staff member or student refuses Test to Stay Protocol, they must:</b> <ul style="list-style-type: none"> <li>• Isolate for 5 calendar days. No negative test is required for return.</li> <li>• If symptoms begin, 5-day calendar isolation starts over, follow “<b>Unvaccinated Person Exposed with Symptoms</b>”</li> </ul> </li> </ul> </li> <li>5. <b>If Person has symptoms:</b> <ul style="list-style-type: none"> <li>○ Teacher or student returns to school after <del>10</del> 5 calendar day isolation, providing they have no symptoms/other symptoms are improving, <b>and 24 hours with no fever without the use of fever reduction medication. A negative test or doctor’s note is required to return after 5-day isolation.</b></li> <li>○ If symptoms persist beyond the 5-calendar day isolation, must complete additional 5 calendar isolation. No negative test is required to return after 10 days of isolation.</li> </ul> </li> <li>6. School does not notify school community for any out-of-school close contact.</li> <li>7. School does notify school community for in-school close contact.</li> <li>8. If staff member is a classroom teacher, School Leader sends communication to relevant families re: teacher’s exposure to an individual who has tested positive, and switch to remote instruction to err on the side of caution.             <ul style="list-style-type: none"> <li>○ <b>Transition to Remote Instruction:</b> <ul style="list-style-type: none"> <li>• Full classroom switches to remote instruction. Unvaccinated Teacher is responsible for leading Remote Instruction, unless otherwise instructed.</li> </ul> </li> <li>○ <b>Return to School:</b> <ul style="list-style-type: none"> <li>• <b>Teacher or Student:</b> Teacher Returns to school after <del>10</del> 5 calendar day isolation, providing they have no symptoms. No negative PCR test is required to return. <b>If symptoms persist beyond the 5-calendar day isolation, must complete additional 5 calendar isolation. No negative test is required to return after 10 days of isolation.</b></li> <li>• <del>Students:</del> Students return to school after 10 <del>5</del> calendar day isolation, providing they have no symptoms. <del>No</del> <b>A</b> negative test is required to return.</li> </ul> </li> </ul> </li> </ol>



<b>Unvaccinated Staff Member- Person Tests COVID Positive</b>	<ol style="list-style-type: none"> <li>1. Staff member alerts HOS and DOO of positive results and provides evidence of positive PCR Test via e-mail.</li> <li>2. School Leader sends an e-mail to all staff to alert them of a confirmed case.</li> <li>3. By Close of Business, DOO reports confirmed COVID case to DOHMH hotlines at (866)692-3641.</li> <li>4. If staff member is a classroom teacher, School Leader sends communication to relevant families re: student exposure to an individual who has tested positive.                         <ul style="list-style-type: none"> <li>• <b>Transition to Remote Instruction:</b> <ul style="list-style-type: none"> <li>• Full classroom switches to remote instruction for at least 5 calendar days. Unvaccinated Teacher is responsible for leading Remote Instruction, unless otherwise instructed. Decision to return to in-person instruction will be rendered by HOS based on the presence of symptoms experienced by the classroom teacher.</li> </ul> </li> <li>• <b>Return to School</b> <ul style="list-style-type: none"> <li>• <b>Teacher or Student:</b> Teacher Returns to school after 10-5 calendar day isolation, providing they have no symptoms/other symptoms are improving, and 24 hours with no fever without the use of fever reduction medication. <del>No</del> A negative test or doctor's note is required to return. If symptoms persist, must complete additional 5 calendar isolation. No negative test is required to return after 10 days of isolation.</li> </ul> </li> </ul> </li> </ol>
---	---

*\*The CDC defines "close contact" as contact within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period.*

	Exposure		Positive COVID Test	
	Exposed No-Symptoms	Exposed Symptoms	Positive No-Symptoms	Positive Symptoms
Fully Vaccinated + Boosted	Test to Stay	5 Day Quarantine + Test on Day 5	5 Day Quarantine + Test on Day 5	5 Day Quarantine AND No Fever AND Improved Symptoms AND Test Day 5
Vaccinated	Test to Stay			
Unvaccinated	5 Day Quarantine OR Test to Stay	Return with negative test or doctor's note		
Recovered from COVID in last 90 days	No Action (unless runny nose, fever, severe cough not from allergies)			

Remote Instruction Guidance	
Teacher Exposed Symptoms	Remote 5< School Days
Vaccinated Teacher Exposed No Symptoms	In-Person Test to Stay

Test to Stay Exposure Vaccinated and Unvaccinated		
Test 1	Test 2	Test 3
Day 0 Exposure	Day 3	Day 5
<b>Who:</b>	Persons Exposed to Someone with COVID at School Regardless of Vaccination Status Students and Staff Members	
<b>When:</b>	7:15 - 7:50am Days Included in Exposure Letter	
<b>Where: How:</b>	IHP Conference Room Administered by Staff or Parent *Must Wait 15 min. for results  If <b>negative</b> , can attend school If <b>positive</b> , cannot attend school, 5 Day Quarantine  Cannot Have Runny Nose, Severe Cough, or Fever  If Symptoms Begin During Test to Stay Timeline, Must Quarantine for 5 Days  If <b>exposed and refuse testing, 5 Day Quarantine</b>	