Ivy Hill Prep Charter School

Board of Trustees Meeting - Ivy Hill Prep

Date and Time

Monday November 27, 2023 at 6:30 PM EST

Location

475 E 57th St, Brooklyn, NY 11203
trustees must be in-person for meeting/voting purposes.

Via zoom link at https://us02web.zoom.us/j/82354088638

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 PM**
A.	Call the Meeting to Order		Nancy Olisma	5 m

• **Start recording**

• Welcome guests, members of School
• Open meeting law and public comment policy
• Public comments

			Purpose	Presenter	Time
B.	Record Attendance			Maimouna Kane	1 m
C.	Approve Minutes		Approve Minutes	Nancy Olisma	2 m

Approve minutes for Board of Trustees Meeting - Ivy Hill Prep on October 23, 2023

| **D.** | Approve agenda | | Vote | Nancy Olisma | 1 m |

II.   Governance   6:39 PM

| **A.** | Trustee recruitment | | FYI | Nancy Olisma | 2 m |

- Updates on potential candidates

| **B.** | Charter Renewal Visit | | Discuss | Nancy Olisma | 5 m |

- NYSED will be at IHP 12/6 (8:30a-4:30p) to 12/7 (8:30a - 12:30p). There will be a trustee focus group.
  ◦ Schedule to be finalized ASAP

III.   Finance   6:46 PM

| **A.** | Review Financial Dashboard | | Discuss | Juned Haque | 15 m |

- October's Budget/Financial Review

| **B.** | Finance Committee Updates | | Discuss | Winsome Nevins-Warden | 5 m |

- Updates to be shared if applicable

| **C.** | Front Door Management Recommendation | | Vote | Winsome Nevins-Warden | 5 m |

- North Shore Office Supplies to Replace the Front Doors

## IV.   Academic Achievement   7:11 PM

		Purpose	Presenter	Time
A.	Quick progress update (as applicable)	FYI	Annedrea Coleman	10 m

• Academic Committee Updates
    ◦ Overview of internal assessments and NYS results

		Purpose	Presenter	Time
B.	Enrollment Dashboard	Discuss	Brandon Parker	10 m

• School team to share updated dashboard on enrollment numbers. Status
updates needed on:
    ◦ Current enrollment numbers
    ◦ On-going recruitment efforts to get to 265.

V.   **Exec Session**   **7:31 PM**

		Purpose	Presenter	Time
A.	Trustee Discussion	Discuss	Nancy Olisma	40 m

• Upcoming Renewal Visit Prep

VI.   **Other Business**

VII.   **Closing Items**

		Purpose
A.	Adjourn Meeting	Vote

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 23, 2023
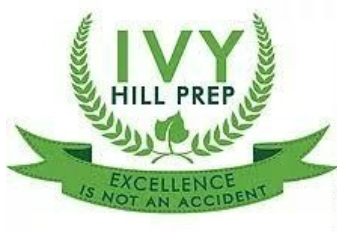
Ivy Hill Prep Charter School

Minutes

Board of Trustees Meeting - Ivy Hill Prep

Date and Time
Monday October 23, 2023 at 6:30 PM

Location
475 E 57th St, Brooklyn, NY 11203
trustees must be in-person for meeting/voting purposes.

Via zoom link at https://us02web.zoom.us/j/82354088638

Trustees Present
A. Laniyan, M. Kane, N. Olisma, W. Nevins-Warden

Trustees Absent
D. Lewis

Guests Present
A. Coleman, B. Parker

I. Opening Items

A. Call the Meeting to Order

N. Olisma called a meeting of the board of trustees of Ivy Hill Prep Charter School to order on Monday Oct 23, 2023 at 6:41 PM.

B. Record Attendance

C. Approve Minutes

A. Laniyan made a motion to approve the minutes from Board of Trustees Meeting - Ivy Hill Prep on 09-25-23.
W. Nevins-Warden seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Laniyan	Aye
N. Olisma	Aye
D. Lewis	Absent
M. Kane	Aye
W. Nevins-Warden	Aye

D. Approve agenda

II. Governance

A. Trustee recruitment

The Trustee recruitment is in motion as listings have been posted on Linkedin.

B. Compliance

A. Laniyan made a motion to Approve the changes to compliance.
W. Nevins-Warden seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Kane	Aye
D. Lewis	Absent
W. Nevins-Warden	Aye
N. Olisma	Aye
A. Laniyan	Aye

C. Charter Renewal Visit

III. Finance

A. Review Financial Dashboard

Financials were reviewed. Summary of Statements and Revenues and expenses were provided for review. Cash flow projections for the last three months of the school year were reviewed. The school is in good standing.

B.

Finance Committee Updates

C. **Financial Audit**

A. Laniyan made a motion to Approve audit.
N. Olisma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

N. Olisma	Aye
D. Lewis	Absent
A. Laniyan	Aye
W. Nevins-Warden	Aye
M. Kane	Aye

An Independent Auditor's Report was presented, and there were no issues discovered. The balance sheet for 2022-2023 was shared with a breakdown of assets and liabilities. Revenue and support, expenses, and net assets were provided for 2023. Recommendation for the maintaining of student files was given in the audit report.

A discussion was held about the auditors providing a five-year perspective to predict future financials. The auditors do not provide this report.

IV. **Academic Achievement**

A. **Quick progress update (as applicable)**

Discussion was held about the curriculum and its alignment with the MAP assessments and their alignment. The HOS plans to use assessment data from the state exams and the benchmark assessments for this school year to identify and address standards to strengthen. HOS and the instructional leadership team will work to create plans for small instruction and more targeted instruction to close gaps in learning.

A discussion was held about the possibility of Saturday school. AHOS plans to provide tutoring services for families in lieu of Saturday school. Students are also getting support during after-school programming.

B. **Enrollment Dashboard**

Currently, enrolment is at 222 students. Applications will go live in November to further aid in enrollment efforts. The average attendance year to date is 91%, and the goal for the school is 95%.

A discussion was held about IHP's average daily attendance compared to other schools in the neighborhood. HOS shared that some families are traveling from Manhattan and the Bronx and that has become an issue. Incentives are created to celebrate students individually and collectively.

Afterschool: There are over one hundred students attending afterschool programming. Families have been registering for Girl Scouts. Culture and Climate: HOS shared school events and incentives. Dean's list data is used to highlight the great work scholars and teachers are exhibiting and also to identify areas of growth. Families have been providing positive feedback on the school culture overall. HOS shared parent engagement strategies to gain families' input and support.

A discussion was held about the family DOE surveys and when they will be available. There was an increase in surveys completed by staff. There has been an increase in staff satisfaction within all categories. The assistant principal created a staff award ceremony that celebrated and recognized teacher's efforts. Giving Tuesday's promo video was shared to raise funds for the after-school program.

C. Relay Partnership

Cohorts of four will be afforded an opportunity to participate in a partnership with Relay GSE.
W. Nevins-Warden made a motion to Approve the Relay Partnership.
A. Laniyan seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Kane	Aye
W. Nevins-Warden	Aye
D. Lewis	Absent
A. Laniyan	Aye
N. Olisma	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 7:48 PM.

Respectfully Submitted,
N. Olisma

Coversheet

Review Financial Dashboard

Section: III. Finance
Item: A. Review Financial Dashboard
Purpose: Discuss
Submitted by:
Related Material: IVY Hill - Unaudited October 2023 Financial Statements.pdf

Financial Report
For the Period Ending October 31, 2023
Fiscal Year 2023-24
with June 30, 2023 and 2022 Statements

Table of Contents

Ivy Hill Preparatory Charter School
Notes to Financial Report
For the Period Ending October 31, 2023

Unencumbered Cash

Total Cash and Equivalents		$ 2,186,891	**[a]**
Encumberances to Cash			
Restrictions:			
Escrow	100,000		
Unearned Revenue (Advances Received but not Earned)	23,184		
	123,184		**[b]**
Vendor Obligations			
Accounts Payable and Accrued Liabilities	128,686		**[c]**
Total Cash Encumberances		251,870	**[d]** {[b] + [c]}
Unencumbered Cash Balance		$ 1,935,021	**[a] - [d]**

Days of Cash on Hand

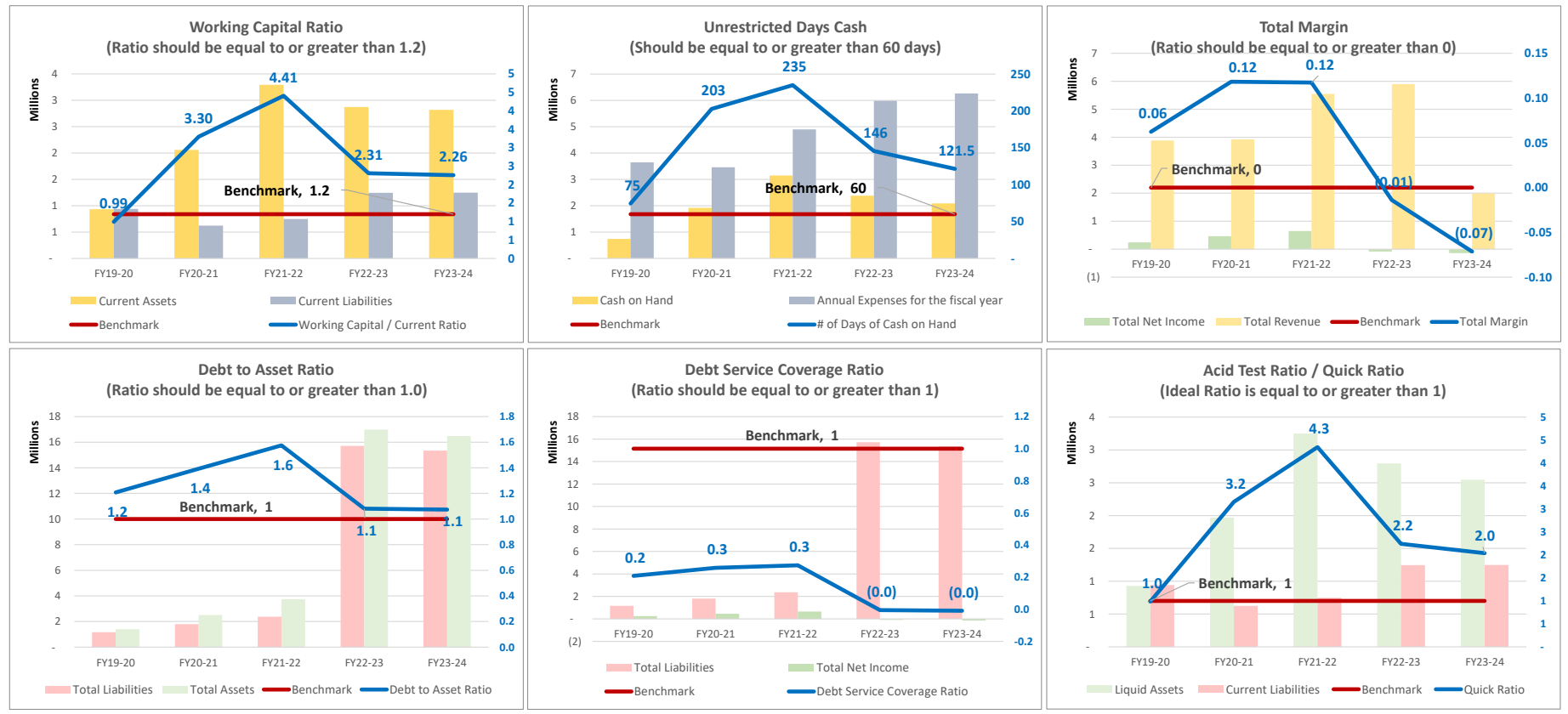|	
Total Fiscal Year 2023-24 Budgeted Expenses (*excluding* Depreciation and Deferred Rent)	$ 6,267,100
Average Daily Expenses (*Total Projected Expenses ÷ 365*)	$ 17,170
Total Cash Available for Operating Use (*Total Cash - Escrow*)	$ 2,086,891
Number of Days of Unrestricted Cash Available (*Total Cash Available ÷ Average Daily Expenses*)	**121.5**

Liquidity Measures

	At 10/31/23	Benchmark
• Current (Working) Capital Ratio - measures the School's ability to pay off its current liabilities (usually within one year) with its current assets such as cash and receivables. The higher the ratio, the better the School's liquidity position.	2.3	1.2
• Unrestricted Days Cash	121.5	60.0
• Debt to Asset Ratio - measures the School's assets that are financed by liabilities, or debts, rather than its equity. Greater than 1 indicates that the School's liabilities are higher than its assets	1.1	1.0
• Acid Test/Quick Ratio - indicates whether the School has sufficient short-term assets to cover its short-term liabilities.	2.0	1.0

Ivy Hill Preparatory Charter School Fiscal Dashboard

4-Year Performance History

Revenue Breakdown by Program - 4-Yr History

Activities - 4-Yr History

Financial Position - 4-Yr History

Total Net Assets (Accumulated at Year End)

Key Fiscal Indicators

Working Capital Ratio
(Ratio should be equal to or greater than 1.2)

Unrestricted Days Cash
(Should be equal to or greater than 60 days)

Total Margin
(Ratio should be equal to or greater than 0)

Debt to Asset Ratio
(Ratio should be equal to or greater than 1.0)

Debt Service Coverage Ratio
(Ratio should be equal to or greater than 1)

Acid Test Ratio / Quick Ratio
(Ideal Ratio is equal to or greater than 1)

Ivy Hill Preparatory Charter School

Statements of Financial Position

At Current Year-to-Date October 31, 2023, and June 30, 2023 and 2022

	[unaudited] 31-Oct 2023	June 30 [audited] 2023	June 30 [audited] 2022
ASSETS			
Current Assets:			
Cash and cash equivalents - Chase	$ 1,075,872	$ 2,385,554	$ 3,151,912
Cash and cash equivalents - IDB	1,011,018	-	-
Escrow - Restricted	100,000	100,000	75,000
Grants Receivable	457,846	408,402	96,617
Prepaid Expenses and Other Receivables	172,640	78,815	44,683
Total current assets	**2,817,377**	**2,972,771**	**3,368,212**
Security Deposit	312,500	312,500	93,750
ROU Asset	12,924,339	13,257,377	
Fixed assets, Net	420,201	441,504	279,481
	$ 16,474,417	**$ 16,984,153**	**$ 3,741,443**
LIABILITIES and NET ASSETS			
Current liabilities:			
Accounts Payable	$ 71,025	$ 122,829	$ 85,237
Accrued Expenses & Payroll Liabilities	57,660	172,522	210,162
Defered or Unearned Revenue	23,184	-	9,261
Short Term Lease Liability	1,095,630	950,058	
Total current liabilities	**1,247,499**	**1,245,409**	**304,660**
Long-Term Liabilities:			
Deferred Rent	-	-	2,079,815
Long Term Lease Liability	14,094,442	14,464,072	
Total Long-Term Liabilities	**14,094,442**	**14,464,072**	**2,079,815**
Net assets			
Net Assets without Donor Restrictions	1,274,672	1,356,969	706,530
Net Assets with Donor Restrictions	-	-	-
Change in net assets during current period	(142,196)	(82,297)	650,439
Total net assets	**1,132,476**	**1,274,672**	**1,356,969**
TOTAL LIABILITIES and NET ASSETS	**$ 16,474,417**	**$ 16,984,153**	**$ 3,741,443**

Summary Statements of Revenue, Support and Expenses

Detailed Statements of Revenue, Support and Expenses

with Year End June 30, 2023 and 2022 Summary

	Current Fiscal Year 2023-24 [unaudited]			YTD As a % of	June 30	
	For period 7.1.23 - 10.31.23	Full Year Budget	Full Year Projections	Projections YTD = 33%	[audited] 2023	[audited] 2022
Total Revenue and Support	$ 1,992,218	$ 6,400,314	$ 6,185,300	32%	$ 5,899,832	$ 5,546,501
Total Expenses	2,134,414	6,339,038	6,690,092	32%	5,982,129	4,896,062
Excess/(Deficit) of Revenue and Support over Expenses	$ (142,196)	$ 61,276	$ (504,792)		$ (82,297)	$ 650,439
Cash Adjustments, net	21,304	(48,222)	76,778	-44%	(410,343)	451,452
Excess/(Deficit) of Revenue and Support over Expenses - Operating Basis	$ (120,892)	$ 13,054	$ (428,014)	-926%	$ (492,640)	$ 1,101,890
Enrollment	235.00	225.00	219.00	107%	212.85	226.80
REVENUE and SUPPORT						
Per Pupil Tuition	$ 1,487,687	$ 4,704,894	$ 4,513,465	33%	$ 5,382,368	$ 5,180,989
Lease Assistance	426,760	1,237,950	1,204,938	35%	-	-
Title and Other Government Grants	62,059	412,470	418,497	15%	512,353	340,656
Donations and Contributions	3,060	-	10,000	31%	1,550	4,649
Other	12,652	45,000	38,400	33%	3,560	20,207
TOTAL REVENUE and SUPPORT	1,992,218	6,400,314	6,185,300	32%	5,899,832	5,546,501
EXPENSES						
Personnel Costs:						
Staff Salaries and Wages	803,731	2,792,278	2,906,801	28%	2,356,103	1,869,012
Payroll Taxes	64,125	261,078	268,680	24%	234,602	174,584
Fringe Benefits	84,520	312,787	312,787	27%	221,841	173,098
Total Personnel Costs	952,376	3,366,143	3,488,267	27%	2,812,546	2,216,694
Other Than Personnel Costs:						
Professional Services	209,625	412,770	464,950	45%	510,575	322,274
Board Expenses	2,500	21,200	21,200	12%	16,750	19,169
Classroom & Teaching Supplies & Materials	58,041	112,952	112,952	51%	70,113	51,603
Special Education Supplies & Materials	272	5,000	5,000	5%	14	572
Textbooks & Workbooks	6,009	20,000	20,000	30%	76,511	23,717
Supplies & Materials Other	8,437	33,000	33,000	26%	29,602	20,168
Equipment & Furniture (Non Asset)	10,173	42,000	42,000	24%	36,746	57,185
Telephone	755	9,000	9,000	8%	4,864	11,601
Technology	64,666	147,000	157,050	41%	120,449	89,780
Student Testing & Assessment	351	39,225	39,225	1%	21,286	13,413
Student Travel	2,380	15,000	15,000	16%	7,345	8,495
Student Services	1,234	25,500	25,500	5%	8,256	4,834
Office Expenses	23,172	38,400	38,400	60%	46,023	36,732
Staff Development	48,518	146,750	146,750	33%	209,157	135,586
Staff Recruitment	10,918	35,000	35,000	31%	15,865	76,776
Student Recruitment/Marketing	14,567	30,000	30,000	49%	33,735	10,799
School Meals/Lunches	8,638	8,500	13,500	64%	5,732	7,254
Staff Travel	5,320	3,600	8,600	62%	1,245	648
Fundraising Expense	1,700	2,500	2,500	68%	-	-
Miscellaneous Expenses	874	-	1,700	51%	1,599	194
Insurance Expense	26,176	50,000	50,000	52%	54,522	47,997
Facility Operations & Maintenance	631,838	1,655,498	1,810,498	35%	1,787,802	1,655,112
Total Other Than Personnel Costs	1,136,164	2,852,895	3,081,825	37%	3,058,189	2,593,910
Depreciation	45,874	120,000	120,000	38%	111,394	85,458
TOTAL EXPENSES	2,134,414	6,339,038	6,690,092	32%	5,982,129	4,896,062
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Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Budget

with Year End June 30, 2023 and 2022 Details

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Enrollment	*235.00*	*225.00*	*219.00*	*107%*	*212.85*	*226.80*
REVENUE and SUPPORT						
Per Pupil Tuition and Lease Assistance:						
4000 State Grants						
4001 Per Pupil General Education	$ 1,422,533	$ 4,126,500	$ 4,016,460	35%	$ 3,734,581	$ 3,837,383
4002 Per Pupil Special Education	65,154	578,394	497,005	13%	456,343	343,606
4003 Facility Assistance	426,760	1,237,950	1,204,938	35%	1,125,508	1,000,000
4008 State Grants DYCD	-	-	-		65,936	-
Total Per Pupil Tuition and Lease Assistance	1,914,446	5,942,844	5,718,403	33%	5,382,368	5,180,989
Title and other Government Grants:						
4100 Federal Grants						
4101 IDEA Special Needs	4,677	22,000	22,000	21%	22,843	21,021
4102 Title I	-	89,000	93,364	0%	89,328	80,330
4103 Title IIA	-	10,900	12,563	0%	10,942	11,132
4104 Title IV	-	10,000	10,000	0%	10,000	10,000
4105 E-Rate	7,939	30,000	30,000	26%	6,480	46,929
4107 CSP	-	-	-		17,250	-
4108 Cares Act.	49,444	250,570	250,570	20%	308,790	171,245
4109 ECF Funding	-				46,720	-
Total Title and other Government Grants	62,059	412,470	418,497	15%	512,353	340,656
Donations and Contributions:						
4202 Unrestricted Contributions	3,060	-	10,000	31%	1,550	4,649
4203 Walton Foundation	-				-	-
Total Donations and Contributions	3,060	-	10,000	31%	1,550	4,649
Other:						
4401 Interest Income.	12,652	45,000	38,400	33%	3,560	207
4501 In Kind Donation	-	-	-		-	20,000
Total Other Income	12,652	45,000	38,400	33%	3,560	20,207
Total Revenue and Support	$ 1,992,218	6,400,314	6,185,300	32%	$ 5,899,832	$ 5,546,501
EXPENSES						
Personnel Expenses						

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Budget

with Year End June 30, 2023 and 2022 Details

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Enrollment	*235.00*	*225.00*	*219.00*	*107%*	*212.85*	*226.80*
5100 Administrative Staff						
5101 Head of School	49,774	147,290	147,290	34%	142,450	150,238
5102 Assistant Principal/Head of School	25,375	58,333	97,271	26%	100,719	-
5105 Dean of Curriculum	51,369	167,449	167,449	31%	82,158	65,684
5115 Dean of Students	30,213	90,640	90,640	33%	87,661	-
5120 Dean of School Supports	-				-	83,718
5125 Director of Operations	37,937	116,500	116,500	33%	94,681	42,366
5130 Director of Development	-				-	47,468
5135 Office Coordinator	-				72,821	49,945
5140 Operations Fellow	24,267	67,568	72,500	33%	47,331	57,951
5142 Operations Associate	17,987	46,999	60,000	30%	20,798	-
5143 SPED Student Support Manager	30,527	92,000	92,000	33%	-	-
5150 Parent Coordinator	-		25,500	0%	-	-
5160 Bus Matrons	6,195	5,000	20,000	31%	9,070	4,893
Total Administrative Staff	**273,645**	**791,779**	**889,150**	**31%**	**657,690**	**502,263**
5200 Instuctional Staff						
5205 Lead Teachers	-	-	-		-	411,260
5206 Regular Teachers	296,137	1,322,350	1,277,902	23%	1,051,084	-
5207 Co-Teachers		-	-			440,994
5210 Special Ed Teachers	45,938	147,321	208,921	22%	142,739	47,040
5212 Founding Teachers	-	-	-			
5215 Elective Teachers	130,443	266,374	266,374	49%	250,714	160,148
5220 Teaching Fellow	36,176	188,496	188,496	19%	180,131	241,131
5225 Social Worker	21,391	75,958	75,958	28%	73,746	66,175
Total Instructional Staff	**530,086**	**2,000,499**	**2,017,651**	**26%**	**1,698,414**	**1,366,748**
Total Salaries and Wages	**803,731**	**2,792,278**	**2,906,801**	**28%**	**2,356,103**	**1,869,012**
5400 Payroll Taxes						
5401 Federal Unemployment Insurance	-				-	-
5402 NY State Unemployment Insurance	1,197	41,884	41,884	3%	41,981	30,304
5403 Social Security - ER	52,247	173,121	180,222	29%	153,961	116,933
5404 Medicare - ER	12,219	40,488	42,149	29%	34,881	27,347

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Budget

with Year End June 30, 2023 and 2022 Details

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Enrollment	*235.00*	*225.00*	*219.00*	*107%*	*212.85*	*226.80*
5410 NY-Disability	(378)	5,585	5,585	-7%	352	-
5411 Local Tax	-				940	-
5412 Paid Family Leave	(4,105)		(4,105)	100%	2,487	-
5413 MCTMT Tax	2,945		2,945	100%	-	-
Total Payroll Taxes	**64,125**	**261,078**	**268,680**	**24%**	**234,602**	**174,584**
5500 Compensation Employee Benefits						
5501 Medical Insurance	83,644	296,787	296,787	28%	194,460	150,822
5515 Workers Compensation Expense	526	16,000	16,000	3%	17,897	6,580
5520 STD, LTD, Life and AD&D and Others	350	-	-		9,484	15,697
Total Fringe Benefits	**84,520**	**312,787**	**312,787**	**27%**	**221,841**	**173,098**
Total Payroll Taxes and Fringe Benefits	**148,645**	**573,865**	**581,467**	**26%**	**456,443**	**347,682**
Total Compensation (Salaries, Wages, Taxes and Benefits)	**952,376**	**3,366,143**	**3,488,267**	**27%**	**2,812,546**	**2,216,694**
Professional Services:						
6000 Professional Services/Contracted Expenses						
6001 Accounting/Audit Services	1,700	25,000	25,000	7%	31,500	26,250
6005 Payroll Services	1,175	17,300	17,300	7%	27,410	34,447
6010 Financial Management Services	28,087	96,000	87,180	32%	80,104	72,072
6015 Legal - Paid	526	10,000	10,000	5%	7,316	26,519
6025 Titlement Services	1,554	6,000	6,000	26%	6,250	7,885
6026 ERate Consultants	3,000	6,000	6,000	50%	6,000	4,000
6030 Compliance Consulting	55,708	49,000	85,000	66%	88,924	-
6035 Curriculum Services	549	12,550	12,550	4%	12,519	10,064
6037 Stipends	60,643	130,920	130,920	46%	82,005	102,997
6040 Special Ed Services	22,583				-	-
6045 Substitute Teaching Services	20,116	60,000	60,000	34%	124,618	15,625
6050 Other Purchased / Professional / Consulting	13,984	-	25,000	56%	43,928	22,414
Total Professional Services	**209,625**	**412,770**	**464,950**	**45%**	**510,575**	**322,274**
6100 Board Expenses						
6101 Board Meetings	-	1,200	1,200	0%	-	669
6105 Board Development	2,500	20,000	20,000	13%	16,750	18,500
Total Board Expenses	**2,500**	**21,200**	**21,200**	**12%**	**16,750**	**19,169**

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Budget
with Year End June 30, 2023 and 2022 Details

	Current Fiscal Year 2023-24 [unaudited]			YTD As a % of	June 30	
	For period	Full Year	Full Year	Projections	[audited]	[audited]
	7.1.23 - 10.31.23	Budget	Projection	YTD = 33%	2023	2022
Total Revenue and Support	$ 1,992,218	$ 6,400,314	$ 6,185,300	32%	$ 5,899,832	$ 5,546,501
Total Expenses	2,134,414	6,339,038	6,690,092	32%	5,982,129	4,896,062
Excess/(Deficit) of Revenue and Support over Expenses	$ (142,196)	$ 61,276	$ (504,792)		(82,297)	650,439
Cash Adjustments, net	21,304	(48,222)	76,778		(410,343)	451,452
Excess/(Deficit) of Revenue and Support over Expenses - Operating Basis	$ (120,892)	$ 13,054	$ (428,014)		$ (492,640)	$ 1,101,890
Enrollment	235.00	225.00	219.00	107%	212.85	226.80
6200 Classroom & Teaching Supplies & Materials						
6205 Classroom Supplies & Materials	56,922	65,000	65,000	88%	59,559	34,558
6210 Math Supplies & Materials	-	6,000	6,000	0%	-	910
6215 Science Supplies & Materials	1,119	36,952	36,952	3%	7	120
6230 Physical Education Supplies & Materials	-	5,000	5,000	0%	10,547	16,014
Total Classroom & Teaching Supplies & Materials	**58,041**	**112,952**	**112,952**	**51%**	**70,113**	**51,603**
6300 Special Education Supplies & Materials						
6301 SPED- Supplies & Materials	272	5,000	5,000	5%	14	572
Total 6300 Special Education Supplies & Materials	**272**	**5,000**	**5,000**	**5%**	**14**	**572**
6400 Textbooks & Workbooks						
6405 Textbooks	1,378	5,000	5,000	28%	10,295	877
6406 Library Books	4,631	5,000	5,000	93%	1,790	10,020
6407 Curriculum	-	10,000	10,000	0%	64,426	12,821
6410 NYSTL Expense	-	-	-		-	-
Total 6400 Textbooks & Workbooks	**6,009**	**20,000**	**20,000**	**30%**	**76,511**	**23,717**
6500 Supplies & Materials Other						
6515 Student Incentives	882	8,000	8,000	11%	1,927	1,948
6520 Parent Outreach & Education Programs	-	5,000	5,000	0%	-	-
6525 Special Events	7,555	20,000	20,000	38%	27,674	18,220
Total 6500 Supplies & Materials Other	**8,437**	**33,000**	**33,000**	**26%**	**29,602**	**20,168**
6600 Equipment & Furniture (Non Asset)						
6601 Copy Machine Lease	9,412	26,000	26,000	36%	19,555	23,641
6605 Office Furniture	761	4,000	4,000	19%	305	7,153
6606 Classroom Furniture	-	4,000	4,000	0%	11,131	3,187
6610 Office Equipment	-	4,000	4,000	0%	1,819	1,324
6611 Classroom Equipment	-	4,000	4,000	0%	3,936	6,316
6612 COVID-19 Related Expenditures	-	-	-		-	15,565
Total 6600 Equipment & Furniture (Non Asset)	**10,173**	**42,000**	**42,000**	**24%**	**36,746**	**57,185**
6700 Telephone						
6701 Telephone	755	9,000	9,000	8%	4,709	9,041
6705 Mobile Phone	-	-	-		154	2,559

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Budget
with Year End June 30, 2023 and 2022 Details

	Current Fiscal Year 2023-24 [unaudited]			YTD As a % of	June 30	
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Excess/(Deficit) of Revenue and Support over Expenses - Operating Basis	$ (120,892)	$ 13,054	$ (428,014)		$ (492,640)	$ 1,101,890
Enrollment	*235.00*	*225.00*	*219.00*	*107%*	*212.85*	*226.80*
Total 6700 Telephone	755	9,000	9,000	8%	4,864	11,601
6800 Technology						
6801 Internet	4,854	42,000	42,000	12%	15,895	30,637
6805 Technology Services	34,609	62,000	72,050	48%	63,342	33,255
6810 Technology Equipment & Supplies	14,615	20,000	20,000	73%	13,543	6,876
6815 Software (non capitalized)	10,337	20,000	20,000	52%	24,170	16,637
6820 Website Maintenance	250	3,000	3,000	8%	3,500	2,375
Total 6800 Technology	64,666	147,000	157,050	41%	120,449	89,780
6900 Student Testing & Assessment						
6901 Assessment Supplies and Materials	351	39,225	39,225	1%	21,286	13,413
Total 6900 Student Testing & Assessment	351	39,225	39,225	1%	21,286	13,413
7000 Student Travel						
7001 Field Trips	1,090	10,000	10,000	11%	5,145	7,175
7005 Transportation	1,290	5,000	5,000	26%	2,200	1,320
Total 7000 Student Travel	2,380	15,000	15,000	16%	7,345	8,495
7100 Student Services						
7101 Student Uniforms	1,089	7,500	7,500	15%	8,256	4,834
7103 After School Program	145	18,000	18,000	1%	-	-
Total 7100 Student Services	1,234	25,500	25,500	5%	8,256	4,834
7200 Office Expenses						
7201 Office Supplies	23,172	36,000	36,000	64%	45,876	21,085
7205 Postage & Shipping	-	2,400	2,400	0%	147	15,647
Total 7200 Office Expenses	23,172	38,400	38,400	60%	46,023	36,732
7300 Staff Development						
7301 Instructional Staff Development	16,065	60,000	60,000	27%	82,652	61,524
7305 Administrative Staff Development	22,400	51,750	51,750	43%	82,944	58,550
7310 Team Building & Staff Appreciation	10,053	35,000	35,000	29%	43,561	15,512
Total 7300 Staff Development	48,518	146,750	146,750	33%	209,157	135,586
7400 Staff Recruitment						
7401 Staff Recruitment.	10,918	35,000	35,000	31%	15,865	76,776
Total 7400 Staff Recruitment	10,918	35,000	35,000	31%	15,865	76,776
7500 Student Recruitment/Marketing						

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Budget
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	For period 7.1.23 - 10.31.23	Full Year Budget	Full Year Projection	Projections YTD = 33%	[audited] 2023	[audited] 2022
Total Revenue and Support	$ 1,992,218	$ 6,400,314	$ 6,185,300	32%	$ 5,899,832	$ 5,546,501
Total Expenses	2,134,414	6,339,038	6,690,092	32%	5,982,129	4,896,062
Excess/(Deficit) of Revenue and Support over Expenses	$ (142,196)	$ 61,276	$ (504,792)		(82,297)	650,439
Cash Adjustments, net	21,304	(48,222)	76,778		(410,343)	451,452
Excess/(Deficit) of Revenue and Support over Expenses - Operating Basis	$ (120,892)	$ 13,054	$ (428,014)		$ (492,640)	$ 1,101,890
Enrollment	*235.00*	*225.00*	*219.00*	*107%*	*212.85*	*226.80*
7501 Student Recruitment	14,567	30,000	30,000	49%	33,735	10,799
Total 7500 Student Recruitment/Marketing	**14,567**	**30,000**	**30,000**	**49%**	**33,735**	**10,799**
7600 School Meals/Lunches						
7601 Meals & Lunches	8,638	8,500	13,500	64%	5,732	7,254
Total 7600 School Meals/Lunches	**8,638**	**8,500**	**13,500**	**64%**	**5,732**	**7,254**
7700 Staff Travel						
7701 Local Travel	1,275	1,200	3,200	40%	1,245	-
7705 Travel, Meals & Lodging (PD)	4,044	2,400	5,400	75%	-	648
Total 7700 Staff Travel	**5,320**	**3,600**	**8,600**	**62%**	**1,245**	**648**
7800 Fundraising Expense						
7801 Fundraising Supplies & Materials	1,700	2,500	2,500	68%	-	-
Total 7800 Fundraising Expense	**1,700**	**2,500**	**2,500**	**68%**	**-**	**-**
7900 Miscellaneous Expenses						
7901 Bank Services Charges	0	-	-		-	194
7905 Dues & Memberships	801	-	1,500	53%	1,599	-
7910 Miscellaneous Fees	73	-	200	37%	-	-
7920 Sales Tax	-	-	-		-	-
7925 Expense Suspense	-				-	-
Loss at Disposal						
Total 7900 Miscellaneous Expenses	**874**	**-**	**1,700**		**1,599**	**194**
8000 Insurance Expense						
8001 General	26,176	50,000	50,000	52%	54,522	47,997
8005 ERISA	-				-	-
Total 8000 Insurance Expense	**26,176**	**50,000**	**50,000**	**52%**	**54,522**	**47,997**
8100 Facility Operations & Maintenance						
8105 Rent or Lease of Buildings	483,979	1,375,000	1,375,000	35%	1,451,938	999,996
8110 Repairs & Maintenance	65,147	45,000	75,000	87%	70,695	12,722
8115 Security	25,181	75,000	75,000	34%	82,876	84,586
8116 Pest Control	2,250	6,000	6,000	38%	6,255	5,625
8117 Janitorial Service	55,280	202,560	202,560	27%	176,038	100,245
8120 Deferred Rent / Lease Interest Expense	-	(48,062)	76,938		-	451,938
Total 8100 Facility Operations & Maintenance	**631,838**	**1,655,498**	**1,810,498**	**35%**	**1,787,802**	**1,655,112**

Detailed Statements of Revenue, Support and Expenses

Current Fiscal Year-to-Date Compared to Budget

with Year End June 30, 2023 and 2022 Details

	Current Fiscal Year 2023-24 [unaudited]			YTD As a % of	June 30	
	For period	Full Year	Full Year	Projections	[audited]	[audited]
	7.1.23 - 10.31.23	Budget	Projection	YTD = 33%	2023	2022
Total Revenue and Support	$ 1,992,218	$ 6,400,314	$ 6,185,300	32%	$ 5,899,832	$ 5,546,501
Total Expenses	2,134,414	6,339,038	6,690,092	32%	5,982,129	4,896,062
Excess/(Deficit) of Revenue and Support over Expenses	$ (142,196)	$ 61,276	$ (504,792)		(82,297)	650,439
Cash Adjustments, net	21,304	(48,222)	76,778		(410,343)	451,452
Excess/(Deficit) of Revenue and Support over Expenses - Operating Basis	$ (120,892)	$ 13,054	$ (428,014)		$ (492,640)	$ 1,101,890
Enrollment	***235.00***	***225.00***	***219.00***	***107%***	***212.85***	***226.80***
8200 Depreciation Expense & Amortization						
8201 Depreciation Expense	45,874	120,000	120,000	38%	110,804	85,458
8202 Amortization Expense	-				-	-
8203 Disposal of Assets	-				590	-
Total 8200 Depreciation Expense & Amortization	45,874	120,000	120,000	38%	111,394	85,458
Total Expenses	$ 2,134,414	$ 6,339,038	$ 6,690,092	32%	$ 5,982,129	$ 4,896,062
Excess/(Deficit) of Revenue and Support over Expenses	$ (142,196)	$ 61,276	$ (504,792)		$ (82,297)	$ 650,439
Cash Adjustments						
Subtract Capital Costs	24,570	120,160	120,160	20%	277,986	60,945
Subtract Rent Deposit	-	-			218,750	
Subtract Escrow					25,000	25,000
Add back Depreciation	45,874	120,000	120,000	38%	111,394	85,458
Add back Deferred Rent / Lease Interest Exp.	-	(48,062)	76,938	0%	-	451,938
Excess/(Deficit) of Revenue and Support over Expenses - Operating Basis	(120,892)	13,054	(428,014)		(492,640)	1,101,890

Ivy Hill Preparatory Charter School			
Statement of Cashflow from November 1, 2023 - January 31, 2024			
	Nov-23	**Dec-23**	**Jan-24**
Cash Balance (Unrestricted) @ 10/31/2023	**2,086,891**	**1,497,612**	**2,419,852**
DOE Payments		982,647	
Federal Grants Receivable		457,846	
TOTAL CASH AVAILABLE	**2,086,891**	**2,938,105**	**2,419,852**
COMPENSATION EXPENSE			
Personel Cost (Gross Salaries)	232,690	232,690	232,690
Payroll Taxes and Fringe	47,822	47,822	47,822
TOTAL COMPENSATION EXPENSE	280,512	280,512	280,512
Other Than Personnel Costs - Ongoing			
Consultants and other Professionals	34,398	34,398	34,398
School operations and other materials	65,386	65,386	65,386
Facility operations and maintenance	137,958	137,958	137,958
Payment on existing accounts payable	71,025		
Total Other Than Personnel Costs - Ongoing	308,767	237,741	237,741
TOTAL CASH OUTFLOWS	**589,279**	**518,253**	**518,253**
TOTAL OPERATING CASH BALANCE - PROJECTED	**1,497,612**	**2,419,852**	**1,901,599**
Days of cash on hand	**87.22**	**140.93**	**110.75**

Coversheet

Front Door Management Recommendation

Section: III. Finance
Item: C. Front Door Management Recommendation
Purpose: Vote
Submitted by:
Related Material: SNP GROUP INC. DOOR QUOTE.pdf
                      Front Doors Rec Letter .docx
                      DOOR & FRAME REMOVAL & INSTALLATION.pdf
                      Ascent Door Quote (1).pdf

SNP GROUP INC.

To Whom it may concern:

This is quote is for a door removal & installation for Ivy Hill Prep Charter School located at 475 E 57th st, Brooklyn, NY 11203.

Note: 50% deposit is required once approved and the remaining balance on the day of delivery and installation.

Item	Description	UOM	QTY
100125-45	16 GA DOOR, 2-6 X 7-0	EA	4
100125-46	Vision Lite Lo-Pro Kit	EA	4
100125-47	Wired Glass	EA	4
100125-48	5-0 x 7-0 Frame 16GA. with Glass at Top	EA	1
NSED	9827EO-F-LBR-3-US32D LHR	EA	1
NSED	9827EO-F-LBR-3-US32D RHR	EA	1
NSED	9827L-NL-F-LBR-3-US32D RHR	EA	1
NSED	QEL 9827-L-NL-LBR-3-US32D LHR	EA	1
100125-HINGE	(3PK) Hinge (3PK) 4.5 X 4.5 Ball Bearinq 26D NRP	EA	4
100125-001	Parallel Arm tri-Pack	EA	4
100125-ALM36	Aluminum sweeping strip	EA	3
100125-MS	Aluminum Saddle	EA	2
100125-GLASS	TEMPER Glass	EA	2
100125-PS	Power Supply	EA	1
100125-SA	Stile Astragal	EA	4
100125-CE	Thin Set Cement	EA	6
		PRICE	**$57,500.00**
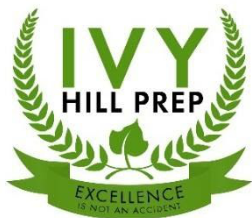
IVY HILL PREPARATORY CHARTER SCHOOL
Management Recommendation
{November Board Date}

Recommendation: North Shore Office Supplies to Replace the Front Doors

Background:
Currently, the front doors at the main entrance of the school are damaged and are beyond repair.

Recommendation:

Management recommends that we move forward with North Shore Office Supplies, as they were the vendor who renovated our facilities for the expansion and have done exceptional work. NSOS has also stood by their work and supported with any follow-up change orders that have been needed since the completion of their work on the school expansion renovation.

The bids we received were from the following:

1. NSOS-$ 42,050
2. SNP Group- $57,500
3. Ascent Handy- $46,379

N S O S

North Shore Office Supplies
1804 Plaza Avenue, Suite 31
New Hyde Park, NY 11040
Phone:1(516) 724 2100
Fax :1(516) 746 1001
www.nsofficesupplies.com

Subject: Door and Frame Installation with top window for Ivy Hill Prep Charter School

Attn: Mr. Brandon Parker

Item No.	Description	Unit	QTY
LMHMDORIB	2-6 X 7-0 16GA Ribbed Door 90 Min.	EACH	4
LIF90295	Vision Lite Lo-Pro Kit 7 X 22 Grey	EACH	4
LI F90225	Polish Wire Glass 6 X 21	EACH	4
LMHMFW3SFT	5-0 x 7-0 Frame 16GA. with Glass at Top	EACH	1
NSED	9827EO-F-LBR-3-US32D LHR	EACH	1
NSED	9827EO-F-LBR-3-US32D RHR	EACH	1
NSED	9827L-NL-F-LBR-3-US32D RHR	EACH	1
NSED	QEL 9827-L-NL-LBR-3-US32D LHR	EACH	1
IMP1 0505	CP4S45BBNRP 26D (3PK) Hinge (3PK) 4.5 X 4.5 Ball Bearinq 26D NRP	PACK	4
LCN10010	4040XP x Rw/PA x SRT x AL Closer Regular Arm with Parallel Arm Shoe Tri Pack	EACH	4
LI F90440	Door sweep 36" Aluminum		3
NAG10105	426E x 60" x MILL Saddle 6" x 60" Alum 1/2"	EACH	2
NSGL	S-0 x 24 Glass	EACH	2
NSPS	Power Supp!v #PS914-2RS	EACH	1
NSPS	TPT 10		

REE10000	807A x 83" x A Meeting Stile Astragal - Sold	EACH	4
IC-MISC	Cement	EACH	6
IC-INSTALL	Garbaqe Removal and disposal	EACH	1
DELIVERY	DELIVERY CHARGES		
IC-INSTALL	Field Installation	EACH	1

Total Price: $42,050

<u>Note</u>: A 50% deposit is required prior to installation.

Please feel free to contact Meghav @ 516-724-7352 for any questions.

Thank you.

IVY Hill Preparatory Charter

Written by: Carri Edwards

Mr. Parker,

Thank you for allowing us the opportunity to bid on your project.

If you desire any clarification on this proposal, feel free to reach out to me directly.

Sincerely,
Lawrence Fanfair
Manager Partner

AscentHandy prides itself on being wholly bonded and insured to protect against any accidental damage resulting from our working relationship.

Certificates of insurance can be furnished on request.

Entrance Door Install:

Supply and install 4 metal doors with new 16G metal frame.
NSFRAMEPURCH   -
126" x 108" Over All 16G 6 1/8" Welded Frame,
2- 5'0" x 7'0" Openings,
20" Transom, 2" Mullion   Each   1

MR13084 VLFEZ 0722B WG6X21   -
2'-6" x 7'-0" RH 161 HM Door,
7" x 22" Vision Lite Kit,
5-3/4" x 20-3/4" - 1/4" Clear Wire glass   Each   2

ML13084 VLFEZ 0722B WG6X21
-
2'-6" x 7'-0" LH 161 HM Door,
7" x 22" Vision Lite Kit,
5-3/4" x 20-3/4" - 1/4" Clear Wire glass   Each   2

NSED 2110/2170 2110F 446F
626   -
2110F-36- x AU446F x 790 x 791 x 626/630
Flat Bar Exit Device
SVR Fire Rated, 7/0 standard
AU-MO-PB Key-in-Lever (F08)
Satin Chrome   Each   2

None - none

626/630

NOR7500689   -
Norton 7500 x SN-134 689   Each   4

AST83   -   Astragal 83"   Each 2

STFBB179NRP26D
Stanley FBB179 NRP 4-1/2" x 4-1/2" 26D Hinge. each 12

PE315CN36

Pemko 315CN 36" Door sweep. each 4

NSGL
20" x 60" x 1/4" Clear Tempered Glass. Each 2

GB10
Glazing Bead Cut to size. Inch 320

NSOTH
Detex EAX-500 Gray W-CYL KA. Each 2

Remove existing doors and frames.
Supply and install metal primer and paint on new doors and frames. (color will be chosen by owner)
NOTE. Intercom and buzz-in entry system IS NOT INCLUDED IN THIS PRICE.

Pemko 315CN 36" Door sweep. each 4

NSGL
20" x 60" x 1/4" Clear Tempered Glass. Each 2

GB10
Glazing Bead Cut to size. Inch 320

RECOMMENDED

Security will be provided if needed for overnight work.

RESPONSIBILITIES

SUPPLIES/EQUIPMENT

AscentHandy will source all materials needed for carrying out this project.

Service Cost

Total Job Cost $46,379

SIGN BELOW

To make the following steps as simple as possible:

STEP 1 – Simply type your name in the box below and click "Sign Proposal".

STEP 2 – We will arrange a final call to discuss the remaining details.

STEP 3 – We will set up the best billing arrangements.

Coversheet

Trustee Discussion

Section:	V. Exec Session
Item:	A. Trustee Discussion
Purpose:	Discuss
Submitted by:	
Related Material:	nysed-charter-renewal-site-visit-protocol.pdf
	8.9_KDE + Mission_Teacher Facing.pdf
	IHP Renewal Application with Attachments_FINAL DOWNLOAD.pdf
	renguide2022.pdf

New York State Education Department
Charter School Office

2023-2024 Renewal Site Visit Protocol

Charter School Office
89 Washington Avenue Albany, New York 12234
charterschools@nysed.gov
518-474-1762

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Purpose and Overview of the Renewal Site Visit

During the 2023-2024 school year, the Charter School Office (CSO) Site Visit (SV) team will work with your charter school leader and Board of Trustees chair to plan for a site visit that is best suited for your situation. We intend to conduct all site visits fully on-site. All site visits will be conducted in accordance with the New York State Education Department (NYSED) CSO Monitoring Plan. NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations. NYSED supports charter schools submitting supplemental data in the charter school's renewal application to demonstrate the work they have been doing in support of all 10 Performance Framework Benchmarks. This supplemental data may include, but is not limited to, school-administered interim assessment data, protocols to support continued high-quality teaching and learning, student, staff, and family engagement efforts and measures, and differentiated efforts to ensure the continuity of board and organizational capacity – including the continued differentiation between governance and management.

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the CSO. This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation.

The priorities that are considered by the CSO and the Board of Regents in the renewal process are set forth in the Charter School Renewal Policy and 8 NYCRR 119.1. The Charter School Performance Framework[1] was originally adopted by the Board of Regents in 2012 and updated in 2015. It was later updated in 2019. Both the 2015 and the 2019 Performance Frameworks will be used during the renewal site visit process, depending on the status of the charter school. The CSO's renewal recommendation to the Board of Regents is based on the charter school's performance across all benchmarks in the applicable Performance Framework over the entire charter term, and occasionally, in cases of short-term renewals, the previous charter term. This evidence includes, but is not limited to, information provided in annual reports, independent financial audits, state testing data, site visit reports, and other communications. Additional information is collected throughout the charter renewal process.

Although all charter schools should be working toward the standards for renewal throughout the charter term, the formal charter renewal process begins with the charter school's submission of the Application for Charter Renewal. After the CSO has reviewed the Application for Charter Renewal and determined that it is complete, the CSO will arrange for a team of two or more evaluators to conduct a charter renewal site visit. Charter renewal site visits are differentiated in length and scope based on adherence to the benchmarks set forth in the Performance Framework over the charter term. Visits may range in length from one to two days. During the site visit, the CSO SV team will interview charter school stakeholders and observe instruction. In addition, the CSO SV team may evaluate other aspects of the charter school's operation. Ultimately, the renewal process offers an opportunity for the charter school community to reflect on its experiences during the charter term as it comes to an end and to make a compelling, evidence-based case that it has met the rigorous academic, organizational, and legal standards for the granting of an additional charter term.

The Performance Framework is part of the Board of Regents' Oversight Plan that is described in the charter

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[1] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

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agreement for each Board of Regents-authorized school. It outlines performance benchmarks for school quality in three areas:

1. The school's academic success and ability to operate in an educationally sound manner;
2. The school's organizational viability and its ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and adherence to the applicable laws and regulations.

The 10 Performance Framework benchmarks should be used by charter schools for self-assessment and planning purposes and are used by the CSO to frame the renewal site visit.

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Charter Renewal Site Visit Benchmarks

To evaluate the charter school's performance and inform the NYSED renewal recommendation provided to the Board of Regents, the CSO will summarize key findings and include an assessment of the charter school's benchmark ratings, using the scale below.

Level	Description
Exceeds (2015 PF only)	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Fall Far Below	The school falls far below the performance benchmark; significant concerns are noted.

2015 Charter School Performance Framework Benchmarks	
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

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2019 Charter School Performance Framework Benchmarks	
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grades 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with State law and generally accepted accounting practices.
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure and has clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

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Planning and Scheduling the Renewal Site Visit

The CSO SV team lead will contact the charter school leader and board chair to discuss a site visit date and next steps.

Charter School Leader Responsibilities:

- Finalize a site visit date with the CSO SV team lead.
- Review this document in its entirety. Share with all stakeholders.
- Review the Performance Framework (2015 PF or 2019 PF, whichever is applicable to your charter school's designation for renewal purposes). Share with all stakeholders.
- Speak with charter school staff about the purpose of the renewal site visit, what to expect during the site visit, and their potential involvement in focus groups and/or classroom observations. Work with the CSO SV team lead on developing the site visit schedule and the classroom observation schedule. See the samples below.
- Upload required documents to the CSO portal, as indicated below.
- If you have any questions, contact your CSO SV team lead.

Charter Schools Uploading Documents to the CSO Portal:

As necessary, the CSO SV team may request and will review documents prior to, during, and after the visit. Document reviews include those relevant to the charter school's performance and operations during the charter term, such as charter information, the Annual Report, and site visit reports from previous years.

Please upload these documents to the CSO portal:
1. **Optional:** Upload the most recent charter school-administered teacher, parent, and/or student survey results; and
2. Other documents as requested by the CSO SV team lead.

Preparing the Renewal Site Visit Schedule:

The CSO SV team lead, with input from the charter school leader, will create the renewal site visit schedule. The site visit schedule is intended to be a flexible guide for the day and may be adjusted to enable the CSO SV team to gather all pertinent information and documentation.

Sample Renewal Site Visit Schedule		
Time	**Activity**	**Room Number**
8:00 AM – 8:30 AM	CSO SV team meets with charter school leader	xxxxx
8:30 AM – 9:30 AM	Leadership Focus Group	xxxxx
9:30 AM – 11:00 AM	Classroom Observations	xxxxx
11:00 AM – 11:45 AM	Board Focus Group	xxxxx

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11:45 AM – 12:45 PM	Classroom Observations	xxxxx
12:45 PM – 1:45 PM	Special Populations Focus Group	xxxxx
1:45 PM – 2:00 PM	Closing Meeting (Optional)	xxxxx

Notes:
1. Leave time in between observations in order to discuss them and access the next one.
2. You can schedule time for pre-observation and post-observation discussion before and after each observation or group them if more efficient.
3. Schedule a lunch break for the site visit team.

Introductory meeting with charter school leader

- The CSO SV team lead introduces the team members to the charter school leader and reviews the purpose of the renewal site visit.
- The charter school leader briefly orients the CSO SV team to the charter school including a general overview of what the CSO SV team should see during its site visit.
- The CSO SV team lead answers any questions the charter school leader has and ensures that s/he has a copy of the applicable 2015 or 2019 Performance Framework.

Focus group interviews

- The CSO SV team will decide on the number and types of focus group interviews to be conducted. Along with the charter school leader, the CSO SV team lead will determine interview times that work best for all stakeholders. Examples of focus groups are charter school leadership, special population staff, parents, board of trustees, and/or teachers.

Classroom observations

Note: The CSO SV team selects a representative sample of classrooms to observe.

- The CSO SV team will not conduct observations of short-term substitute teachers, but may observe classes taught by long-term substitute teachers.
- CSO SV team members will observe classroom instruction together with the instructional leader for that subject area or grade level, whenever possible. Ideally, the instructional leader provides regular feedback to the teacher being observed. Generally, CSO SV team members separate to observe different classrooms simultaneously.
- As per the Classroom Observation Worksheet (Appendix A), prior to each classroom observation, the instructional leader will frame the observation by responding to the pre-visit prompt. Each classroom observation lasts approximately 15-20 minutes. After each classroom observation, the instructional leader responds to the post-observation prompt.

Surveys

- The CSO SV team will reference the CSO Annual Survey of Charter School Parents/Guardians, Teachers,

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and Students.

- The charter school has the option of uploading its most recently administered parent, student, and/or teacher survey results.
- The CSO SV team has access to the charter school's NYCDOE School Quality Report that provides parent and teacher survey results for NYC-based charter schools.

Closing Meeting and Site Visit Reports

The renewal site visit may end with a brief closing meeting between the charter school leadership (which may include members of the board of trustees) and the CSO SV team. In the closing meeting, the CSO SV team lead may:

1. Identify any additional information or documents needed to complete the assessment of performance;
2. If possible, share any preliminary **high-level information** based on the observations made during the site visit;
3. If possible, provide the charter school leadership with a list of NYSED resources;
4. Address remaining questions from charter school leadership; and
5. Review the process for finalizing the renewal site visit report.

Following the site visit, the CSO SV team lead will send the charter school leader and the BOT chair a draft renewal site visit report. The report is a summary of findings on each of the 10 Performance Framework benchmarks regarding the charter school's performance at the time of the site visit. The findings are based on cumulative evidence from relevant documentation as well as observations and information collected on site. The draft renewal site visit report will be sent to the charter school leader and BOT chair to review and provide factual corrections, returning comments to the CSO within a reasonable timeframe (typically one week). Once the factual corrections, if any, are reviewed, the CSO will finalize the report and send it to the charter school. At this time, the charter school may, if desired, submit a written response to the findings, which will be attached to the final report.

Along with the final report, the CSO will send the charter school leader and the BOT chair a 2024-2025 Action Plan template to complete. This action plan will serve as a tool to communicate the actions that the charter school intends to take toward improving or maintaining its Performance Framework Benchmark ratings and assist the CSO liaison in better understanding these actions. The final renewal report, along with the charter school's evaluative comments, if any, will be posted on the CSO website and used in discussions regarding the charter school's renewal recommendation.

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NYSED Charter School Office

Appendix A: CSO Classroom Observation Evidence Worksheet

Charter School name:	Date:	CSO SV team observer name:		
Class title/subject area:	Grade:	Was a charter school rep observing with you?	Charter School rep name:	Charter School rep title:
Type of class: ☐ Gen ED ☐ ICT ☐ SETTS/Resource Room ☐ Stand-alone ENL ☐ Pull-out/break-out room ☐ Dual language ☐ Other				
# of adults in the classroom:	Role(s): ☐ Teacher ☐ Lead teacher ☐ Co-teacher(s) ☐ Teaching Asst. ☐ SPED teacher ☐ ENL Teacher ☐ Other (Social Emotional Staff):			
Total number of students:	Duration of observation (minutes):	Technical difficulties experienced or observed?		
Liaison checks the minutes/hours of instruction provided in this class align to the class information provided in the charter? ☐ Yes ☐ No How many minutes/hours of daily instruction are provided in this class? _____				

PRE-OBSERVATION (with charter school administrator):

Question to charter school staff member viewing with observer:

What should we expect to see in this classroom in terms of staffing, instruction, content, key design elements, differentiation, student engagement, and other norms for students and teachers?

COMMENTS:

DURING OBSERVATION: **LEARNING ENVIRONMENT**

Metric	2 = observed, 1 = partially observed, 0 = not observed	Notes (If needed)
A. Lesson organization and preparation evident (i.e., lesson plans available, posted agenda or objectives, prepared materials, or other)	2 1 0	
B. Students demonstrate awareness of class and online rules, procedures, and expectations	2 1 0	
C. Students are learning ready (e.g., available for check-in; dressed as expected by the school; on time; and have the tools necessary to engage in classwork)	2 1 0	

INSTRUCTION

Metric	2 = observed, 1 = partially observed, 0 = not observed	Notes (If needed)
E. Effectively communicates objective(s) to students	2 1 0	
F. Assessment tools used to check for student understanding	☐questions ☐observations ☐ classwork ☐ rubrics ☐ homework ☐ exit tickets ☐ polls ☐ peer review ☐ individual conferences ☐ quizzes or tests ☐ Other:	
G. Differentiates lesson to meet needs of all students	2 1 0	
H. Provides feedback to students	2 1 0	
I. Students are engaged, as defined by the school, and are participating in learning activities	2 1 0	
J. Class time is maximized for learning	2 1 0	

POST OBSERVATION (with charter school administrator):

Question to charter school staff member viewing with observer:

Was the observed instruction aligned with the school's instructional model and key design elements? What feedback would you give the teacher based on what was just observed?

COMMENTS:

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Mission & Key Design Elements

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

6 Key Design Elements

KDE	What does this mean?	Our Charter Promise
KDE 1: **The road to college begins in kindergarten.**	**COLLEGE:** Ivy Hill Prep is college focused. We aim for students to be equipped with the academic and character skills necessary to thrive here, in middle school, high school, and in college. Our classes are named and decorated after colleges and universities. Scholars learn a chant/cheer for their school to drum up excitement about college. Scholars also learn our Ivy League values (**L**eadership, **E**xcellence, **A**cademic **G**rowth, **U**nique, Confidenc**e**)	All children, regardless of demographics, will rise to the expectation set for them. Currently, one in ten students from low-income communities will graduate from college. We believe all children, regardless of race or zip code, should be prepared to succeed academically in the college or university of their choice, and the foundation for that choice starts in early elementary school. Our scholars should have the opportunity to attend a high-quality school in their neighborhood that prepares them for college; it is their civil right. We will introduce college to our students from the first day of kindergarten. College pennants will decorate walls, classrooms will be named after a college or university, classrooms will adopt the mascots of their namesake colleges and universities, school chants and expressions will reflect college matriculation and graduation expectations, students, with their families invited to join, will attend trips to colleges and universities, and Ivy Hill Prep leaders and teachers will speak often of their higher education experiences. When scholars enter our building, we will welcome them into an environment that has been proven successful in other high-performing schools: one that is predictable, structured, encouraging, rigorous, and joyful. 5 Within this environment, students will be equipped with the academic tools and character foundation necessary to thrive in high school and succeed in college. We believe in the impact of high expectations and that every minute matters. To ensure that we are maximizing time, we implement an extended school day that includes double blocks of math and literacy. Scholars learn to build mathematical skills and conceptualize the tasks at hand. Our K-5 scholars will be able to read at or above grade level, with the ability to analyze, think critically, and discuss challenging texts. At Ivy Hill Prep, the environment will be predictable, the work will be challenging, and the supports in place will provide our scholars with an experience that develops them academically and professionally.
KDE 2: **Reading is**	**LITERACY:** We focus on high-quality literacy instruction. We have 3 reading block rotations. Students receive instruction in	Kofi Annan said, "Literacy is a bridge from misery to hope." Children from low-income homes enroll in school at a significant disadvantage, due to their exposure to approximately 30 million fewer words than experienced by their more affluent peers.6 The "word gap" plays a large role in the achievement gap, in school and in life.7 We will close this "word gap" starting in kindergarten.

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fundamental. Literacy is power.	guided reading and phonics (Reading Mastery/Wilson). Students follow their individualized learning paths during independent work time utilizing Epic, iReady, and Splash Learn. During guided reading, all students receive instruction in small groups, with a teacher, on their level. We also provide reading intervention based on scholar skill level and performance. Our goal is to ensure all students are making significant growth.	Robust literacy instruction will be the tool that will allow scholars to compete with their wealthier peers, and gain access to lives of promise and opportunity. Scholars will have 225 minutes of literacy instruction Mon-Thu and 135 minutes on Fridays as they master decoding, fluency, accuracy, and comprehension. Literacy instruction is coupled with teaching the majority of that in small groups. Scholars are grouped by literacy levels to ensure all scholars, including those with special needs and ELLs, receive the targeted skills necessary for their independent development. With a prioritized focus on literacy, we ensure that by the end of second grade, scholars are reading at grade level, able to engage in content across subject areas and communicate and defend their thoughts effectively and confidently.
KDE 3: Student success requires a data-driven approach and a relentless commitment to results.	**DATA:** We use data in all that we do. Collecting and analyzing data helps us to monitor student progress and achievement. We regularly look at student work to understand what students have mastered and where they still need support. We use Multi-Tiered Systems of Support (MTSS) to put additional support into place as needed for all scholars. Additionally, we have three data days when staff come together to review student data and action plan to ensure continuous growth and improvement.	With uncompromising attention to data-driven instruction, we will use a proven system to collect and analyze different types of data throughout the academic year. We will use data to evaluate the effectiveness of every aspect of our program and evaluate our performance against the goals defined in Section I.A. We will use daily exit tickets, internally created interim assessments, STEP assessments, standardized exams, and nationally norm-referenced assessments to evaluate scholars' progress toward ambitious goals. We will administer STEP every six weeks. Interim assessments, aligned to the NYS Common Core Learning Standards, will be administered six times per year. Students will take the nationally-normed NWEA MAP assessment at the beginning, middle, and end of each year. Once we enroll students in third grade, we will administer state assessments according to the New York state assessment schedule. We will use collected data to evaluate student achievement, identify appropriate interventions for struggling students, and inform our whole-class curriculum and instruction. Teachers and staff will consistently collect and analyze meaningful data points on student academic progress and achievement, which will allow for effective instructional oversight and impactful individualized support every day.

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KDE 4: Exceptional teaching produces exceptional results.	**TEACHER DEVELOPMENT:** Ivy Hill Prep focuses on teacher development because we believe great teachers help get great results for scholars. Teachers receive weekly professional development. - They receive individualized coaching, planning support, practice, support looking at student work, analyzing data, and more. - Teachers receive development on social emotional learning, in addition to academic topics, in order to learn how to best support the whole child. - Teachers work collaboratively in teams to design academic and culture/behavior support for students. -	Teacher quality is the single most important factor in student achievement. We hire individuals who are mission-aligned, eager to learn, and devoted to the academic achievement of our scholars. Leaders will deliver purposeful, frequent PD responsive to student and teacher needs. We will execute a continuous teacher observation and feedback loop to foster constant improvement. In Years 1 and 2, the Head of School will be responsible for coordinating, designing and/or delivering all PD, and in subsequent years, the Dean of Curriculum and Instruction will share these PD responsibilities. As described in Section III.D, all teachers will be formally observed by their coach once per week. Coaches will record "glows and grows" observed during each teacher's lesson and will diagnose the highest lever(s) for feedback that align with each teacher's current PD goal. Within the same week of being observed, teachers will receive written feedback, have an in-person meeting with their coach to discuss and implement the feedback, and practice in front of their coach an upcoming lesson that incorporates the feedback. In addition to formal observations, it will be customary for the Head of School to give informal feedback daily during walk-ins. Teachers may receive live feedback or in-the-moment silent coaching with the expectation that they can immediately implement the feedback. Through verbal, non-verbal, video, and real-time coaching, teachers consistently work towards achieving individual goals that have a direct impact on student achievement. ***Note:*** *There's more about Teacher PD on* *p60-61 of the Charter Application*
KDE 5: Intentional character development creates student leaders.	**CHARACTER DEVELOPMENT:** We intentionally focus on social emotional learning to help students grow as people and as leaders. We have a Social Emotional Learning Curriculum which students participate in weekly. We also have a Social Worker and Social Work Interns to support students 1-1 and in small groups. All that we do is connected to our Ivy League Values (**L**eadership, **E**xcellence, **A**cademic **G**rowth, **U**nique, Confidenc**e**).	Dr. Martin Luther King Jr. once said, "Intelligence plus character – that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.10 " It is our responsibility to uplift our scholars, reiterate their worth and capabilities, and build leaders that will be agents of change as they grow and mature. We will support this personal development through intentional character lessons on Leadership, Excellence, Achievement, Growth, Uniqueness, and confidencE. Scholars will enter any space with the unwavering belief that they belong. K-5 scholars will develop their leadership presence as well as their leadership voice to prepare them to be the voices that drive change in their communities. Scholars' success in middle school, high school, college, and beyond is dependent on them having a strong academic foundation coupled with character and leadership skills. According to studies that correlate grit and academic success, results affirm that "grit positively predicts achievement in challenging domains over and beyond mere talent. That grit – the tendency to pursue long-term challenging goals with perseverance and passion – [is] correlated with Black male collegians' grades, holding all other factors constant, underscores the significance of this trait to achievement." With our character foci centered around our IVY LEAGUE values, coupled with our Martial Arts curriculum as a schoolwide Character course, we are confident in the development of scholars who are academically equipped to succeed and equipped with the leadership and character tools necessary to face adversity. As a school, we will focus on a different value each month. The creed value, its definition, and a historical figure who exemplifies this value will be introduced at the beginning of each month. In their individual classrooms, teachers will follow internally-created

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| KDE 6: It takes a village to raise a child. | **FAMILY PARTNERSHIP & SUPPORT:**

 The home school connection is vital to student success. Communicating with families is important so that they can support students' growth and progress. IHP communicates with families in a variety of ways regarding academics and behavior. We share weekly communication with updates on whole school events & initiatives. We hold family town hall meetings where families can share candid feedback on their school experience. We are always looking for ways to strengthen partnership with our families to better support our scholars. | Research indicates that parental involvement is associated with higher student achievement outcomes. These findings emerge consistently whether the outcome measures are grades, standardized test scores, or even teacher ratings. As educators, it is our primary goal to ensure that each scholar is equipped with the tools necessary to be successful in middle and high school, and eventually in a competitive college or university. Parent support in and out of school can foster a community that contributes to that goal, which is the academic success of our students. Before the academic year commences, staff will conduct home, engaging parents in conversations about the hopes and dreams they have for their children and share how Ivy Hill Prep will support their children in reaching their goals. We will regularly inform families of their child's behavioral and academic growth. Daily, teachers will communicate with parents using a behavior log that will be on the first page of all scholars' Life's Work (Homework) binder. This behavior log will highlight their behavior for the day along with information about their completion and success rate of Life's Work. Parents will sign this log each night. There will be an additional space for teacher and parent comments as an efficient way for parents and teachers to communicate. Parents will receive a minimum of one phone call each month to be updated on their child's academic and behavioral progress in all classes. All parents are given teachers' phone numbers and email addresses to encourage open and frequent dialogue. We will host multiple Math and Literacy Nights, during which teachers will provide all parents with resources and strategic academic tools to use at home. Parents will be invited to our school on a weekly basis to witness students receiving awards for attendance, academic and character achievement, and academic and leadership growth. |

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Application: IVY HILL PREPARATORY CHARTER SCHOOL

Patrick Garrett - Patrick.Garrett@nysed.gov
2023-2024 Renewal Applications

Summary

ID: 0000000019
Status: Renewal Application Submission

Renewal Application Information Page

Completed - Aug 15 2023

Instructions

Please complete the application cover page and/or ensure information provided is correct or accurate. Refer to the 2023 Renewal Guidance Document for detailed information.

Renewal Application Cover Page

a. SCHOOL NAME

IVY HILL PREPARATORY CHARTER SCHOOL 800000090255

Performance Framework 2015 Applies

2015 Charter School Performance Framework: *The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and for all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

SCHOOL INFORMATION

Location (City/Town/Borough)	Brooklyn
District/Community School District of Location	District 18
List ALL Districts Served	District 18
Current Board Chair Name	(No response)
Current School Leader	ANNEDREA COLEMAN

If the current Board Chair or School Leader name does not appear in the drop down menu, please indicate that a change has occurred by typing in the updated name and/or position (i.e., Jane Doe, Board Chair).

Nancy Olisma, Interim Board Chair

CHARTER HISTORY

(list terms of initial and all renewal charters)

	Effective Start Date of Term	Effective End Date of Term
Initial Charter	06/12/2018	06/30/2024
Renewal 1		
Renewal 2		
Renewal 3		
Renewal 4		
Renewal 5		
Renewal 6		
Renewal 7		

INITIAL DATE SCHOOL OPENED FOR INSTRUCTION

Aug 22 2018

ENROLLMENT INFORMATION

CHARTER Approved Maximum Enrollment	265
CURRENT Enrollment as of June 30, 2023	212
Charter-Approved Grade Span (i.e., K-Grade 5, Grades 6-8, Grades 9-12, K-Grade 12, etc.)	K-Grade 5
Current Grades Served (i.e., K-Grade 3, Grades 5-6, Grades 9-12, etc.)	K-Grade 5

Thank you!

Cover Letter, Table of Contents and Application Narrative (BM2-10)

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Upload a cover letter from the school's board of trustees' chair (one page or less). The letter must be signed, dated, and approved by the board. The contents of the letter must demonstrate how the school has met the criteria for renewal as set forth in the Regent's Oversight Plan and in the standards set forth in the school's 2015 or 2019 Charter School Performance Framework.

Please **combine** the Cover Letter (signed by the Board Chair and approved by the Board), Table of Contents and the Application for Charter Renewal Narrative (including BM 2-BM 10 narrative) **into a single document** and upload into the portal.

Refer to the 2023 Renewal Guidance Document (linked) for detailed information.

IHP Application for Charter Renewal_FINAL

Filename: IHP_Application_for_Charter_Renewal_FINAL.pdf **Size:** 1.2 MB

Charter Renewal Certification Statement

Completed - Aug 15 2023

Instructions
Please sign or upload the Charter Renewal Certification Statement.

Charter Renewal Certification Statement

NOTE: Schools may upload the completed and signed Certification Statement from page 11 and 12 of the guidance OR opt to complete the form below.

required for application to be considered complete.

How will the school submit the Certification Statement?

Form (sign below)

As Board Chair or Designee, I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall also not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, religion, or ancestry. I also certify that the board of trustees has reviewed the 2015 or 2019 Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the 2015 or 2019 Charter School Performance Framework benchmarks during the next charter term.

Electronic Signature of Chair of Board of Trustees (or designated signatory)

(hold down the left side of your mouse to sign your name or use your stylist or finger to sign your tablet or mobile device)

Type Name	Nancy Olisma
Type Title	Interim Board Chair

Date Signed

Aug 14 2023

Date Board of Trustees Approved Renewal Application

Aug 3 2023

Renewal Revisions

Incomplete

Renewal schools must list all revision requests in the renewal application and submit all revision requests that the school is seeking, alongside their renewal application, in the NYSED CSO Online Portal: Revisions by the August 15 renewal application due date. All requests must align to the [Charter School Revision Guidelines](). Once in the NYSED CSO Online Portal: Revisions, you will be provided with specific instructions on submitting these requests.

All revision requests provided in the renewal application must align to [the Charter Revision Guidance]().

Material Charter Revisions:

Material revisions to a school's charter must be approved by the Board of Regents before they may be implemented by a school.8 If the school is proposing one or more material revisions to its charter, the school must list each revision request in the renewal application and must submit each revision request to the NYSED CSO Online Portal: Revisions. Proposed material charter revisions will be considered on the basis of NYSED CSO review of all required documentation, as per the Charter Revision Guidelines.

Including a material charter revision request in the application does not constitute automatic approval by the Board of Regents, as requests will be considered and specifically approved on a case-by-case basis. Material revisions will be placed in the CSO notification letter sent to the school's district of location, along with the request for renewal. Material revision requests then being recommended by the Department will be included in the renewal item sent to the Board of Regents in the spring of 2024.

If approved, material revisions submitted with renewal applications would go into effect in the 2024-2025 school year. If a material revision request does not appear in the Board of Regents (BOR) item for renewal/revisions, the request has not been forwarded to the BOR, and is therefore NOT approved. For a material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section. Any items not specifically approved by the Regents are deemed denied.

All schools are asked to review their original charter and request a revision for any changes not specifically approved in writing by the Regents. The most common unapproved revisions are changes to the school schedule, key design elements, mission, vision, and organizational chart (adding or removing a reporting level).

Non-Material Charter Revisions:

Non-material revision requests to a school's charter must be specifically approved by the NYSED CSO on behalf of the Commissioner before they are implemented by a school. If the school is proposing one or more non-material revisions to its charter, the school must list each revision request in the renewal application and must submit each revision request to the NYSED CSO Online Portal: Revisions. In order for a non-material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section.

Including a non-material charter revision request in the application does not constitute automatic approval by the NYSED CSO, as requests will be considered on a case-by-case basis. The CSO will send the school an approval/denial email regarding each non-material revision request no later than when it informs the school leader/Board Chair of the BOR vote on the renewal recommendation. Revision requests that have not been specifically approved in writing are deemed denied, even if no denial notice has been received.

Note: In some instances, upon NYSED CSO review, while the school did not submit a revision request, the liaison may ask the school to submit a revision request should there be inconsistent information in the application, such as increasing enrollment in the budget and narrative, a different mission, a different organizational chart, different key design elements, etc. but the school did not submit a revision request.

Form for "Renewal Revisions"

Do you have any material or non-material revisions? Please consult your liaison should you have questions or need clarification.

(No response)

Revision Request

Please <u>list the revisions</u>, both material and nonmaterial, that your school is requesting, separating each by a semicolon (;) below.

(No response)

REQUIRED: Submit all revision requests to the NYSED CSO Revision Request Portal

Please review the **Charter Revision Guidance** and provide the necessary documents as listed via the **NYSED CSO Revision Portal linked here**.

Any revisions **not requested** via the NYSED CSO Revision Portal, will **not be considered**.

Benchmark 1 Student Performance - Narrative

Incomplete

Instructions UPLOAD IN PDF FORMAT

*Completing this is **not** optional. It is marked optional for administrative purposes only. Please submit by the deadline below.*

Referencing Appendices 1 and 2, applicable to your 2015 or 2019 Charter School Performance Framework, complete the Benchmark 1 narrative section of the renewal application on the NYSED CSO Online Portal: Renewals by October 3, 2023. The narrative should be aligned to the standards in the Performance Framework, and respond to the following:

For All Students, and then also for all applicable grade levels served by your school (Elementary/Middle School Outcomes and/or High School Outcomes), please provide a brief narrative describing trends, strengths, weaknesses; a brief rationale for these data outcomes; and strategies the school is employing to improve outcomes for all applicable benchmark standards.

Attachment A: School Calendar

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Schools must provide a 2023-2024 school calendar in the 2022-2023 Annual Report to indicate the start and end date of the instructional year and the total number of instructional days that were scheduled. That calendar will be used during your renewal site visit. In this renewal application, provide a school calendar for the first year of the proposed renewal charter term (2024-2025) that clearly indicates the total number of instructional days to be scheduled for each grade for each year (if the calendar is different for different grades) AND the number of instructional hours and instructional days for each month. **The calendar must be in grid format.**

Please note: If the school is proposing a material or nonmaterial revision to its calendar in Section 4 of the renewal application, please also provide a proposed school calendar that reflects the revision request, and clearly label the calendars to differentiate them.

Attachment A_School Academic Calendar

Filename: Attachment_A_School_Academic_Calendar.pdf **Size:** 422.4 kB

Attachment B: Master School Schedule

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Provide the school's schedule for 2023-2024 (last year of the current charter term) and the schedule for 2024-2025 (first year of the proposed renewal charter term).

- Clearly detail the total hours of instruction to be provided and in which grade levels and/or courses. Where different grades have different schedules, all such schedules should be provided.
- Identify if the school's daily schedule differs from day to day (e.g., A, B, C days, or where special programs may be taught on Tuesdays and Thursdays only).
- Identify classrooms that include ELL and SWD.
- Identify the teacher(s) of each grade/course.
- If the school serves high school grades, submit a schedule that allows the NYSED CSO to determine if the high school has provided the number of instructional units each year as required by law and the NYSED Commissioner's Regulations, such that the school may award a terminal degree.

Please note: If the school is proposing a material or nonmaterial revision to its school schedule in Section 4 of the renewal application, please *also* provide a proposed school schedule that reflects the revision request, and clearly label each schedule provided to differentiate them.

Attachment B_School Schedule

Filename: Attachment_B_School_Schedule.pdf **Size:** 122.5 kB

Attachment C: Complaint Policy

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Provide ONLY the school's current NYSED-approved complaint policy unless the school is proposing revisions to the policy as part of Section 4 of the renewal application. If a revision is proposed, please also provide a redlined version of the proposed policy, and clearly label each complaint policy to differentiate them.

Please note: NYSED requires that all complaint policies include contact information for the school's board of trustees.

NEW: The complaint policy must clearly state that persons with formal complaints alleging a violation of the law or the school's charter may initiate complaints directly with the school's board of trustees, without going to school staff or leadership as a first step and may not include a deadline for filing complaints with the board of trustees.

[Attachment C_IHP Complaint Policy_Family](#)

Filename: Attachment_C_IHP_Complaint_Policy_Family.pdf **Size:** 110.7 kB

Attachment D: Student Discipline Policy/Code of Conduct

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Provide the school's **current NYSED-approved** student discipline policy and code of conduct unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please also provide a redlined version of the proposed policy, and clearly label each discipline policy to differentiate them. Provide a signed statement from the school's attorney that the policy follows all applicable federal and state laws. If the school's DASA policy is not incorporated into the discipline policy / code of conduct, it must be submitted separately.

NEW: The discipline complaint policy must clearly state that in the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student must immediately be permitted to return to the school, in lieu of beginning or completing the period of suspension.

[Attachment D_Student Discipline Policy_Code of Conduct](#)

Filename: Attachment_D_Student_Discipline_Po_4CfDOYi.pdf **Size:** 178.5 kB

Attachment E: Proposed Budget

Completed - Aug 15 2023

Instructions UPLOAD IN EXCEL FORMAT

Use ONLY the [budget template linked here](#) to submit the school's proposed budget for the renewal charter term. The school's budget may not include student enrollment that exceeds what has been approved by the Board of Regents. However, to budget conservatively, the school may project enrollment that is no greater than 15% below authorized enrollment. Label this budget as "Attachment E Proposed Budget." All assumptions or explanations should be identified in the far-right column. Ensure that the proposed budget aligns to all areas of the narrative as sufficient funding needs to be available in order to implement all aspects of the school's plan.

Note: Each school chartered or renewed during or after the 2018-2019 SY must have $100k in escrow for legal and audit expenses associated with dissolution. New schools must have the full $100k set aside by year 4 of the initial term, and renewal schools must add $25k to the $75k currently maintained by December 31 of year 2. Add a note under Assumptions describing the status of the school's escrow account.

Please Note: If the school is proposing material or nonmaterial revisions that affect the school's budget, then the revision request needs to be listed in the renewal application and submitted to the NYSED CSO Online Portal: Revisions, as noted in Section 4 of the renewal application. Along with all other required documents for this revision, you need to provide an additional budget that reflects the proposed revision(s). Clearly label this budget as the "XXX Revision Request Budget."

[Attachment E_Proposed Budget](#)

Filename: Attachment_E_Proposed_Budget_glGD4Qm.xlsx **Size:** 49.7 kB

Attachment F: By-Laws and Code of Ethics

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Provide the **current NYSED-approved** board of trustees' by-laws and code of ethics unless the school is proposing revisions to the by-laws as part of Section 4 of the renewal application. If a revision is proposed, please also provide a redlined version of the proposed by-laws, and clearly label each document to differentiate them.

Attachment F   By-Laws and Code of Ethics

Filename: Attachment_F__By-Laws_and_Code_of__ucjHuNd.pdf **Size:** 10.9 MB

Attachment G: BOT Membership Table and Strategic Plan

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

In addition to completing the **Attachment G: BOT Membership Table**, please provide a copy of the board's current strategic plan (if applicable).

Attachment G   Board of Trustees Information

Filename: Attachment_G__Board_of_Trustees_In_pNSv5gT.pdf **Size:** 76.2 kB

Attachment H: Organization Chart

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Provide an organizational chart for the last year of the current charter term (2023-2024) and for the first year of the proposed renewal charter term (2024-2025), including titles of key staff positions, and the school's reporting structure. The submission must be in chart format and cannot be a list of roles and supervisors.

Please note: A revision request is required if the school has added or removed reporting lines at the school leader level or above since the organizational chart was last approved. If the school is proposing revisions to the organizational chart as part of Section 4 of the renewal application, please also provide a redlined version of the proposed organizational chart, and clearly label each document to differentiate them.

Attachment H_Organization Chart

Filename: Attachment_H_Organization_Chart.pdf **Size:** 34.7 kB

Attachment I: Proposed Contract with Service Provider

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

If there is no such contract, upload the Attachment I template and label it N/A. If applicable, provide the school's **current NYSED-approved** contract with the educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term. If the school plans to continue to contract with an educational service provider, charter management organization, or other entity that provides comprehensive management services during the next charter period, include the fully negotiated (but not executed) management contract, together with evidence that the school's attorney has reviewed the contract and the board has approved its execution subject to the Board of Regents' renewal approval. If the contract has yet to be negotiated, provide an explanation along with a timetable for that process to be completed. Such timetable should, in all instances, allow sufficient time for the NYSED CSO to review the completed contract prior to the time that the NYSED CSO must make its recommendation on the Application for Charter Renewal. If the school intends to begin or discontinue contracting with an educational service provider, charter management organization, or other

entity that provides comprehensive management services for the next charter term, the school must submit information on these plans in response to the instructions in Section 4: Charter Revisions. Information regarding whether a contract may be deemed a contract for comprehensive management services may be found at NYSED Definition of an Entity that Provides Comprehensive Charter Management Services. **Questions should be directed to the NYSED CSO** at CharterSchools@nysed.gov.

Please note: If the school's contract does not contain all of the terms and information required in Exhibit C of the charter agreement, the school must also submit a redlined version of the contract as part of Section 4 of the renewal application and must clearly label each document to differentiate them.

Attachment I_Proposed Contract with Service Provider

Filename: Attachment_I_Proposed_Contract_wit_BDFKLdi.pdf **Size:** 59.3 kB

Attachment J: Enrollment and Admissions Policy.

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Provide ONLY the school's **current NYSED-approved** enrollment and admissions policy unless the school is proposing revisions to the policy as part of Section 4 of the renewal application. If a revision is proposed, please also provide a redlined version of the proposed policy, and clearly label each enrollment policy to differentiate them. Please ensure the policy includes the full non-discrimination statement set forth in the Uniform Application Form, along with information related to 30 enrollment criteria, backfills, when and how to apply, enrollment preferences, weighted lotteries and set asides.

NEW: The policy must clearly state that notice of the date, time, and place of the lottery will be provided in accordance with Public Officers Law section 104, and the lottery will be held in accordance with section 119.5 of the Commissioner's Regulations.

You may upload both documents as separate files or as a single combined file.

Attachment J_Enrollment and Admissions Policy

Filename: Attachment_J_Enrollment_and_Admiss_fSwVFMH.pdf **Size:** 106.8 kB

Attachment K: Projected Enrollment Table

Completed - Aug 15 2023

Using the table below, provide the proposed student enrollment for each year of the proposed charter renewal term. The total number of students served must not exceed the maximum number of students approved in the school's current charter, and grades served must correspond with those approved in the current charter term.

Note: If the school is proposing an increase in maximum approved enrollment and/or a change in grades served, the school must request a material revision (see Section 4: Charter Revisions).

Attachment K: Enrollment Table

Instructions:

Attachment L: Projected Enrollment Table.

Using the table below, provide the proposed student enrollment for each year of the proposed charter renewal term. The total number of students served must not exceed the maximum number of students approved in the school's current charter, and grades served must correspond with those approved in the current charter term. ***Note: If the school is proposing an increase in maximum approved enrollment and/or a change in grades served, the school must request a material revision (see Section 4: Charter Revisions).***

Enrollment Table

(Leave unused cells blank)

Grades	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
K	25	25	25	25	25
1st	30	30	30	30	30
2nd	45	45	45	45	45
3rd	45	45	45	60	60
4th	60	60	60	45	45
5th	60	60	60	60	60
6th					
7th					
8th					
9th					
10th					
11th					
12th					
Ungraded					
Total	265.0	265.0	265.0	265.0	265.0

Attachment L: Certificate of Occupancy and Fire Inspection

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). Except for schools in district space (co-locations), all schools must also provide a copy of the current annual fire inspection results.

Note: Do not submit a copy of your fire sprinkler or alarm inspection results. See *examples of required fire inspection reports required.*

You may upload the CO and Fire Inspection Report as two separate files or as one combined file.

Attachment L Certificate of Occupancy and Fire Inspection

Filename: Attachment_L_Certificate_of_Occupa_wXASx4V.pdf **Size:** 287.4 kB

Attachment M: Fiscal Impact Table

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Attachment N: Fiscal Impact Table. Please complete the table below for each of the five years represented. Charter schools located in NYC should use the entire NYCDOE to gauge fiscal impact. *Please footnote your sources and assumptions.*

Attachment M Fiscal Impact Table

Filename: Attachment_M_Fiscal_Impact_Table_Uejy1Tv.pdf **Size:** 191.1 kB

Attachment N: Narrative Outlining Innovative Aspects of the Charter School

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

Referencing the charter and key design elements, describe what makes the academic program of this school innovative and different from other options currently available in the district of location. What sets this school apart from others? These may be academic or operational components of the charter school.

Note: Limit this narrative to one page.

Attachment N Narrative Outlining Innovative Aspects of Ivy Hill Preparatory Charter School

Filename: Attachment_N_Narrative_Outlining_I_3T003XW.pdf **Size:** 61.0 kB

Supplementary Information and Materials | Last Entry for REN App

Completed - Aug 15 2023

Instructions UPLOAD IN PDF FORMAT

When submitting the renewal application, schools may include additional information in the application that **supports** the school's renewal narrative. Optional supplementary information does not supplant the requirement to provide the information requested by the New York State Education Department Charter School Office. Please upload any additional information and/or materials here.

Video links must be the URL link and not a shortened link. i.e. youtube.com

[IHP DEI Plan](#)

Filename: IHP_DEI_Plan.pdf **Size:** 144.1 kB

School Data/Info

In Progress - Last edited: Jul 5 2023

Note to Schools:

The Charter School Office will upload the following:

- Attachment 1: BM1 and BM9 data;
- Attachment 2: Charter School Fiscal Accountability Summary;
- Similar Schools Lists.

[Ivy Hill Preparatory Charter School A2](#)

Filename: Ivy_Hill_Preparatory_Charter_School_A2.pdf **Size:** 505.0 kB

[A1 Ivy Hill 7](#)

Filename: A1_Ivy_Hill_7.3.2023.pdf **Size:** 826.9 kB

[Ivy Hill Combined](#)

Filename: Ivy_Hill_Combined.pdf **Size:** 1.1 MB

Resources | General Resources (CSO Only)

Incomplete

[Renewal SV Table of Contents](#)

- [2022-2023 REN SV Protocol](#)
- [2021-2022 Style Guide](#)
- [2021 NYSED CSO Monitoring Plan](#)
- Performance Framework ([2015](#) and [2019](#) versions)

2015 PF Templates (CSO Only)

Incomplete

- 2021-2022 REN SV Confirmation Letter Template
- REN 2015 PF REN SV Report Template (Liaison emails to consultant.)
- [REN 2015 PF Self-Evaluation Template](#)
- [Classroom Observation Worksheet template](#)

2019 PF Templates (CSO Only)

Incomplete

- 2021-2022 REN SV Confirmation Letter Template
- [REN 2019 PF 2022-2023 Action Plan Template](#)
- REN 2019 PF REN SV Report Template (Liaison emails to consultant.)
- [REN 2019 PF Self-Evaluation Template](#)
- [Classroom Observation Worksheet template](#)

Annual Reports (CSO Only)

Incomplete

Renewal SV Table of Contents

- 2021-2022 Annual Report
- 2021-2022 completed Annual Report reviewer form

Charter Application

Incomplete

- Most recent: Initial or Renewal

CSO Monitoring Visit Reports (as applicable) (CSO Only)

Incomplete

Renewal SV Table of Contents

- Latest Check-in(s)
- Latest Renewal
- Latest Mid-term

Site Visit Schedules and Logistics (CSO Only)

Incomplete

Midterm SV Table of Contents

- Site Visit Schedule
- Classroom Observation schedule

Friday, August 11, 2023

Dear Sir or Madam:

I present to you Ivy Hill Preparatory Charter School's Application for Charter Renewal. I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall also not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, religion, or ancestry. I also certify that the board of trustees has reviewed the 2015 or 2019 Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the Performance Framework benchmarks during the next charter term.

Application for Charter Renewal Certification Information

Charter School Name	Ivy Hill Preparatory Charter School
School Location (City/Town/Borough if NYC)	475 E 57th St, Brooklyn, NY 11203
District of Location or Community School District if NYC	District 18
District(s) Served of Community School Districts if NYC	District 18
Date School Opened	2019
Charter School Term History	2019-2024 Initial 5 Year Term
Enrollment on June 30, 2023	212
Charter Approved Maximum Enrollment	265
Charter Approved Grade Span	K-5
Grades Served on June 30, 2023	K-4

Thank you for your continued support and partnership.

Sincerely,

Signature Chair of Board of Trustees (or designated signatory)	*Nancy Olisma*
Date	8/11/2023
Print/Type Name	Nancy Olisma
Title (if designated signatory)	Interim Board Chair
Date of Application Approval by Board of Trustees	8/3/2023

1

IHP Application for Charter Renewal

Table of Contents

Section 1. Academic Success

Benchmark 2: Teaching and Learning
Curriculum
Ivy Hill Prep seeks to cultivate a culture of high expectations, shared responsibility, and accountability that leads to students' success academically, socially, and emotionally. Our curriculum is designed to challenge all learners and ensure rigorous, coherent learning and assessments that are aligned to the Common Core Learning Standards (CCLS). Our curriculum ensures that all students experience consistent and high levels of engagement, grapple with deep thinking work, and ultimately experience achievement as whole children. Detailed descriptions of curriculum programs are outlined and described below by academic discipline. Curriculum for all subjects is reviewed annually in a collaborative effort between Instructional Leaders and Teachers. Input is also garnered from parents and students on a unit-by-unit basis, all of which informs adjustments, updates, and changes to curriculum materials and topics. All curriculum materials that are utilized feature diverse voices and perspectives to promote critical thinking amongst our students.

English Language Arts
Ivy Hill Prep utilizes a balanced and rigorous curriculum to promote student reading across all grades. For lower elementary school (Kindergarten - Second Grade), teachers utilize Reading Mastery to provide data-informed phonics instruction to students. The curriculum teaches students letter names, sounds, and builds their automaticity in blending and sounding out words. Teachers pair the Reading Mastery Instruction with a data-informed oral drill with components aligned to the Chicago U STEP Assessment such as onset-rime, segmentation, and first letter activities. Teachers conduct weekly quizzes to assess student mastery of sound combinations and specific components to drive their instruction for the following week. Each Reading Mastery lesson is based on a scope and sequence created by the teacher based on the analysis of student performance on the STEP reading assessment. The curriculum is also differentiated and aligned to the needs of the small group of students that receive it. For Guided Reading across all grades, teachers utilize the Fountas and Pinnell Library. They pull texts aligned to students' instructional reading level and facilitate a guided reading lesson aligned to student individual needs. Teachers pre-script questions and exemplar responses, which allows them to conference with students individually, providing them with unique goals, and feedback in the moment. Teachers utilize the Fountas and Pinnell resources to backwards plan factual, inferential, and critical

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thinking questions to promote student thinking and comprehension. They also assess their fluency and accuracy during the oral and silent reading part of the guided reading lesson and build their ability to retell the story in their own words and produce sufficient textual evidence to support. Both Fountas and Pinnell and Reading Mastery are Tier I instruction curriculum for students.

Students in grades kindergarten and first grade also receive Read Aloud instruction that is aligned to CCLS. The lesson plans and accompanying books feature diverse voices and experiences that are both relevant and new to students. Read Aloud offers all students the opportunity to authentically engage with texts and see a high-level model of utilizing the skills acquired in various components of our ELA curriculum. Additionally, to ensure we are building independent learning skills, scholars have access to Epic reading, a digital platform, during the school day. Epic is the leading digital platform that has over 40,000 books that allows scholars to access text in a variety of ways (audio books, read-to-me, and learning videos). Grades 3-5 engage in Close Reading and writing about various text genres. During lesson cycles, students read and work to understand the main idea of a text. They then dig deeper into the structure and analyze the author's craft. Students engage in deep discussion about reading as a whole class and in pairs and have the opportunity to express their ideas about reading in writing. Teachers use this work as an opportunity to identify additional language lessons which students may need. iReady books serve as a resource for these materials. During the whole class discourse, teachers facilitate students to share their thinking, evaluate one another's ideas, and ultimately work to stamp a transferable takeaway or coaching point that will help all students excel as strong readers, writers, and thinkers.

Ivy Hill Prep utilizes iReady as a Tier 2 curriculum for students in Reading. iReady is Next Generation Standards aligned and provides tailored instruction to students based on their performance on the diagnostic exam. Students complete the diagnostic exam twice each school year to ensure that iReady lessons are tailored to their needs. Further, teachers leverage the iReady Teacher Toolkit to group students based on their individual needs and facilitate targeted reading intervention to students weekly.

Wilson Phonics is utilized for Tier 3 instruction for students who quality, based on difficulty with reading as determined by the Wilson screening assessment. This curriculum is only implemented with students in second grade or higher, as intended by the Wilson Phonics Program. Select teachers facilitated lessons daily providing students with ample opportunity to practice encoding, decoding, and comprehending texts on their reading level. Students are put in learning groups according to strengths and needs, which allows the curriculum to be executed in levels as outlined.

Math

Ivy Hill Prep utilized the Achievement First curriculum for math instruction, math meeting, and cognitively guided instruction (CGI) for Tier I instruction. Math Meeting is facilitated across all grades and aims to develop and review foundational skills that students need for current and future lessons. Math meeting topics include counting (1s, 10s, 2s, 5s), math facts (addition, subtraction, multiplication), calendar math, shapes, measurement, time, and comparison. Math meetings occur at the beginning of each math lesson to get students "warmed up" and ready to put their math thinking skills to use.

After math meeting, math lessons begin to introduce the objective, standard, and strategy of the day, building on to prior content knowledge learned. All math lessons encourage conceptual understanding of math concepts using representations, manipulatives, and models.

Depending on the lesson, teachers either follow a gradual release model with a strong model, guided practice, and then independent practice, or allows students to explore math concepts to drive the lesson for the day. After students complete independent practice, teachers facilitate a discussion to review the day's concepts and address misconceptions that showed as trends across the class.

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In addition to Math Workshop, teachers also facilitate Math Number Stories which promote Cognitively Guided Instruction (CGI). Students are introduced to a problem type that is aligned to the math standards for the grade, and prepared to complete the problem, are prompted by the whole group to think critically about what the problem is asking them to do and the best strategy for solving. Problem types are a mix of addition, subtraction, multiplication, and division, depending on the grade, as well as one and two-step story problems. Depending on the performance of the student, the teacher can encourage students to use more sophisticated strategies with evidence of base-ten to show that they can solve the same problem in different ways, some more efficiently than others. Students are also required to write number sentences that match the problem and the strategy that they selected to solve the problem. At the end of the lesson, teachers facilitate a discussion where students share their work, and they unpack the lessons learned. Students learn strategies from one another, ask questions, and eventually get another at-bat for trying the problem type. The same problem type is typically consistent throughout the week and included in the homework. The scope and sequence of the problem types are aligned to the standards and lessons of the math workshop. On Fridays, teachers leverage time during the day to reteach lesson components not mastered by students, by repeating previously taught lessons with extension problems, additional prompts, and scaffolded support.

Ivy Hill Prep utilizes iReady and SplashLearn as a Tier II curriculum that provides individualized instruction to students based on their performance level, aligned to CCLS. Students practice their math skills and concepts independently during the day and at home to develop their foundational knowledge and understanding. Lessons are tailored to student's specific needs based on their results of their Diagnostic Exam that is administered twice during the year.

Humanities

Ivy Hill Prep utilizes the Achievement First curriculum for Humanities which is a combination of writing and ELA standards aligned to the Common Core, supplemented with additional Social Studies resources. ELA content and Social Studies content are interwoven into one Humanities block. During the Humanities block scholars have the opportunity to express their thoughts through writing. Lessons are broken down into two days. Day one focuses on reading and discussing a text that relates to the objective of the lesson. Day two focuses on reviewing and expanding on key understandings from day one. Using what they learned, scholars illustrate their thoughts and write about what has been depicted. Scholars have the opportunity to showcase their understanding and give and receive feedback from their peers.

Social-Emotional Learning

Ivy Hill Prep utilizes the Character Strong Curriculum to facilitate social-emotional learning with students. Character Strong (also called PurposeFull People) is a social-emotional learning program that was implemented very successfully at IHP. Character Strong aligns with CASEL and ASCA standards. The program focuses on monthly character traits designed to help students meet the NYS goals which NYSED has established: Develop self-awareness and self-management skills essential to success in school and in life; Use social awareness and interpersonal skills to establish and maintain positive relationships Demonstrate ethical decision-making skills and responsible behavior in personal, school, and community contexts. It is important for young people to have trusting relationships, a sense of purpose and belonging, and to learn and practice the skills needed to work toward their goals and contribute to their communities. That is why social and emotional learning (SEL) is important.

SEL helps create educational opportunities and environments that promote learning and practicing social, emotional, and academic skills, all of which are fundamental to healthy human development. SEL advances educational equity and excellence. It supports authentic school-family-community partnerships where young people, families, educators, and community partners work

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together to plan, implement, and continuously improve strategies and programs to best serve all students in their local context. SEL helps stakeholders develop the skills and relationships to communicate and collaborate effectively across different perspectives and backgrounds. It fosters trusting and collaborative relationships where educators can attune to and appreciate students' developmental needs and unique strengths; develop deeper awareness of students' cultures, backgrounds, and learning differences; and create classroom environments that are inclusive of all learners. SEL helps young people and adults learn and practice empathy, perspective taking, and active listening to build deeper connections with one another. It promotes rigorous and meaningful curriculum and instruction that sets high standards and expectations for all students and actively engages them in developing academic, social, and emotional skills to achieve their goals and contribute to their communities. Evidence-based SEL programs and approaches help ensure all students have consistent opportunities to learn and practice developmentally appropriate skills that help them thrive. It applies ongoing evaluation of policies, practices, and outcomes to ensure all students are treated fairly, have access to supportive learning environments, engage in high-quality educational opportunities and programs, and achieve excellence in academic, social, and emotional outcomes. SEL implementation grounded in research and continuous improvement helps drive efforts toward equitable and optimal outcomes.

Throughout the program here at IHP, we focused on different character traits. These traits were chosen because they are recognized as traits that are helpful in developing children who thrive in all environments. The year starts with the trait of Respect, and follows with Responsibility, Gratitude, Empathy, Perseverance, Honesty, Cooperation, Courage, and Creativity. Teachers have long taught respect and responsibility at the beginning of the school year as they go over school rules and expectations, so they are a natural fit for August and September.

One of the main strengths of the program is that it is designed to be flexible and includes a wide variety of suggested books and activities. Each trait has several grade-level appropriate and well-regarded children's books that the teacher may read throughout the month. Interesting question prompts, pictures, songs, and games are also available to engage students in the topic. Each trait also has a handout for parents with suggestions for exploring the topic at home.

Today's students are juggling pressures from school, relationships, and the enormous world on social media. Some would argue that intentionally teaching strong character traits is needed now more than ever before due to the increased peer pressures students face while in school and now at home thanks to new technology and social media pressures. Character Strong focuses on intentionally teaching eight-character traits and goes in-depth into what these traits look like and then follows up with practical ways to improve them in their own lives and with those around them. Research over the last two decades shows that the explicit teaching of social skills and competencies leads to improvements in academic performance, student conduct, prosocial behaviors, positive mental health, and college readiness and success.

Handwriting/Writing

IHP utilizes Uncommon School's handwriting curriculum, which is aligned to CCLS. We also utilize Curriculum Associates' Handwriting book, which is purchased for every student in K-2. Skills are built throughout the year and the expectations for mastery increase over the course of the year. Each unit identifies the priorities and goals that scholars must master by the end of the year for each grade. Teachers align on the visual anchors, supplemental resources, and materials to enhance student outcomes. Assessments of handwriting include lower elementary scholars mastering correct and consistent grasp of the pencil, letter formation, and size. Teachers initially focus on the motor pattern rather than legibility to ensure there is appropriate practice. Our handwriting instruction is often paired with read aloud and phonics, to integrate letter sounds.

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Science

Ivy Hill Prep utilizes the Full Option Science System (FOSS) Science Curriculum to provide students with hands-on and experiential learning opportunities. Ivy Hill teachers curate lesson plans utilizing the FOSS resources which are aligned to Next Generation Standards. The Full Option Science System (FOSS) bridges research and practice by providing tools and strategies to engage students in enduring experiences that lead to deeper understanding of the natural world. Students have access to learning important scientific and engineering concepts that support the ability to think critically when participating in investigations and analyses. Lastly, the FOSS program provides students with opportunities to investigate core ideas in science in increasingly complex ways overtime.

Electives (Martial Arts, Art, Dance, Theater)

IHP Electives Curriculums are developed by instructors on the school-level and are aligned to NY Standards. They utilize a diversity of resources available to them to create a scope and sequence of instruction designed to improve student proficiency in specific arts. S.P.I.R.I.T. is a specific initiative of the specials team to emphasize character traits that help scholars succeed in each elective ultimately creating a transferable skill to other classes, activities, and life. These SPIRIT principles (stamina, passion, inspire, respect, inclusion, and teamwork) are embedded throughout all Elective curriculum units. While students engage in Martial Arts throughout the year, students alternate in having the opportunity to participate in Dance, Visual Art, and Theater.

Martial Arts

The Martial Arts curriculum is a project-based-learning curriculum that incorporates Karate, Boxing, Judo, Kickboxing, Brazilian Jiu-jitsu, and Japanese Jiu Jitsu. The curriculum seeks to create a more engaging and meaningful learning experience for students while providing important Martial Arts knowledge and skills. Throughout the year, students will learn various exercises, drills, and techniques that improve overall fitness levels, safety guidelines for proper body mechanics, and injury prevention, and requirements for the use of equipment, technology, time management, and collaboration. This curriculum is Important because it extends well beyond physical techniques, it helps shape well-rounded individuals with valuable life skills, promoting their overall development and preparing them for success in various aspects including but not limited to; self-defense, physical fitness, discipline, focus, confidence, self-esteem, social-emotional development, respect, teamwork, and character development. Martial Arts Instructors track student progress and make adjustments by outlining specific techniques needed to make progress within the Ivy Hill Martial Arts Belt System.

The Martial Arts curriculum meets the needs of students by taking a student-centered approach that incorporates real-world scenarios, collaboration, assessments, and cross-curricular learning to help students develop a deeper understanding of the Martial Arts discipline while gaining valuable skills by engaging in hands-on projects that require collaboration, critical thinking, problem-solving, reflection, presentations, and decision-making aiming to make students become active participants in their own learning process. This active engagement increases their motivation, curiosity, and sense of ownership over their martial arts education.

This Martial Arts curriculum is revised annually to ensure it remains relevant, effective, and aligned with NY physical education standards while meeting the needs of students in alignment with IHP League values. This curriculum is revised based on scheduled reviews, feedback from stakeholders, student performance, and trends observed throughout the school year. Additional information regarding our Martial Arts Program can be found in our IHP Martial Arts Program Guide.

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Dance

Dance S.P.I.R.I.T (DS) is focused on providing opportunities and quality dance training through the lens of the African Diaspora. Scholars begin by unpacking what dance is at its core, human movement, and then explore how these human movements become social and codified movements. The Dance curriculum works to ensure that each scholar that takes dance will be able to demonstrate the fundamentals and meet the New York Standards of Education for Arts. For scholars who are passionate, the Dance Curriculum at Ivy Hill will provide a strong foundation to pursue dance education beyond the school day and will assist making scholars competitive candidates for middle school auditions and programs. Regardless, the curriculum strives to develop a life-long appreciation and respect for artistic disciplines within every scholar through technique, habits, and performance etiquette that is culturally relevant and responsive.

Ivy Hill students will first receive foundational training and key terminology, and later receive instruction that will deepen their knowledge in codified dance. Students will be exposed to various dance styles such as Modern Jazz and World Dance genres, such as Horton, Social Dance / Musical Theatre and African / Afro Caribbean / Afro Latinx. For students who demonstrate mastery in foundational concepts, the SPIRIT Ensemble allows students to engage in more intense training and showcases throughout the school year.

The Ivy Hill Dance Curriculum underlies the importance of physical expression through movement and rhythm of relationships, feelings, and ideas. It communicates the idea that nobody invented dance, but rather it is deep in the heart of every culture throughout history, as a part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. Its roles range from recreational to sacred and cover every form of social purpose. Dance promotes creativity and aids in the process of having individual ideas that have value. As a result, students are assessed based on their project-based learning assignments and end-of-term performances.

Visual Art

The Art Curriculum promotes the understanding of learning to work through a project from start to finish, care about their work, listen to others' opinions and thoughts, and collaborate with their peers, aligned to the Electives' S.P.I.R.I.T. values. The NYS standards implement four core ideas of creating, performing/presenting/producing, responding, and connecting, all of which serve as the foundation of art instruction.

Scholars learn about an array of artists from diverse backgrounds and cultures, implementing art historical ideas, critical thinking, and art theory into their work. Then, students create visual art projects applying concepts and techniques from other artists to create their own art through the experimentation and use of different materials and techniques that relate to the subject they have learned. At the end of each unit, scholars critique and speak about their and their peers' art. Scholars cultivate an understanding of how their art is a visual language to speak about society and culture. Scholars then have the opportunity to showcase their work in gallery shows. Through their lessons, students learn about art history and techniques used, and are expected to generate their own conceptual ideas and implement the techniques they learned about to create their own original work. Through their critiques, they learn how to analyze, interpret, reflect, and form opinions on their and their peers' artwork. This lesson implementation through project-based learning ensures the student's understanding how to conceptualize, create, interpret, and respond from beginning to end.

At the most basic level Visual Arts teaches students their use of fine motor skills and trains their vision to understand perspective and spatial awareness, but Visual Arts also exposes students to diverse histories and culture, learning language, mathematics, writing, and critical thinking. Visual Art is a language tool for students to be able to express themselves and how they can relate to the world around them. They gain awareness through learning art history and culture. By learning how to use

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certain tools students learn mathematics through a different lens, such as rulers or compasses students learn to measure and to create geometric shapes. During the critique aspect of art instruction, students practice critical thinking and form their own opinions, identity, and expression which aides in writing development. The Visual Arts helps students learn diverse subjects through different approaches in which they are traditionally taught. This can be an integral part of their education depending on how they process, learn, and retain information. The curriculum is revised yearly based on the students' performance throughout the project execution. Also, through the use of review games data is collected to track how well students also retain the knowledge of art history and theory.

Theater

Theater is being added to IHP in Year and will explicitly develop students' understanding of our LEAGUE Values: Unique, Confidence, and Leadership. It will also be aligned to the Elective's SPIRIT Values. Theater will seek to build students' understanding of expression and creativity, and to explore different perspectives and diversity. It also helps students build interpersonal and problem-solving skills. Students will have the opportunity to take part in a musical, in a variety of roles, on and off stage. Curriculum will be built based on NYS Learning Standards for the Arts (Theater).

IHP staff work to ensure curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades and to differentiate so that curriculum is accessible to all students. IHP uses established, vetted, standards-aligned curriculum and supplements with high quality resources when needed. Deans of Curriculum and Instruction (DCIs) work with grade teams to ensure that scope and sequences are followed. IHP builds teachers' content knowledge about standards progression and alignment through a few key practices. DCIs and grade team leaders lead unit unpacking which includes reflecting on how previous learning set students up for success in the current unit, and what prior knowledge and skills are necessary to be successful. Ivy Hill Prep conducts weekly team meetings where teachers have the opportunity to come together to discuss and break down the upcoming week's lessons. This professional development is meant to deepen understanding of the standards. During this time teachers align on the goal of each lesson. Teachers align on the essential and back pocket questions they will ask during discourse to push scholar thinking. Teachers also create and share visual anchors across the grade that are connected to the topic being taught. All anchor charts are the same across the grade to ensure scholars are receiving the same resources. To prepare each lesson, teachers engage in Intellectual Prepping and Planning. Intellectual Prep and planning is the process teachers use to plan the lessons they teach. During the process, teachers must break down the objective of the lesson and pull out the key concepts scholars need to walk away with at the end of the lesson. IHP aims to develop teachers' skills to be able to analyze student work and discussions. We do this by creating teacher exemplars for student work and answers to key questions asked during discussions. Teachers complete the student work as a student to work through how students will be expected to answer. From this, teachers are able to see possible misconceptions. Teachers use this information to create back-pocket questions to push scholar thinking during the lesson. Teachers also have the opportunity to participate in lesson execution practice where they practice teaching upcoming lessons and receive feedback from their coach and peers. Teachers submit lesson plans weekly and receive weekly feedback from their direct manager to implement before the conclusion of the week. Each week there are key lessons that are taught, and scholars' independent work is collected to perform a data analysis where teachers can assess how scholars mastered the standard. Key lessons for each week are communicated to the team during each shared planning meeting. During shared planning meetings teachers use the Achieve the Core Standards (achievethecore.org) to support their understanding of where they should focus during the unit. To ensure the curriculum is aligned vertically across grades the curriculum provides unit overviews that provide a list of standards that will be taught in the unit alongside a list of standards taught in previous grades that map out information scholars need in order to access the content being

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taught. Each week there are key lessons teachers collect student work for to complete a data analysis on student mastery. Key lessons are chosen based on the lessons that target the cluster standard of the unit. Based on the data analysis, teachers can assess which scholars have or have not met the standard and why. Using the data collected, teachers plan reteach lessons based on the concepts scholars did not master. Reteach lessons allow scholars another at-bat with the standard. During the reteach scholars have the opportunity to unpack the standard and assess their work.

IHP's overarching educational approach is designed to ensure that all children will be able to succeed socially, emotionally, and academically. In particular, the following elements of our instructional framework maximize our student's ability to attain the skills and knowledge necessary to master grade level content. IHP is an inclusive environment where all students are supported to access our general education curriculum. Teachers provide interventions, scaffolds, and small groups to ensure that all students have access to grade level content. Additionally, IHP uses a gradual release of responsibility model providing models, giving students opportunities to practice independently, and receive small group and/or individual support as needed. Our co-teaching model increases the capacity for differentiation and allows staff to differentiate to meet students' needs. Math and ELA are co-taught. One teacher leads the whole group lesson while the second teacher leads a small group, teaches an alternative lesson, or conducts 1 on 1 check-ins. Small groups are created based on various factors including data collected in the moment during student work time, from daily exit tickets, and assessments. Students also work on individualized learning pathways. iReady assessments are administered to collect data on the standards scholars have and have not met. Based on standards that were not mastered, teachers assign work for individual students to complete. Scholars work on these assignments during intervention blocks. During math blocks, scholars use math manipulatives to help them visualize their thinking. Scholars learn to use their materials to help them solve a problem and they practice illustrating their thinking on their work. You may also see students using sentence starters, graphic organizers, and self-checklists during various parts of the day. Additionally, teachers also utilize strategic seating and groupings for group work.

Data-Driven instruction is at the heart of what we do. Teachers and leaders use formal and informal data to inform instruction and continuously seek to ensure access for all students. This data is used to review and revise curriculum and assessments during the year and from year to year, to ensure IHP is meeting the needs of all students.

Instruction

IHP staff engage in regular coaching and feedback in order to ensure there is a common understanding of high-quality instructional practices which engage all students in rigorous instruction. All staff begin by learning how to set clear expectations for what students should be doing during instruction- this includes what to do with their bodies, learning materials, and what they should be thinking about. Our goal is to set clear expectations for every student, ensuring they remain fully engaged both physically and intellectually, while also reducing any potential distractions. Teachers use a variety of strategies to engage students in their learning. Setting expectations is an area where all staff receive development and feedback. Walking the halls of IHP you'll often hear teachers engaging students in chants, cheers, and call and response. You'll also hear scholars engaged in instructional drills prior to launching a new lesson to review, activate, and refresh prior knowledge. Drills strengthen the foundational skills and knowledge needed to achieve the current day's lesson objectives. At the start of lessons, scholars regularly complete a do now based on the concept taught the day before. This is used to assess scholar mastery of the standard and skill. Teachers use this data to informally assess where students are. This informal data will drive their instruction during the lesson. Each lesson builds off the other, so it is important for teachers to know how well scholars understand the content. Teachers

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receive professional development on what each of these elements look like and receive feedback both from peers and leaders.

Teachers receive professional development on instructional best practices. Teachers have the opportunity to practice techniques and receive feedback in practice sessions, coaching sessions, reviewing their own teaching videos, and more. One check for understanding technique used is cold calling. Cold calling ensures there is equity in scholar voices. Teachers use this technique to call on scholars unsuspectedly to share their thoughts or answer questions. This technique holds scholars accountable for being engaged in their learning. Teachers also utilize think-pair-share. During discourse scholars have the opportunity to think on their own to gather their thoughts before sharing. After which, they come together to share their thoughts and ideas with their partner(s). With this technique, scholars are able to learn more about each other and how they understand the concept. Scholars are able to push each other's thinking and learn from each other. IHP teachers utilize show call where all students are prompted to show their thinking at the same time with a nonverbal gesture. This allows teachers to quickly scan and assess in the moment mastery of a topic or concept. Teachers also identify strategic times to utilize turn and talks to increase student voice and collaboration to build on their conceptual understanding. These techniques can support teachers with strategically pairing students during independent work time so that they can share their ideas and learn from each other.

Teachers collaborate with peers and leaders to norm on what excellence looks like during independent work time so that they can best support engagement. Teachers use this time to circulate and check in with scholars to learn more about their thinking and to give them feedback in the moment, when necessary. When conferencing with scholars, teachers ask open-ended questions to place thinking on scholars. If a scholar needs extra support, teachers prompt them using planned out back pocket questions to push their thinking. This technique allows teachers to collect informal data about what scholars understand and drive their instruction in the moment. During this work time, students are often reminded to utilize anchor charts. Anchor charts remind scholars of prior learning and support them in making connections as they learn new concepts. They're meant to help break down complex concepts into bite sized pieces that scholars can understand and utilize independently.

Another way that teachers engage all learners is by utilizing showcases of student work/debriefs. After scholars engage in independent work, they show and evaluate each other's work based on the skill they are learning currently. After receiving feedback on their work, scholars go back and revise their work. This gives scholars the opportunity to compare their "before and after" of their work before turning it in. IHP aims to partner strong instruction with strong relationships and data, and to use small groups and targeted instruction to foster engagement and reach all learners.

Assessment and Program Evaluation

IHP is committed to using data to inform instruction and improve outcomes for all students. To ensure all students achieve at their highest levels, we must understand where students are in relation to standards, continuously measure progress, and identify areas of growth. We use qualitative and quantitative data and understand that the power of assessment is in the follow-up. The data gained provides feedback and informs decision making. The table below outlines our assessment systems:

Assessment	Grades	Purpose	Date Administered
STEP Assessment (Reading)	K-5	Assesses students' accuracy, fluency, spelling, and comprehension, informs Guided Reading and Phonics instruction.	4 Times (Sept, Dec, March, May)

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F&P Assessment (Reading)	3-5	Assesses students' accuracy and comprehension, informs Guided Reading instruction.	4 Times (Sept, Dec, March, May)
MAP Assessment (ELA/Math)	K-5	Assesses student performance in comparison to peers throughout the country. Not utilized internally to drive instruction.	2 Times (Sept, May)
MAP Assessment (Science)	3-5	Assess student performance in comparison to their peers throughout the country. Will be utilized internally to drive instruction	3 Times (Sept, Jan, May)
iReady Diagnostic (ELA/Math)	K-5	Assesses students' proficiency in standards and informs Tier 2 instruction executed during intervention and tutoring.	2 Times (Sept, Jan)
Subject-Based Unit Assessments	K-5	Assesses students' proficiency in unit-specific standards, vocabulary, and concepts.	Dependent on Unit Length
Interim Assessments (IAs)	K-5	Assesses students' proficiency over several units to determine their grasp on learned material.	2 Times (Oct, May)
Quizzes/Spiral Review	K-5	Assesses students on specific standards. Data used to differentiate and reteach standards.	Weekly
NYS ELA	3-5	Assesses students' proficiency on grade-level standards and used as a comparison tool across all NY schools. Not utilized internally to drive instruction.	April/May
NYS Math	3-5	Assesses students' proficiency on grade-level standards and used as a comparison tool across all NY schools. Not utilized internally to drive instruction.	April/May
NYS Science	4*	Assesses students' proficiency on grade-level standards and used as a comparison tool across all NY schools. Not utilized internally to drive instruction.	*No Exam 22-23
NYSITELL	K-5	Assesses a student's English proficiency at the beginning of the school year.	September
NYSESLAT	K-5	Assesses a student's progress in English development, comprehension, and ability to speak at the end of the year.	May

Staff members at Ivy Hill Prep utilizes both qualitative and quantitative data to inform instruction and improve student outcomes. Quantitative data is collected regularly for ELA. The STEP and Fountas and Pinnell Reading Assessments are administered 4 times yearly to provide teachers with updated academic performance data and information. This is used to form small groups of 4-6 students with similar strengths and areas of growth. These small groups are utilized daily during reading blocks.

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The iReady ELA and Math Diagnostics also provide quantitative data that teachers leverage to create homogenous small group instruction. This specific assessment provides student proficiency on each grade level standards that are used to inform small group intervention daily. Students in all grades complete unit assessments and quizzes in ELA, Humanities, and Math. Spiral Review Quizzes are also administered to students in math to measure their growth and progress over a specific period of time on standards not mastered from larger unit and interim assessments. While students in lower elementary also take interim exams in Math, only students in 3-5 grade take interim assessments in ELA. These assessments mimic the NY State Test and require students to complete multiple choice using a bubble sheet and open-ended responses.

After exams are administered, teachers input data into a spreadsheet which generates overall scores, as well as standards specific scores. Teachers utilize the grades spreadsheet to determine the standards and question types that need to be retaught, identify the students that need additional prompting and support during lessons, and inform the creation of homework pages to review material and standards. Unit assessments, quizzes, and interim assessments also provide quantitative data on student performance in ELA and Math. These assessments measure student proficiency on standards formally taught and introduced during class and generate an overall score out of 100%. This grade is leveraged for report cards. Qualitative data in both Reading and Math is also reviewed over time to identify trends in performance and inform adjustments in instruction to optimize and increase student outcomes.

Ivy Hill Prep collects qualitative data during lessons daily. We understand that sometimes students are not "good test takers," and maximize opportunities to respond to what students say they do in the moment to drive instruction. During whole group instruction, teachers ask higher-level questions to push student conceptual understanding. Due to the level of pre-planning and preparation that teachers do, they are able to leverage additional prompting and questioning to push students to the all-the-way-right responses. They also strategically call on students to explain their thinking, respond to a peer, and ask questions based on the informal qualitative data that they collect in-the-moment. Similarly, during small group instruction, teachers are intentional about questions that they pose to the group. They encourage discourse and discussion amongst students and record conferencing notes when meeting with students individually. This not only allows teachers to monitor student progress towards their individual goals, but also allows them to improve their questioning and prompts for the following day's lesson. At the end of each day, teachers can clearly communicate to parents the ways in which their students are excelling academically, and small pushes to continue their academic development.

As discussed earlier in this Benchmark, we intentionally build in time during the day to analyze data and adjust instruction. Teachers have individual planning time, shared planning meetings across their grade, and scheduled meetings with their coaches. Teachers and leaders can look together at recent assessments or use looking at students' work protocols to analyze independent work and exit tickets. Intentional time to analyze individual and class data, monitor progress, adjust instruction, and set or refine student goals is necessary, because the power of assessment is in the follow-up.

Support for Diverse Learners

Ivy Hill Prep believes in meeting the learning and behavioral needs of all students and has adopted Multi-Tiered Systems of Support (MTSS) as a more comprehensive support. A huge part of the work has been empowering educators to share the responsibility of support for diverse learners, regardless of their title. All classrooms feature two teachers to support the differentiated co-teaching model that exists across the school. Throughout the day, classes are segmented based on the amount of support or differentiation needed for students to be successful within the lesson. While one teacher leads instruction for the majority of students, the other teacher in the classroom facilitates small-group

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instruction for 3-6 students that need reteaching, additional scaffolding, and differentiation. Students who participate in the small group are informed by student work on previous days lessons.

Special Education teachers at Ivy Hill Prep plan and lead small group instruction for students with disabilities as mandated on their IEPs. Additionally, they meet regularly with homeroom teachers to identify students of academic concern to discuss strategies, interventions, and progress monitoring. Special education teachers also regularly observe small group and whole-group instruction to provide feedback and recommendations aligned to UDL (Universal Design for Learning) strategies to increase student conceptual understanding and performance outcomes. The Student Support team collaborates closely with student families as well, providing differentiated homework packets based on student instructional level, and lead bi-monthly parent workshops sharing strategies and techniques to assist in homework completion. Students are provided with personal resources, anchor charts, and tools to assist them in completing work during the school-day and at-home, underscoring the importance of independence and ownership of their learning. Special Education teachers strive to build the capacity of all staff to respond to the specific learning needs of all Ivy Hill students through strategic professional development training, modeling, and recommendations. Some examples of supports include Small-Group Instruction (Pull Out and Push In), Testing Accommodations, Student Independent Work Accommodations, Differentiated Instruction, Visual Anchor Charts, Desk Resources, Differentiated Homework Packets, Academic Parent Workshops (ELA and Math).

Ivy Hill Prep is a full immersion program. However, English Language Learners (ELL) and Multi-Language Learners (MLL) receive weekly small-group instruction from a member of the Student Support team to increase their understanding and application of English. The instructor utilizes curriculum materials from TEAM Toolkits: Teaching ELs for Academic Language Mastery which encompasses scaffolded lessons, technology, and translated materials to promote comprehension and practice. This curriculum kit has two levels for the following grade bands: Kindergarten – Second Grade and Third – Fifth Grade. The curriculum consists of structured activities in listening, reading, writing, and speaking, as aligned to the NYSESLAT exam that is administered annually to students identified as English Language Learners. Utilizing this curriculum will support students in developing grade-level academic language needed to promote academic success. Each teacher's edition is annotated to ensure that the staff member executing the curriculum can do so with fidelity. Also, this curriculum is flexible and able to be taught in any order to best align topics to instruction in the student's homeroom. Each lesson consists of a pre-reading activity to develop key vocabulary, shared reading to target specific reading skills and comprehension, a discussion component, an opportunity to learn grammar and sentence structure, and finally a written prompt. This comprehensive lesson structure ensures that students are receiving instruction to develop their grasp of the English language.

For students with an Emotional Disability Classification, formerly known as Emotionally Disturbed receive crisis-paraprofessional support as mandated on their Individualized Education Plans (IEPs). Homeroom teachers and crisis-paraprofessionals collaborate with the School Social Worker to revise and implement Behavior Improvement Plans (BIP) based on Functional Behavioral Assessments (FBA) conducted by the School Social Worker. Additionally, the Ivy Hill Leadership Team holds larger stakeholder meetings with students, their families, crisis-paraprofessional, and teachers to discuss "Ujima Plans" that outline the collective responsibility for the behavioral progress and success of students. These Ujima Plans outline in-school and out-of-school incentives and consequences that students earn based on their daily behavior. During counseling sessions, the School Social Worker aims to equip students with coping and self-regulation strategies with the objective to eliminate the need and support of the crisis-paraprofessional in the future. When students' behavior violates the Ujima Plan, the Dean of Student Culture responds as outlined in the Ivy Hill Prep Restorative Culture Manual. The School Social Worker also holds 3-4 Parent Workshops each year to teach parents the fundamentals of positive behavior reinforcement.

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The Ivy Hill Prep Leadership and Student Support Team monitor the academic progress regularly. Aside from Academic Dashboards that contain the academic performance of students in ELA and Math, stakeholders meet weekly for 40 minutes to specifically review class performance, intervention progress, and additional support needed for ELA and Math. Special Education teachers regularly observe small group instruction within the classroom to provide feedback to teachers on strategies to respond to the needs of individual students.

Benchmark 3: Culture, Climate and Family Engagement

All students come to school to be safe and to learn- behavior management and safety are foundational to ensuring academic outcomes for all students. At Ivy Hill Prep, we believe learning is paramount and learning must happen in a safe and joyful environment. At the heart of these two beliefs are building strong relationships. IHP staff work to create a school culture that is rigorous, positive, and physically and emotionally safe where students feel comfortable taking risks and being their full selves. This work is grounded in our LEAGUE Values: Leadership, Excellence, Academic Growth, Unique, and confidencE. The **Leadership** value promotes scholars taking active roles in their education and developing positive skills in the process. It also promotes scholars actively learning how to build the skill of awareness. This will help scholars develop awareness of expectations, surroundings, and assigned tasks/roles. The **Excellence** value promotes scholars developing the ability to demonstrate to perform, achieve, and/or excel in scholastic activities and beyond. This value also ensures scholars understand that they are a reflection of their community, which exudes eminence and high standards. The **Academic Growth** value teaches scholars to own our education by seeking opportunities to learn, grow, and excel. Additionally, this value encourages scholars to try harder even after experiencing failure. The **Unique** value embraces diversity and differences in ourselves and others. This value also supports scholars with being able to intentionally identify opportunities, spaces, and friend groups that will promote positivity and success. The **confidencE** value promotes scholars to feel comfortable taking risks and understand they can, and they will be successful. These values are meant to set our scholars up for academic and character success in and out of the classroom. We use our character development calendar to focus on a different value each month. The creed value, its definition, and a historical figure who exemplifies this value are introduced at the beginning of each month. In their individual classrooms, teachers will follow an internal calendar to teach scholars more about the creed value and how they can model the value in and out of school. Each week, teachers will highlight and celebrate one scholar from each class that demonstrated that month's core value. When the scholar is acknowledged, teachers will give concrete examples of how the scholar exemplified the value, with the goal of other scholars mirroring those actions. We believe that the foundation to academic success and ensuring that scholars are productive and happy is building positive relationships.

Our behavior management system serves to develop social emotional growth and ultimately support the whole child. To ensure that we're building a warm, engaging, and inclusive school community, IHP is not using the Behavior Tracking System. A revision is being submitted with this renewal application. Like other schools, we have moved away from this. The color system can be deeply triggering and is not positively framed. It tracks negative behavior rather than reinforcing positive choices. Overall, we've embraced a restorative approach to school and classroom culture. At IHP, we expect our scholars to model and exemplify our League values. These combined goals set our scholars up for academic and character success in and out of the classroom. Our 6 values will also assist our scholars in goal setting and grounding their actions. We will acknowledge and affirm the collective and the individual when they are living out these values. We believe in these values as they set the foundational skills for character enhancement, individual success, and community partnership. We believe that the foundation to academic success and ensuring that scholars are productive and happy is building positive relationships.

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IHP has an Acknowledgement System for behavior management based on positive reinforcement, whole class and individual. We make a concerted effort to affirm by first recognizing the positive at a ratio to constructive feedback of at least 4:1. We reinforce our school values by acknowledging when our scholars exhibit them. Our Whole Class Reinforcement system utilizes Ivy Points. Communities earn Ivy Points for working collectively to enhance the school community and learning environment by exceeding expectations. We first seek to acknowledge and incentivize the larger group before we look to incentivize the individual. We do this in an effort to ensure we are fostering "team and family." Ivy Points reset whenever the jar is completely filled. Each jar will have 3 thresholds that equate to a prize, with communities earning the incentive immediately after meeting the threshold. There is a points threshold for classes to gain incentives. Ivy Points should be kept "on stage," as we want to narrate the behaviors we want to see live out in our classrooms. We do not deduct Ivy Points.

Our Individual Reinforcement system utilizes League Value Points. Scholars start each trimester with 0 League Values Points. Over the course of the trimester, scholars should only earn daily points for behaviors that exceed expectations connected to our League Vales. By focusing on what we want to see instead of what we do not want to see, we intentionally spotlight choices that will help scholars grow socially, emotionally, and academically. IHP staff use an internal handbook, grounded in IHP League values, that serves as a one stop show to provide all the guidance and steps to support teachers with creating safe, joyful, and rigorous classroom climates.

IHP's commitment to partnering with families, to support both the academic growth and social/emotional well-being of its students, enhances IHP's ability to create a safe environment that is conducive to learning. We're actively building a culture that leverages restorative practices to develop and strengthen our community. When conflict and tension arise, staff and students are focused on repairing harm and building relationships. We believe that all scholars must be safe, seen, known, and deeply cared for, and the home-school partnership facilitates this.

To ensure that families and stakeholders understand our policies, this information is included in our IHP Family Handbook. The handbook is distributed to families at the start of each school year and outlines our school wide routines and procedures related to student behavior, student discipline, and school safety. We understand that belief & belonging (care for the whole person) and focused learning (academic progress) are mutually reinforcing. A strong home-school partnership coupled with high expectations sets the foundation for our strong learning environment. Please note that a revision is being submitted with this renewal application for the Family Handbook.

IHP leaders and staff lead behavior management with the understanding that discipline issues are best prevented by effective instruction by which all students are engaged in learning. Staff is mindful of the sequence of support and accountability for students who are struggling: least Invasive support such as a nonverbal redirection or physical proximity, verbal feedback, having a one-on-one private conversation, and requesting student support if needed. To ensure we are meeting scholars where they are and effectively teaching skill-building to our scholars there are instances where we will use restorative practices to address behaviors in addition to our system. Here are some of the restorative practices we implement: peer to peer mediation, adult to student mediation, restorative conversation follow-up, and student circles.

We utilize tiered supports to ensure that we are supporting all scholars as whole children. Tier 1 supports in place for all students include but are not limited to: ensuring there are clear norms and rules; restorative accountability measures; creating and maintaining a system where scholars consistently reflect on their actions and contributions to their community. Additionally, at IHP, we believe in Ujima, collective work and responsibility. Ujima helps to build and maintain our community together. Because we believe in community at IHP, we actively hold parent partnership meetings to ensure we are consistently providing support to scholars and families. Tier 1 interventions are successful

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when teachers are clearly articulate and communicate classroom expectations, build student investment, and focus on establishing strong relationships with scholars. Tier 2 interventions, which are put into place when Tier 1 are not meeting an individual students' needs include, but are not limited to: small group sessions, check-in/check-out during am AM arrival, lunch/recess periods and PM dismissal, restorative circles, mediations, behavior contracts, goal setting plans, and role-playing scenarios and reflections after problem activities. In addition, students may engage in a project-based learning, categorized as "alternate consequences" to promote reflection and introspection, related to scholars' behavior plans and/or goals. At times, a loss of privilege (e.g., Recess Academy, inability to attend/participate in a school event) is also used as a consequence. Tier 3 interventions are put into place for students who experience ongoing behavioral challenges. The Culture Team works directly with the student, teacher, leaders, and family to determine Tier 3 supports are dependent on the frequency and escalation of the behaviors, and its impact on the learning community. More about these individual supports will be provided later in this section.

On rare occasions, there will be times when a scholar will need to reflect on their behavior outside of the classroom away from their school community for an extended period of time for In-School Suspension (ISS) or Out of School Suspension (OSS). It is our responsibility to draw bright lines when students have violated our Student Code of Conduct, while showing genuine concern for them as an individual. If a scholar is suspended, the Culture Team will collaborate with all key stakeholders, including the leadership team, grade-level team, and family members. Together, they will unpack the root cause of the choice and determine appropriate next steps, which often includes skill building. While a scholar is in ISS, the Culture Team ensures that the scholar receives meaningful instruction. They work with teachers to collect work and create a tutoring schedule. Before a scholar returns to class, the Culture Team devises a re-entry plan. The re-entry plan may include a parent meeting, ongoing skill building, restorative conversations, goal setting, and/or an apology before the scholar returns to school. To ensure scholars have instructional support and guidance, aligned with NYC DOE's suspension guidance, scholars will receive 2 hours of instruction, in an alternate location. We want to support scholars in learning how to restore potential harm caused and help them create a plan to feel successful moving forward.

As mentioned at IHP's approach to classroom management, we believe that all scholars must be safe, seen, known, and loved. This extends to all members of our community. We create a safe environment, physically and emotionally, by ensuring that all constituents understand and embody our values and meet shared expectations. Our expectations for behavior and physical spaces- posting shared values, organizing, cleaning, and maintaining- work in tandem to ensure that learning environments are conducive to learning and generally free from disruption.

The building of trusting and caring relationships is the base for creating a safe school that is welcoming and free from harassment and discrimination. IHP is committed to fulfilling the requirements outlined in the Dignity for All Students Act (DASA) which gives public school students an educational environment free from discrimination and harassment, particularly from harassment based on a student's actual perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. This information is outlined in our Family Handbook. DASA prohibits activities that create hostile environments at school and school-sponsored events. IHP follows all DASA guidelines. IHP's Dean of School Culture is the school's designated DASA coordinator. All staff receive DASA training during pre-opening PD that focuses on IHP's framework for promoting a positive school culture. IHP's School Culture Team, led by the Dean of School Culture, is the designated contact for handling violations of DASA, especially bullying. The Dean of School Culture collaborates with the Social Worker to recognize and respond effectively to harassment and bullying and to implement strategies to prevent them. Part of creating a safe and welcoming environment is ensuring that students and staff have clear procedures for reporting all forms of bullying, harassment, and discrimination. The

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DASA Coordinator will be accessible to students and other employees for consultation and advice. When a claim is made, the DASA Coordinator investigates the complaint and takes appropriate action to include, as necessary, referral to the next level of a supervisory authority and/or other official designated by the Board to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation. Teachers and staff take part in professional development that provides tools and strategies to recognize, prevent, and respond to different forms of bullying and harassment. When staff members witness or are made aware of instances of bullying/harassment, they notify the Dignity Act Coordinator. The DASA Coordinator, along with the school leadership team, will investigate the claims. The school also uses student behavior referral data to recognize instances of harassment/discrimination that may not have been flagged directly to the DASA Coordinator.

At Ivy Hill Prep, we have an open-door policy and see our parents as partners- family engagement and communication are key! Our parents and teachers need to support each other as much as possible to ensure the future success of their scholars. The only way this can happen is if we are committed to consistent and continuous communication. Teachers have the most contact with parents and are expected to keep parents aware of how their child is doing academically and behaviorally. Classroom teachers are expected to speak with families a minimum of one time monthly. Parents may reach out to their teachers anytime via email, text, phone calls, class dojo, or schedule a meeting. IHP communicates regularly with families to ensure all students meet our attendance and academic requirements for promotion. We also communicate via our daily reports in Life's Work binders, and formal report cards which are provided and reviewed at our three Family Teacher Conferences. IHP also uses various tech platforms such as parent square, Class Dojo, Facebook, and Instagram. These platforms are used to send weekly newsletters, important and time-sensitive updates, and photos and videos of exciting learning and events happening at IHP. To engage with families and build community Ivy Hill Prep has also hosted cultural events such as Career Day, Labor Day Parade, Latinx Heritage Month Celebration, Black Wax Museum, Easter Bonnet Fashion Show, and Winter and Spring Shows. IHP also welcomes family volunteers at various times such as the first days of school, field day, field trips, and teacher appreciation week. Additionally, we have hosted family workshops on topics such as State Testing, Safe Touch, Online Cyberbullying, and other SEL topics. Families are provided with all staff emails and are welcome to call the main office or email Ops@ivyhillprep.org or info@ivyhillprep.org if they have questions or need assistance from school staff. They are also welcome to email the School Leadership Team at LT@ivyhillprep.org.

IHP values stakeholder feedback and creates formal and informal opportunities throughout the school year to solicit input. At the beginning of each school year, parents receive the name and contact information for each student's teacher and school administration. Families are encouraged to contact teachers and the school to share any questions or concerns. Historically, IHP has relied on formal NYCDOE and NYSED CSO surveys to obtain feedback from school stakeholders. This information is used to further enhance the school's culture and family partnerships. IHP provides opportunities for families to submit feedback via email at any time as well as during Town Hall meetings throughout the year. These meetings create space for families to meet with the HOS and other leaders to share feedback, plan for future events, and more. IHP evaluates its stakeholders' perception of the school climate using the NYCDOE/ NYSED CSO surveys. The School's leadership evaluates the results of these surveys to ensure we're meeting our accountability goals. The Dean of Culture keeps a record of all student disciplinary incidents. The School complies with VADIR data collection requirements, and disciplinary data reported to NYSED and becomes a part of IHP's Annual Report Card. Additionally, the school implemented an internally created Family Survey under the leadership of the new Head of School. It is shared two times each year and gives families an opportunity to provide feedback on a variety of areas

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including academics, school culture/events, and the support they've received from school staff. Based on the overwhelmingly positive response the school received this year from families, IHP will continue to provide multiple methods to solicit feedback.

IHP takes addressing family and community concerns very seriously. At the beginning of each year, IHP shares several manners families can use to share their concerns. Families receive contact information for teachers and leaders. They also receive contact information for key staff members, such as the social worker, to contact in the event there is concern related to an incident or specific student. IHP staff are expected to respond to all parent inquiries within 24 business hours. IHP's Family Handbook includes the process for submitting a complaint. Families are always welcome to call the main office or email our Main Office Operations Team at Ops@ivyhillprep.org. The team will help route communication to the staff member best positioned to meet their needs. Leaders schedule time to meet with families, as needed, to discuss questions, concerns, and solicit feedback. In the event of addressing larger community concerns, IHP leaders send community wide communications to address the concern and provide opportunities to share feedback. Additionally, at each board meeting, there is a regular item on the Board's agenda for public comments.

IHP facilitates open communication with parents regarding their child's academic data and assessment results, as well as with the broader school community. This promotes transparency and accountability. As shared above, teachers are in frequent communication with families. Families can reach staff on ClassDojo and ParentSquare. Performance on homework, classwork, internal assessments, and social emotional learning are discussed regularly with families. Report cards are distributed to parents three times a year at parent teacher conferences. State test results are being shared with families via ParentSquare in the late summer/early fall and will also be backpacked home in hard copy. School Staff analyze data collaboratively during Professional Development Data Days and create action plans. During summer PD in 2023, leaders and teachers had the opportunity to analyze and discuss data, including State Testing Data, and use it to drive Year 5 priorities and planning for teaching and learning.

IHP aims to meet students where they are and support the social and emotional development of all students. Social and emotional learning has a special block of time each week where students engage with the Character Strong curriculum, Purposeful People. The curriculum provides explicit, direct skill instruction designed to lead to 3 powerful outcomes: Be Strong, Be Kind, and Be Well. Instruction centers around 1 character trait per month. Content is aligned with CASEL competencies and vertically aligned from Pre-K through 5th Grade to build skills effectively. The curriculum focuses on teaching social skills and conflict resolution, executive functioning skills such as functioning, organizing, and goal setting, and wellness strategies such as emotional regulation. These competencies are taught through songs, videos, games, and activities, and include teacher modeling, peer collaboration, and facilitated reflection. Various input and output methods along with conversation starters, ensure all students are given authentic engagement opportunities.

Practices are also integrated into instruction in all content areas. IHP provides students with opportunities to build a strong classroom community through Morning Meeting. This is a dedicated block of time at the start of each day which helps to set a positive tone for the day. Students engage in activities, games, shares, and discussions which promote social and emotional learning.

The school culture team works with staff to identify students who may need 1:1 or small group support. These interventions are delivered by the school social worker and/or social work intern, in collaboration with the teacher and family. The frequency and content of these interventions vary depending on the student and their area of need. Norms and expectations are established and agreed to by all who take part in the intervention. Social workers track student progress and share relevant updates to staff and families.

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IHP collects and utilizes multiple data points to understand the social-emotional needs of students. Data points include classroom surveys, class dojo points, check-ins, looking at student work and academics, attendance records, and behavior support from the culture team. School leadership reviews schoolwide, classroom, and individual student data to look for patterns, trends, and outliers. In the event there are concerns about a child's well-being, staff work to document the concerns in our internal google tracker. In the 2023-2024 school year, IHP began using the Dean's List student information system. Dean's List targets four areas to strengthen the overall school climate and culture: 1) Family Engagement and Communication, 2) Attendance and Absenteeism, 3) Classroom Behavior and School Culture, and 4) RTI/MTSS systems. Dean's List supports the recordkeeping of behaviors, and the implementation of interventions can be progress monitored. If there is a concern, teachers often talk to students, working to understand the root causes of the behavior and brainstorm ways to curb and ultimately change these behaviors. Collaboration between the student, family, and school staff is critical to monitor progress of a struggling student's social emotional learning.

Some students, including some with IEPs, have individualized behavior trackers which are typically developed in collaboration with the student and family. The trackers identify goals which the student is working on and are broken down into subjects and times of day. This allows staff to analyze patterns based on these factors. Teachers document family contact and interventions and the School Culture Team and Leadership Team also maintain additional records on students' social and emotional needs when needed.

IHP leaders collect and analyze data to measure the impact and effectiveness of the SEL program and the ways in which the team supports students' social and emotional health. They use data from a variety of sources including classroom walkthroughs and observations, teacher, and student surveys, in 1-1 meetings with coaches, and anecdotal feedback in addition to reviewing data points which are outlined earlier in this section. School leaders, the school Social Worker, and Instructional Leaders perform observations to determine if programs/interventions are being implemented with fidelity. The school responds to this data in various ways some examples include increasing the amount of coaching and support for teachers and staff, providing additional professional development opportunities, implementing small group and/or individual student interventions such as behavior plans and goal trackers, and implementing schoolwide initiatives such as incentives and competitions using the League Values. The school leadership team carefully reviews the data after additional support has been provided to determine whether they will continue with programs related to student social and emotional wellbeing.

Section 2. Organizational Soundness
Benchmark 4: Financial Condition

IHP has remained financially stable throughout this charter term as evidenced by our performance on the annual financial indicators. In IHPs first three years of operations the leaders made fiscally sound financial decisions. On the revenue side, enrollment provided sufficient per pupil revenue and the school was able to rely very little on outside grant contributions. During the first three years of its charter, IHP met and exceeded the cash position standard which is fairly uncommon for charters in their early years. Over the past 3 years, the school has focused on building its cash position and ended the 2022 school year with over $3M in cash and meeting the cash position standard with more than 60 days' worth of cash.

IHP's expenses support the programmatic design of the school. Roughly 60% of the school's expenses are allocated to staffing as IHP is committed to offering competitive salaries to recruit and retain top talent. IHP's staffing plan design includes necessary administrative and instructional staff to support the school's diverse student population which includes general education students, students with disabilities, Title 1 students, MLL students and other students at risk. Historically, the school's

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curricular expenses remain aligned with the school's programmatic vision while keeping the school financially stable. The facilities funding that IHP receives annually has fully covered the co-located school building's rent which has helped the school ensure its financial viability during these early years and will further support the school's tenancy in this space. Curricular materials, classroom supplies, and professional development have been adequately funded. The school practices sound budget development and management as evidenced by the NYSED CSO Fiscal dashboard. The school's revenue has exceeded its expenses in each year of the school's charter term. Additionally, the school's composite score has been over 1.5 for the last 3 years. The school has consistently reported steady increases to its net assets - ending school year 2022 with over $2M in Net Assets.

The school contracted with Accounting Solutions of New York (ASN). ASN supports IHP in managing its finances, Annual Audit and Fiscal Compliance, to ensure that the school makes sound financial decisions that ensure long-term financial stability. For example, in our founding year ASN partnered with the schools Founding DOO to codify the school's internal financial systems and develop a Financial Policy and Procedure Manual that is in line with GAAP and supports the programmatic efforts of IHP. Because of ASN's partnership with the BoT and management, the school continues to remain in a strong financial position.

During the 2022-2023 school year, the school has faced enrollment challenges aligned with enrollment declines that many schools throughout NYC have faced. In light of that, IHP has submitted a request to reduce our authorized enrollment. The School has run a substantial surplus in each of the last several years of operation, has consistently clean audits, a healthy balance sheet, and is not in any form of financial distress despite being under enrolled.

With the support of the BoT, the school decided to renegotiate the lease agreement with the landlord. This decision was prompted by the need to adjust the terms according to our current enrollment numbers. Considering the fluctuations in student enrollment across NYC, our aim was to allocate an appropriate portion of our budget to facilities, enabling the majority of funds to be invested in teaching and learning, thereby maximizing student outcomes at IHP.

The Board of Trustees (BoT) is responsible for approving IHP's annual budget, reviewing regular financial reports, and ensuring that the school operates in a fiscally responsible and sound manner. In the process of reviewing and approving the annual budget by June 30th before the start of each fiscal year, the BoT provides final approval of the school's competitive bidding procedure and approves all purchased services contracts and lease agreements. The BoT engages an audit firm to conduct an annual independent audit and reviews any management or advisory letters issued (none) as a result of the annual audit. Board approval (as documented in the board meeting minutes) is required for incurring any loans(none), notes, bond financing or lines of credit (none) for the School. The Board investigates any suspected fraudulent acts (none) and makes any decision to solve a conflict of interest.

The Finance Committee is responsible for developing annual budgets with support from management. After the budget is developed, it is presented to the BoT for review and approval. The actuals vs. budget and year end projection reports are reviewed monthly by the Finance Committee. Additional responsibilities of the Finance Committee include oversight of the school's auditing, and financial management initiatives. These checks and balances help the school maintain its financial stability and viability.

IHP's BoT is very involved in the long-term financial planning for the school. Throughout the school's charter term and especially during the pandemic, the BoT often engaged with the school in conversations about potential grant opportunities and public funding that IHP might be eligible to receive. In July 2023, we opened an account with IDB Bank to transfer funds into the ICS (Insured Cash Sweep) product. ICS is a deposit program that works like a demand deposit or money market account that offers accessibility to funds on a daily basis, while earning a market interest rate. ICS offers the benefit of extended FDIC Insurance. This ensures that we're maximizing interest earned while we work

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with school leadership to make decisions about how we can use funding to maximize academic, social, and emotional gains for students

The Finance Committee of the Board met regularly throughout the school's charter term to evaluate the school's financial performance, review large expenditures and contracts for approval, and provide guidance on managing the school's short and long-term financial health. As previously mentioned, the Finance Committee reviews IHP's balance sheet and budget-to-actuals and year end projections monthly. The Committee discusses the reports and any areas of concern and develops suggestions to bring to the Board. Here is a link to examples of the reports the board routinely reviews- IHP's Financial Report.

IHP's BoT remains committed to holding itself and management accountable for routinely monitoring the school's financial position and discussing the school's long term financial planning. A financial update is discussed at monthly board meetings. The full BoT reviews IHP's balance sheet and budget-to-actuals as needed throughout the year, and discusses all matters brought by the Finance Committee. A member from ASN's team is also present at Board meetings to provide additional information to the school's board regarding its financial performance and plans.

IHP continues to exceed its cash position standard despite fluctuating enrollment numbers and the overall decreased student population of NYC students. Additionally, IHP has secured grants to ensure resources and personnel are best allocated to support students' social, emotional, and academic learning.

Benchmark 5: Financial Management

Ivy Hill Prep has established robust financial policies and procedures that prioritize internal controls, fiscal responsibility, transparency, and accountability. These measures adhere to the generally accepted accounting principles (GAAP) as well as the rules and regulations set forth by the Financial Accounting Standards Board (FASB). The school proactively sets budget objectives and regularly analyzes its budget in alignment to these standards. By consistently upholding these principles, Ivy Hill Prep supported by the Board's finance committee strives to achieve the utmost financial prudence and stewardship, ultimately enriching the academic experience for our students and fostering trust among our stakeholders.

As outlined in Benchmark 4, IHP has always been in good financial standing as evaluated by annual indicators. The school has increased its cash position over the last two years exceeding the 60-day cash on hand standard and the school has been able to provide a robust academic program while meeting all of its financial obligations. School Leadership and the BoT have been working to **allocate budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.** As a result of this, IHP has been able to conduct an annual review of the school's needs to improve instruction. Specifically, implementing new systems and processes to strengthen 1) academic systems to analyze data and 2) SEL programming.

The School has developed and maintained a **set of written financial policies and procedures** that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practiced in the United States of America and the rules and regulations established by the Financial Accounting Standards Board (FASB). The School follows all the relevant laws and regulations that govern charter schools within the United States and the City and State of New York. During pre-opening, the School adopted robust internal controls and procedures and has maintained fidelity to them through its first charter term. The school's internal financial controls consist of Segregation of Duties, Restricted Access, Document Control, Records Retention, Processing Controls, Reconciliation Controls, Annual Independent Audit, Security of Financial Data, and Risk Assessment

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The School utilizes fiscal guidelines and policies, including the school's Financial Policies and Procedures Manual, as well as tools for annual budgeting, fiscal oversight, and reporting on the school's fiscal health. The Director of Operations meets monthly with the Audit and Finance Committee to report on where the school stands in meeting its budget and fiscal goals, and periodically to review the budget for the subsequent year. In addition, the Audit and Finance Committee meets annually with the school's external auditors regarding audits of the school's financial performance and fiscal soundness. Audits are conducted in accordance with Generally Accepted Auditing Standards (GAAS). The BoT has read the guidelines in order to understand the areas on which the independent auditors will be focusing, in addition to routine financial matters.

Ivy Hill Prep has established the importance of enforcing and maintaining accountability, transparency, and accuracy in its day-to-day financial transactions. The School has adopted the following internal controls to safeguard all assets: segregation of duties, restricted access, document control, records retention, processing controls, reconciliation controls, annual independent audit, security of financial data, risk assessment and fraud prevention. Since the start of the charter term, the debit card usage policy has been amended to maximize fraud prevention. Debit cards shall not be linked to any mobile applications, subscriptions and travel charges require pre-authorization for school business. Additionally, any expenditures for an individual for school related items are a reimbursement expense and should not be purchased with the debit card. HP follows generally accepted accounting principles as evidenced by independent financial audits.

During the 2020 Audit we were informed that we did not meet the required amount needed in Escrow Account for Dissolution. At the time of the audit, we had $20,000 in the account and it is stipulated in our charter that we place $25,000 a year in the account. At this time, we should have had $50,000. To rectify the matter, IHP initiated a transfer and placed the correct amount in the account and made a recommendation to create an internal reminder to make another transfer of $25,000 at the end of the upcoming school year. This will not be an issue in the coming years as the requirement is $75,000 and IHP has met that threshold.

During the 2022 Audit, we were informed that our Corporate Debit Card did not have supporting documentation for all purchases made. That documentation being receipts, approvals, and in some cases, sales tax was paid to vendors. To rectify these matters, IHP has provided operations and leadership with the Tax-exempt form for the school to issue to new vendors upon initial connection. To rectify the Corporate Debit Card, Management has created shared folders for the Accounting Firm as well as the operations team to streamline the collection process and reconciliation process of receipts and approvals.

In addition, it was also found that during the 2022 audit IHP did not have all required fingerprints for staff in the employee files. Internally IHP created a streamlined Human Resource onboarding process that encompasses all compliance requirements for charter schools upon onboarding. For example, the welcome email that is sent by management to staff contains the necessary action steps for the required fingerprinting process.

Lastly during the 2022 audit it was found that the Home Language surveys for students were not in the files as required by IHP and the Education Department. Following that discovery, the management team rolled out a quarterly audit process inclusive of all student files, enrollment, and health forms. This internal audit allows for IHP's operations team to ensure that all required materials have been collected and updated throughout the year as needed.

Benchmark 6: Board Oversight and Governance

IHP is committed to fostering a diverse Board that is passionately driven to enhance outcomes for students, all while ardently advocating for the interests of IHP students, families, and community members. The Board, assisted by IHP's management team, maintains a matrix of current Board

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members including their racial/ethnic background, gender, organizational affiliations, and skill sets. This is used to identify gap areas in diversity or skill. Outreach is conducted through the school's parent/guardian community, school leadership, and current Board members. Prospective Board members meet with the School leader, interview with IHP's BoT members, observe board meeting and committee spaces, and tour the School. Board members are assessed not only for their skills and contribution to diversity, but for their commitment to and understanding of mission, and understanding of the Board's collective role in strategic and fiduciary oversight.

Since the IHP opened its doors, the board has transitioned from a founding board to a governing one. A few founding board members in the first class and second class have opted not to renew their membership terms after their four-year commitment due to changing personal circumstances and the challenges of the pandemic. Additionally, one founding board member resigned due to an overlap of duties with their primary role in the NY Supreme Court. The board and IHP community continue to actively recruit members to the board. We currently have 5 board members and have a goal of having 10-12 trustees at any given time.

Board meetings regularly include review of the School dashboard, which includes measures relating to academic performance, attendance, discipline, staff vacancies, financial performance, and Board engagement. Through its committee work and monthly meetings, which include presentations by, and discussions with, School and BoT leadership, Board members are able to both monitor and inform strategic and ongoing improvement work. For example, Board members have had ongoing involvement in decisions about enrollment and facilities planning. Board members have also had regular discussions with School leadership regarding how to live the School's mission, key design elements, and values in alignment with charter goals. Additionally, the board participates in annual retreats to review the school and Board's performance to generate annual strategic goals.

The Board demonstrates active oversight of the management, fiscal operations, and progress toward goals in various ways. One way is the work of Board committees, including the monthly Finance and Program committees. Another is Monthly Board meetings, which include periodic review of the organizational dashboard (which includes key metrics such as enrollment, attendance, academic performance, board participation, and financial performance).

The board regularly updates IHP's policies. School policies are occasionally updated due to new legal requirements at the City or State level. In these instances, the School's counsel identifies any required policy changes and school leadership brings these proposed changes to the full Board for discussion and approval at public meetings. In other instances, potential policy changes are prompted by school or IHP management, parents/guardians, other community members, or Board members themselves. In these cases, school leadership will review the proposed policy change, compare it to current policy and practice, assess its legality in partnership with the School's counsel, and assess its consistency with mission and key design elements. Any proposed policy changes are then brought to the Board for discussion and decision-making.

The Board completes a self-evaluation and participates in a minimum of bi-annual retreats in order to better understand its strengths and weaknesses. At least annually, the Board discusses Board functioning and effectiveness at one of its meetings. Additionally, the board seeks out professional development opportunities from Education Board Partners and Board on Track. Education Board Partners specialize in charter school board development, and Board on Track provides guidance and supports with the management of charter school governance. Board attendance and engagement is tracked through BoardOnTrack.

In addition to conducting their own self-review, the Board also carries out an annual formal assessment of the Head of School. The primary goal of this process is to enhance management effectiveness. This evaluation process is led by the HOS committee chair. Progress and performance towards academic organizational goals as outlined in the charter make up this evaluation of key

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academic, cultural, and financial documents/dashboards. The board monitors HOS performance through monthly HOS meetings throughout the academic year and reviews family surveys administered by the school. The Board and HOS establish goals at the start of each academic year; these goals are aligned to organizational goals as outlined in the charter. Through monthly committee meetings, the board oversees and maintains management's accountability through the examination of dashboards, academic data, and financial documents. The HOS' evaluation is conducted through BoardOnTrack annually and includes feedback from all trustees, leadership team members and a self-evaluation from the HOS. This evaluation reviews the following core competencies: demonstrates integrity, cultivates a culture of excellence, drives academic excellence and student performance, staff development, organizational compliance/administration, financial performance, and community engagement, including board partnership and family satisfaction. The HOS receives a copy of a summarized evaluation. Additionally, the HOS is supported by an academic coach-outside consultant. This coach provides expertise to support the HOS development and allow for thought partnership.

The Board maintains a conflict-of-interest policy, and Board members complete annual conflict of interest and financial disclosure forms. School counsel regularly apprises the Board of any new legal obligations and is available for consultation on Board-related legal matters on an as-needed basis. IHP's management team regularly monitor advisories and updates from the State Education Department, the NYC Charter School Center, and the NYS Charter School Association, to ensure that they can in turn brief Board members about any new or changed legal obligations.

The Board complies with NY Open Meeting Laws and Article 7 of the Public Officers Law. All Board and committee meetings are open to the public. A minimum of 12 meetings are held each year with standing time/space for community feedback during each meeting. Additionally, during monthly family events, families have the opportunity to express their inquiries and concerns. All Board meetings are posted at least 72 hours in advance. The Board secretary records the minutes of meetings, making them publicly available for inspection and copying within two weeks of meeting date. Standing committees occur at least 10 times per year. Board meetings are posted in the school's office and are publicly available on IHP's website. The Board welcomes staff, parent, and community participation in Board meetings, including through staff reports, parent and public comments, and its commitment to responding to all community member questions and concerns. In addition, for the upcoming term, IHP's management will move to reserve one board seat for a member of the parent/guardian community. The board actively seeks to ensure the involvement of all stakeholders.

Benchmark 7: Organizational Capacity

Ivy Hill Prep's School Leadership Team (LT) is led by the Head of School (HOS), who in turn reports to Ivy Hill Prep's Board of Trustees (BoT). This group ensures alignment with the school's mission and goals that are communicated to the school's staff routinely. Investing in hiring strong leaders and highly qualified teachers is a priority for IHP as school staff establish the overall culture of the school and ultimately impact student outcomes. Ivy Hill Prep's leadership team has been modestly adjusted over the past charter term in order to meet the school's changing needs and priorities. The leadership team meets weekly to align and ensure the team is on track to meeting end of year goals and school priorities. The Instructional Leadership Team (ILT) also meets weekly to dive deeper to analyze all instructional data. These meetings are a combination of strategy, planning, responding to data and planning differentiated professional development sessions for all staff members. These sessions along with individual meetings with each school leader include refining classroom observation practices, modeling teacher coaching and reviewing student data to enhance student learning and outcomes. These routine touch points ensure that leaders are aligned on school priorities and in turn ensure that the rest of the school staff is trained and committed to the school's annual goals. Annually, the school reports its progress towards these goals in the annual report.

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IHP continuously seeks to ensure the roles and responsibilities of School staff and Board Members are clearly articulated and adhered to. Please read on for more information:

- **Board Members:** The Board of Trustees holds the school's charter and is responsible for effective academic, financial, and organizational oversight. These responsibilities include, but are not necessarily limited to: maintaining legal and ethical responsibility for the school; hiring, managing, and evaluating the Head of School; defining the school's mission and vision; defining policies related to the mission and governance; defining metrics to be used to review and assess the school's progress against the goals defined in the charter; reviewing monthly academic and financial dashboards prepared by management; reviewing and approving the annual budget; reviewing monthly financial statements relative to defined benchmarks; participating in fundraising and making an annual, personal contribution to the school. The Board will delegate to the Head of School management of day-to-day operations including all staff hiring; the Head of School will report to the Board, be the only role to do so, and serve in a non-voting, ex officio position

- **Head of School: T**he HOS, under the oversight of the Board, is responsible for developing the school's programmatic vision, managing the school's academic programs and fiscal operations, and the day-to-day overall management of the School. The HOS and school staff are responsible for implementing the education programs in accordance with Board policies and the School's charter. is hired by, evaluated by, and held accountable to the Governing Board relative to all aspects of the school's academic program, financial management, and organizational health. S/he is responsible for maintaining the integrity of Ivy Hill Prep's mission and for constantly monitoring school-wide goals, academic progress towards goals, leadership development and coaching, student and adult culture, staff communication, parent communication, and family events. The Head of School oversees the academic program, including curriculum development, instruction, and the professional development of instructional staff. S/he ensures that business and operational procedures are sound by maintaining the school budget, accounting systems, and ensuring Ivy Hill Prep is operating in compliance with all federal, state, and local requirements. The Head of School is responsible for interfacing with the constituents of the school and will serve as the liaison between the Board and the school's leadership and instructional staff. S/he is responsible for recruiting, hiring, supervising, and evaluating all employees of the school.

- **IHP Leadership Team:** The Leadership team, under the guidance of the HOS, is responsible for aspects of curriculum, instruction, assessment, teacher evaluations, and professional development. Over the last year, IHP has piloted a slightly revised leadership structure to best support our students' changing needs. This past year, IHP's leadership team consisted of four (4) leaders, in addition to The Head of School. (1) The Assistant Head of School (2) The Director of Operations (3) The Dean of School Culture and (4) The Deans of Curriculum & Instruction. (The revised Organizational Chart will be addressed more fully in Section 4 - Charter Revisions).

- **Director or Operations (DOO):** The DOO is responsible for facilities upkeep, maintenance, and school cleanliness. The DOO manages an operations team which oversees reception, phones, mail, supplies, nursing, security, custodial vendors, food, maintenance contracts, elevator, fire. The operations team is responsible for supply procurement, transportation, liaising with vendors, managing attendance, building school systems, and overseeing dismissal and arrival. In conjunction with the Back-Office Provider, the definition of procedures designed to ensure fiscal compliance. The DOO maintains all student records and files. The DOO assists with preparation for our annual audits, executes compliance-related procedures, coordinates health, food, transportation, and security services, and manages all members of the Operations Team. The

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DOO is the Human Resources liaison to the school. The DOO reports to and is evaluated by the Head of School.

IHP School Leaders prioritize building strong relationships with the school's stakeholders to ensure that these roles and responsibilities are fulfilled.

IHP has designed clear, consistent communication systems and decision-making processes to ensure smooth operation. The HOS creates weekly communications to staff and families that share important school updates and initiatives. This communication is meant to be clear, consistent, and to provide transparency. IHP leaders are committed to providing staff and families various formal and informal opportunities to provide feedback to the school. Families are regularly encouraged to reach out with any questions or concerns and given a list of contact information for all staff members. IHP leaders leverage parent meetings, ParentSquare, DeansList, and Class dojo, that offers communications via email and text in the stakeholder's preferred language, and virtual town halls to stay more connected with staff, families, and board members.

School leaders regularly solicit staff feedback for decision making. They do this informally by leading meetings with their direct reports weekly. These meetings include reviewing the week's academic and school culture priorities by discussing student data and determining next steps to improve student outcomes. School leaders also use coaching meetings to receive candid feedback from their reports, using a 2x2 feedback framework. Staff also have the opportunity to provide leaders with feedback about school procedures, family outreach and student interventions. Additionally, the HOS leads weekly staff meetings/huddles to share upcoming school events and initiatives. In general, leaders have an open-door policy to encourage all staff to take an active role in impacting change. Additionally, IHP leadership distributes internally created staff surveys to solicit feedback from staff. During the pandemic, IHP leaders solicited feedback from staff more than any other year. It was important that leaders understood the challenges our staff faced throughout the year to best support them. The results of the surveys were used by leadership to adapt schedules, enhance safety protocols and to fu--rther ensure the wellbeing of each of our staff members. Staff receive a weekly "Team & Family" email which highlights current events, an academic focus area for coaching, and important updates regarding school culture, special education, and any upcoming deadlines or action items. Staff feedback is sought via email, Google forms, and staff are also invited to sign up for input meetings or collaborative problem-solving spaces, which are an opportunity for staff to provide input on specific topics and recommend next steps. Leaders use the work from input meetings to inform planning and next steps.

IHP leaders communicate routinely with families (and board members) via Weekly HOS Messages sent through the school's communication platform. Parent teacher conferences are scheduled 3 times annually. Families are encouraged to attend to learn more about their child's academic performance and progress. The school has always hosted a handful of parent events each year to partner with parents for school wide initiatives, or host parent workshops on a variety of topics. This past year, IHP surveyed families two times, hosted monthly town hall meetings, and provided additional support to further strengthen the school's connection with families. Additionally, the school relies on stakeholders' participation in the annual NYCDOE and NYSED CSO surveys for formal feedback from staff and families.

IHP refers to the dedicated staff who are recruited, hired, developed, and retained, rather than the physical school building itself. The school has a well-defined process for both recruiting and retaining committed staff. Additionally, when necessary, they take appropriate measures to remove ineffective staff. All positions are posted publicly and include a job description and minimum requirements. All prospective employees submit their resume and an application specifically tailored to the available position they are applying for at IHP via the job board or by sending an email to info@ivyhillprep.org. All resumes and cover letters are reviewed by a HOS/AHOS to determine eligibility and fit for the position. The HOS/AHOS will phone scree-n any candidate that passes the initial resume and application review. If

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the candidate passes the phone screen, they will be invited to the school for an in-person interview. The School's interview committee, which includes members of the leadership and key teachers, helps the HOS or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the school's staff; and b) will fit IHP's unique culture and environment. Each in person interview includes a Demonstration Lesson (teaching candidates only). Time will be reserved between lessons, if applicable, for the candidate to debrief with IHP leadership and receive feedback. In the event the School would like to move forward with a candidate, they call references provided by the employee, which must include a former employer and manager. Candidates are required to provide FBI background/fingerprint clearances upon hire. Offers to candidates are made contingent upon clearances of these checks. IHP makes every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all its working relationships. IHP actively seeks diversity in its student/parent body, faculty, staff, and administration and is committed to equal employment opportunity. The School takes all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in candidate's exclusion from further consideration for employment and/or termination of employment.

IHP is committed to retaining high-performing staff. We offer additional compensation in the form of stipends for leadership teaching positions, payable in accordance with terms established for such committees as may be set forth in the Employee Manual or written notices, as may be amended from time to time. If it becomes necessary to remove an ineffective staff member, the school will take appropriate action following the policies set forth in the Employee Handbook. Please note that a revision is being submitted with this renewal application for the Employee Handbook. Employees of IHP are considered "at will", and therefore either the employee or the school may terminate the employment relationship at any time for any legal reason. Within five working days of an employee's termination, IHP will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination.

IHP recruits and hires a diverse set of high-quality personnel to meet the educational and operational needs of the school. The school selects teachers and staff based on strong academic preparation, instructional/operational knowledge and expertise, professional competence, intellectual rigor, appreciation of diversity and emotional maturity. Previous professional experience, academic records and skill set are also used to hire the highest qualified candidates. Successful candidates for teaching and staff positions must demonstrate that they are willing and able to support the educational and developmental needs of a diverse student population. Once hired, all staff are evaluated annually by their direct managers to discuss position performance, growth opportunities, and career development.

Creating routine opportunities to share best practices and information is of paramount importance to IHP's Head of School. Collaboration is at the core of IHP's staff culture. Grade teams meet weekly to collaborate in developing lesson plans, reviewing academic data, and aligning on the school's goals. All staff meet weekly during staff meetings where IHP leaders share out school initiatives, celebrate teacher/student successes and provide targeted professional development to further strengthen student learning. During these staff meetings, teachers are encouraged to work closely with each other to practice instructional delivery strategies and share best practices.

IHP offers a robust professional development (PD) program throughout the school year and summer to ensure that all teachers and staff have the requisite training, skills, expertise, and alignment on IHP's academic and organizational goals. A revision request is being submitted with this renewal application regarding the details of our Professional Development for Staff. Through comprehensive professional development training and routine support, the leadership team obtains staff commitment

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to the school's goals. In addition to the scheduled professional development, leaders' observations and coaching is embedded in teachers' schedules. The scheduled professional development sessions, led by the Head of School, with the support of the Leadership Team, are as follows:

- **Leader Institute**: IHP hosts both summer leadership training for all school leaders, and a summer leader retreat, to promote team building and building a cohesive team. This training, which ranges in length depending on the year, includes: aligning on priorities and focus areas for the school year, best practice sharing for coaching and managing teachers, how to improve the overall student experience, real-time coaching, high leverage feedback in the moment, and using data effectively. (using academic data from the previous year to inform practices for the fall).
- **Summer Institute**: Teachers attend a 19-day training each August which includes the following training: School safety, school policies and procedures, mandated HR training, relationships and routines, response to behavior, restorative justice practices, SEL curriculum, instructional best practice, gradual release and scaffolding for student learning.
- **Scheduled Weekly Professional Development:** All staff meet weekly for a combination of targeted professional development, general updates and community building led by school leaders. Following the benchmarks of a school year, professional development is focused on assessing student growth, adjusting instruction, building relationships and routines with students as well as the many small requirements of school staff.

IHP has systems to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation which is geared toward improving instructional practice. The frameworks we have adopted are developmental in nature, and were designed to support on-going growth, regardless of where an individual may currently be in his or her practice. In the fall of 2022, IHP introduced two versions of the New Leaders Framework, one for instructional leaders and one for non-instructional leaders. For teachers, the school has adapted a streamlined version of the Danielson Framework focusing on 13 components carefully chosen to align with our values and priorities. We also introduced the Danielson Framework for Social Workers, so that staff across a multitude of roles would have a tool to support their on-going development. We plan to continue our use of these frameworks with some slight revisions to the process. (Attachment J is a comprehensive narrative describing the process school leadership uses to evaluate teachers). Our general approach is as follows: All staff members are given feedback on a regular basis outside of the evaluation process. Teachers are observed at least 2x/month and receive written and/or verbal feedback. Leaders hold beginning of year coaching meetings, to align on focus areas for coaching and development, aligned to school priorities and the Danielson Framework. Every staff member receives a mid-year rating from their immediate manager clearly articulating their overall performance level and relative strengths and growth areas. All mid-year conferences are completed by early spring to monitor growth and development. In the 2023-2024 school year, staff will have end of year evaluations to assess the growth and development aligned to school priorities and the Danielson Framework. We do not conduct a second, end-of-year evaluation unless requested by a staff member or determined needed by a manager.

In the same way that IHP evaluates staff, they also solicit staff feedback and satisfaction. The HOS and Director of Operations provide weekly school updates to all staff members via email. Surveys are frequently included in these communications to solicit feedback on events, safety drills, and school procedures that occurred during the week. IHP leaders are focused on adapting our procedures to streamline processes to support our staff. Informal feedback is a recurring agenda topic during 1:1 check-ins and weekly staff meetings which include teaching and operations staff. Soliciting feedback and understanding teacher satisfaction is a critical component of the school's professional culture. Establishing routine touchpoints with staff has been vital to the school's successful response to the

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pandemic. As mentioned previously, input meetings are routine opportunities for staff to provide feedback on specific topics. These meetings are where staff identify what's going well, what challenges are present, and make recommendations for next steps and growth based on resources, human power (what they can add, who can carry out the actions), etc. Additionally, IHP's leadership evaluates teacher satisfaction formally through the results of NYCDOE and NYSED CSO surveys distributed annually.

IHP values staff evaluation of professional development. Leaders distribute routine surveys throughout the year to solicit feedback and encourage staff to share feedback weekly regarding the school's professional development program. Leaders also seek feedback at the end of professional development sessions to inform adjustments to future sessions to best meet the needs of staff. The school's leaders make it a priority to adapt the training to best suit the needs of our staff. Oftentimes, weekly PD development is informed by school leader classroom observations and feedback. IHP's model of ongoing and embedded PD as outlined above allows the School to implement these modifications on a real time basis. During Summer Professional development sessions, we elicit explicit feedback from all staff through the form of weekly surveys which are reviewed by the IHP's LT. This includes not only training facilitated locally by IHP leadership team members, as well as training facilitated by our external consultants. Whenever we are reviewing feedback for our external consultants, we use it to improve and inform our future work with them.

Ivy Hill Prep does not employ Comprehensive Management Services; however, the school has contracted with various organizations and contractors for various professional development support. UChicago Impact, supports the IHP community by providing professional learning support to teachers and leaders with our online reading assessment, STEP. This consultant leads data analysis and instructional planning meetings with teachers and leaders at least 3x a year, aligned to IHP's academic calendar. Journey Therapy Center LLC supports the IHP community, by providing monthly coaching and support to the school Social Worker, and Social Work interns. JTC LLC, also helps to increase collaboration between the Dean of School Culture, Social Worker and IHP families, to promote an environment which creates space for positive social emotional learning including family workshops and paraprofessional training. Diana R Williams, SPED Consultant, will support the expansion of the Special Education Program for 2023-2024 school year. Ms. Williams will support the school by 1) holding weekly meetings with the Special Education Leader, 2) assist with the implementation of Wilson and Comprehension Tier 3 intervention programs, 3) support with the maintenance of Multi-Tiered Systems of Support (MTSS) and 4) support IHP with Special Education Compliance Tasks (Records, Reporting, Encounters). Ashley Furan, Educational Consultant, supports the Head of School and her work with the broader School Leadership Team. She works with the Head of School on strategic planning and development and has supported charter renewal and the team's faithfulness to the charter. In 2023-2024, IHP will be partnering with Ashley Furan to ensure school leadership is continuing to grow and develop in line with the charter.

Section 3. Faithfulness to Charter and Law

Benchmark 8: Mission and Key Design Elements
Mission Statement: Through high quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of promise and opportunity.

Key Design Elements (KDE) from the approved charter: The Key Design Elements (KDEs) reflect IHP's mission, and the six objectives outlined in Education Law §2850(2). The KDEs are grounded in research and theory. IHP has worked to implement these key design elements and will continue to work to make

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these KDEs even more visible in the fabric of our school community. **Ivy Hill Prep's current NYSED-approved key design elements are:**

1. The road to college begins in kindergarten. --- "All children, regardless of demographics, will rise to the expectation set for them. Currently, one in ten students from low-income communities will graduate from college. We believe all children, regardless of race or zip code, should be prepared to succeed academically in the college or university of their choice, and the foundation for that choice starts in early elementary school. Our scholars should have the opportunity to attend a high-quality school in their neighborhood that prepares them for college; it is their civil right. We will introduce college to our students from the first day of kindergarten. College pennants will decorate walls, classrooms will be named after a college or university, classrooms will adopt the mascots of their namesake colleges and universities, school chants and expressions will reflect college matriculation and graduation expectations, students, with their families invited to join, will attend trips to colleges and universities, and Ivy Hill Prep leaders and teachers will speak often of their higher education experiences. When scholars enter our building, we will welcome them into an environment that has been proven successful in other high-performing schools: one that is predictable, structured, encouraging, rigorous, and joyful. Within this environment, students will be equipped with the academic tools and character foundation necessary to thrive in high school and succeed in college. We believe in the impact of high expectations and that every minute matters. To ensure that we are maximizing time, we implement an extended school day that includes double blocks of math and literacy. Scholars learn to build mathematical skills and conceptualize the tasks at hand. Our K-5 scholars will be able to read at or above grade level, with the ability to analyze, think critically, and discuss challenging texts. At Ivy Hill Prep, the environment will be predictable, the work will be challenging, and the supports in place will provide our scholars with an experience that develops them academically and professionally."

> **Reflection on Implementation:** Ivy Hill Prep works to ensure all students and staff have a focus on college- it is key to the design. We aim for students to be equipped with the academic and character skills necessary to thrive here, in middle school, high school, and in college. Our character programming and academic programming is outlined in Benchmarks 2 and 7. Our classes are named and decorated after colleges and universities. Scholars learn a chant/cheer for their school to drum up excitement about college and focus on our Ivy League values (**L**eadership, **E**xcellence, **A**cademic **G**rowth, **U**nique, Confidenc**e**). We have not successfully completed college/university trips with all grade levels. We've partnered with NYU in various ways over the past 3 years- in person visit to NYU, an NYU visit to IHP, and a virtual meeting. In the 2023-2024 school year, teachers and leaders will collaborate to plan at least two grade-appropriate college visits for academy levels.

2. Reading is fundamental. Literacy is power. "Kofi Annan said, "Literacy is a bridge from misery to hope." Children from low-income homes enroll in school at a significant disadvantage, due to their exposure to approximately 30 million fewer words than experienced by their more affluent peers. The "word gap" plays a large role in the achievement gap, in school and in life. We will close this "word gap" starting in kindergarten. Robust literacy instruction will be the tool that will allow scholars to compete with their wealthier peers and gain access to lives of promise and opportunity. Scholars will have 225 minutes of literacy instruction Mon-Thu and 135 minutes on Fridays as they master decoding, fluency, accuracy, and comprehension. Literacy instruction is coupled with teaching the majority of that in small groups. Scholars are grouped by literacy levels to ensure all scholars, including those with special needs and ELLs, receive the targeted skills

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necessary for their independent development. With a prioritized focus on literacy, we ensure that by the end of second grade, scholars are reading at grade level, able to engage in content across subject areas and communicate and defend their thoughts effectively and confidently."

> **Reflection on Implementation:** Literacy and Reading are front and center at IHP and key to the design. We focus on high-quality literacy instruction as outlined in Benchmark 2. We have three (3) reading block rotations in grades K-2. Students receive instruction in guided reading and phonics (Reading Mastery/Wilson). Students follow their individualized learning paths during independent work time utilizing Epic, iReady, and Splash Learn. During Guided Reading, all students receive instruction in small groups, with a teacher, on their level. We also provide reading intervention based on scholar skill level and performance. Specifically in grades 3-5, guided reading is used to target tier 3 scholars who need intense intervention and support. We also use independent reading and book clubs to create scholar investment and buy-in for reading at IHP. Our goal is to ensure all students are making significant growth. Scholars have 225 minutes of literacy instruction Mon-Thu and 135 minutes on Fridays as they master decoding, fluency, accuracy, and comprehension. Literacy instruction often happens in small groups where students are grouped by levels to ensure all scholars, including those with special needs and ELLs, receive the targeted skills necessary for their independent development. With a prioritized focus on literacy, we ensure that by the end of second grade, scholars are reading at grade level, able to engage in content across subject areas and communicate and defend their thoughts effectively and confidently.

3. Student success requires a data-driven approach and a relentless commitment to results.
"With uncompromising attention to data-driven instruction, we will use a proven system to collect and analyze different types of data throughout the academic year. We will use data to evaluate the effectiveness of every aspect of our program and evaluate our performance against the goals defined in Section I.A. We will use daily exit tickets, internally created interim assessments, STEP assessments, standardized exams, and nationally norm-referenced assessments to evaluate scholars' progress toward ambitious goals. We will administer STEP every six weeks. Interim assessments, aligned to the NYS Common Core Learning Standards, will be administered six times per year. Students will take the nationally normed NWEA MAP assessment at the beginning, middle, and end of each year. Once we enroll students in third grade, we will administer state assessments according to the New York state assessment schedule. We will use collected data to evaluate student achievement, identify appropriate interventions for struggling students, and inform our whole-class curriculum and instruction. Teachers and staff will consistently collect and analyze meaningful data points on student academic progress and achievement, which will allow for effective instructional oversight and impactful individualized support every day.

> **Reflection on Implementation:** We use data in all that we do- using data-driven instruction is key to the design of IHP. Collecting and analyzing data helps us to monitor student progress and achievement. As discussed in Benchmark 2 and 7, we regularly look at student work to understand what students have mastered and where they still need support. We know that student success requires a data-driven approach and a relentless commitment to results. We will use daily exit tickets, internally created interim assessments, STEP assessments, standardized exams, and nationally norm-referenced assessments to evaluate scholars' progress toward ambitious goals. Weekly shared planning meetings support this work. We will administer STEP every six weeks. Interim assessments, aligned to the NYS Common Core Learning Standards, will be administered three times per year. Students will take the nationally normed NWEA MAP assessment at the beginning, middle, and end of each year for ELA, Math, and Science. Each trimester,

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IHP staff come together on a "Data Day" when there are no scholars in the building, to reflect, analyze and create action-plans to drive student achievement. We use Multi-Tiered Systems of Support (MTSS) to put additional support into place as needed for all scholars. Additionally, all staff receive PD on real-time coaching and feedback for students- using in the moment data to make instructional decisions which drive academic results for all students.

4. Exceptional teaching produces exceptional results." Teacher quality is the single most important factor in student achievement. We hire individuals who are mission-aligned, eager to learn, and devoted to the academic achievement of our scholars. Leaders will deliver purposeful, frequent PD responsive to student and teacher needs. We will execute a continuous teacher observation and feedback loop to foster constant improvement. In Years 1 and 2, the Head of School will be responsible for coordinating, designing and/or delivering all PD, and in subsequent years, the Dean of Curriculum and Instruction will share these PD responsibilities. As described in Section III.D, all teachers will be formally observed by their coach once per week. Coaches will record "glows and grows" observed during each teacher's lesson and will diagnose the highest lever(s) for feedback that align with each teacher's current PD goal. Within the same week of being observed, teachers will receive written feedback, have an in-person meeting with their coach to discuss and implement the feedback, and practice in front of their coach an upcoming lesson that incorporates the feedback. In addition to formal observations, it will be customary for the Head of School to give informal feedback daily during walk-ins. Teachers may receive live feedback or in-the-moment silent coaching with the expectation that they can immediately implement the feedback. Through verbal, non-verbal, video, and real-time coaching, teachers consistently work towards achieving individual goals that have a direct impact on student achievement."

> **Reflection on Implementation:** Teacher development, coaching, and feedback is key to the design of IHP. Ivy Hill Prep focuses on teacher development because we believe great teachers help get great results for scholars. As discussed in Benchmark 2 and 7, teachers receive robust coaching and development (PD). Weekly PD includes, but is not limited to individualized coaching, planning support, practice, support looking at student work, analyzing data, and culture & climate. Teachers may receive live feedback or in-the-moment coaching with the expectation that they can immediately implement the feedback. Coaches record "glows and grows" observed during each teacher's lesson and will diagnose the highest lever(s) for feedback that align with each teacher's current PD goal. This feedback may be given at an in person coaching meeting or shared via email. Within the same week of being observed, teachers will receive written feedback, have an in-person meeting with their coach to discuss and implement the feedback, and practice in front of their coach an upcoming lesson that incorporates the feedback. In addition to formal observations, it will be customary for the Head of School to give informal feedback daily during walk-ins and share formal feedback with coaches. Through verbal, non-verbal, video, and real-time coaching, teachers consistently work towards achieving individual goals that have a direct impact on student achievement. Teachers also receive development on social emotional learning, in addition to academic topics, to learn how to best support the whole child. Teachers work collaboratively in grade teams, as well as with the school culture and leadership teams, to design academic and culture/behavior support for students.

5. Intentional character development creates student leaders. "Dr. Martin Luther King Jr. once said, "Intelligence plus character – that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate." It is our responsibility to uplift our scholars, reiterate their worth and capabilities, and build leaders that

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will be agents of change as they grow and mature. We will support this personal development through intentional character lessons on Leadership, Excellence, Achievement, Growth, Uniqueness, and confidencE. Scholars will enter any space with the unwavering belief that they belong. K-5 scholars will develop their leadership presence as well as their leadership voice to prepare them to be the voices that drive change in their communities. Scholars' success in middle school, high school, college, and beyond is dependent on them having a strong academic foundation coupled with character and leadership skills. According to studies that correlate grit and academic success, results affirm that "grit positively predicts achievement in challenging domains over and beyond mere talent. That grit – the tendency to pursue long-term challenging goals with perseverance and passion – [is] correlated with Black male collegians' grades, holding all other factors constant, underscores the significance of this trait to achievement." With our character foci centered around our IVY LEAGUE values, coupled with our Martial Arts curriculum as a schoolwide Character course, we are confident in the development of scholars who are academically equipped to succeed and equipped with the leadership and character tools necessary to face adversity. As a school, we will focus on a different value each month.

> **Reflection on Implementation:** Character Development is key to the design of IHP. We intentionally focus on character development and social emotional learning to help students grow as people and as leaders. All that we do is connected to our Ivy League Values (**L**eadership, **E**xcellence, **A**cademic **G**rowth, **U**nique, Confidenc**e**). Students participate in our Social Emotional Learning Curriculum, Purposeful People, weekly. We also have a Social Worker and Social Work Interns to support students 1:1 and in small groups. In the 2023-20234 school, IHP received a grant from Primary Project to enhance the SEL curriculum. Primary Project is a national evidence-based program that helps children in Pre-K through third grade adjust to school, gain confidence, social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success. This Intentional character development creates student leaders. We are intentionally infusing our LEAGUE (Leadership, Excellence, Achievement, Growth, Uniqueness, and confidencE) to promote awareness to the values through class dojo to praise and acknowledge scholars for exemplifying the values throughout the school day. With our character foci centered around our IVY LEAGUE values, coupled with our Martial Arts curriculum, as a schoolwide Character course, we are confident in the development of scholars who are academically equipped to succeed and equipped with the leadership and character tools necessary to face adversity. We have incorporated elective class values to support our LEAGUE values, to ensure intentional character development is present in both academic and elective courses. As the charter states, " It is our responsibility to uplift our scholars, reiterate their worth and capabilities." To do this we have various awards for culture achievement and academic excellence and growth achievement.

6. It takes a village to raise a child. "Research indicates that parental involvement is associated with higher student achievement outcomes. These findings emerge consistently whether the outcome measures are grades, standardized test scores, or even teacher ratings. As educators, it is our primary goal to ensure that each scholar is equipped with the tools necessary to be successful in middle and high school, and eventually in a competitive college or university. Parent support in and out of school can foster a community that contributes to that goal, which is the academic success of our students. Before the academic year commences, staff will conduct home visits, engaging parents in conversations about the hopes and dreams they have for their children and share how Ivy Hill Prep will support their children in reaching their goals.

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Reflection on Implementation: Family partnership & support of the whole child is key to the design of IHP. We believe the home and school connection is vital to student success. Given the effects of COVID and family comfortability, home visits have evolved. Given the effects of COVID and family desires, we have shifted our meetings to take on the form of video calls, phone calls, and in-person meetings at school. At the beginning of the year, families complete Getting to Know You surveys to share important information about their scholar with the school. We regularly inform families of their child's behavioral and academic growth. Daily, teachers will communicate with parents using Dean's List to build and promote positive parent communication and partnership. Parents have access to view their child's behavior and academic report using the Dean's List app. Communicating with families is important so that they can support students' growth and progress, working with the school as partners. IHP communicates with families in a variety of ways regarding academics and behavior. Parents will receive a minimum of one phone call each month to be updated on their child's academic and behavioral progress in all classes. All parents are given teachers' phone numbers and email addresses to encourage open and frequent dialogue. We share weekly communication with updates on whole school events & initiatives. We hold family town hall meetings where families can share candid feedback on their school experience. We frequently host multiple family engagement nights/workshops which teachers and/or our school Social Worker will provide all parents with resources and strategic academic tools to use at home. Parents are invited to our school on a monthly basis for Town Hall meetings with the HOS. Additionally, in the 2023-2024 school year, there will be themed Family Engagement nights to promote the family and school community/partnership. We are always looking for ways to strengthen partnership with our families to better support our scholars**.**

IHP works to ensure that school stakeholders share a common and consistent understanding of the school's mission and key design elements. With new leadership at the School and Board level, Ivy Hill Prep has been committed to keeping the school's mission front and center for all constituents. **The Board:** Board meetings occur monthly to review the implementation of the School's mission; charter promises and annual school priorities. New Board members are thoroughly briefed on the mission and KDEs, along with other key aspects of the School's history, management team and academic program. **All School Staff:** Annually, the school's leaders host a comprehensive Leader Institute and Staff Summer Institute professional development (PD) program. The school's mission, Key Design Elements (KDEs), academic and organizational goals are clearly outlined and embedded in the PD sessions. Staff have an opportunity to think about how KDEs come to life and how they might be elevated. An example of this is, in the Fall of 2022, the IHP leadership team participated in this process. The IHP leadership team had an opportunity to reflect on the strengths and areas of opportunities, to ensure our KDEs are living at IHP. IHP will continue to involve all constituents in building a strong community based on the Mission and KDEs. A clear and aligned understanding of the school's objectives and annual priorities are the core of each summer's PD. **Families:** The School's mission is incorporated into key documents such as the Family Handbook, and parents and students see the KDEs in action through their ongoing engagement in the School's program. The School's mission is also emphasized with families at key gatherings such as welcome sessions, Back to School Night, school tours and various family events.

Benchmark 9: Enrollment, Recruitment, and Retention

Recruitment, Enrollment, and Retention have been a major focus for the Ivy Hill Prep Leadership and the BoT. Ivy Hill Prep's Charter goal was to have 240 enrolled students in Y4 and 360

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enrolled students in year 5. Though challenging due to COVID precautions during the 2020-21 and 2021-2022 school years, school representatives continued to visit local Pre-K's and Headstarts in neighborhoods throughout CSD 18. Despite recruitment efforts being a strong focus for the leadership team and board in the 2022-2023 school year, IHP did not see the desired enrollment changes. After closely monitoring recruitment and enrollment efforts, IHP applied for a reduction in enrollment. This reduction was approved in June 2023. IHP expects to have a target enrollment of 265 for the 2023-2024 school year and beyond. Since the founding year, IHP has made efforts to recruit ELL student populations; however, as the data table reflects, we have not been able to recruit and enroll ELL students. Ivy Hill Prep has done a great deal of work to retain the current families who entrust their scholars' education to us.

At the time of this renewal application's submission, over 85% of IHP's current families indicated in a school-created survey that they will be returning in the fall of 2023. IHP implements and monitors various recruitment strategies and program services to attract and retain students with disabilities. In the 2020-2021 school year IHP was nine percentage points above our district level for SWD. In 2021-2021 IHP fell a percentage point below the district as some of our SWD relocated out of state. The school plans to continue the practices employed over the previous term, especially practices that supported increased interface between the student support team and SWD's families. All newly enrolled families of SWD's meet with IHPs Student Support Team. They will collaboratively review the student's IEP, focusing on management needs, yearly goals, and specific supports for which that student qualifies. The student support team details how these services will be provided to ensure fidelity. Families are informed about the quarterly IEP progress reports they can expect and the bi-weekly goal monitoring that teachers complete with students so that they are always informed and able to communicate a student's progress. The child's teacher(s) and related service providers all write a narrative that includes progress made and strategies being implemented to support their student. If a student qualifies for a placement that IHP does not offer, the school will advise families to take part in a weekly or biweekly meeting with the student's teacher and student support team. During this meeting, goal tracking and progress monitoring is reviewed to ensure that the family is aware of all of the support provided for their child. The school also discusses how the family can support a student at home academically and behaviorally. This may include supporting with continuing a behavior plan that is being implemented in school, or offering a student accommodations that they receive in school such as extended time to complete work, reading questions or directions, or offering on task focusing prompts. Rather than focus only on the goals on a student's IEP (which are meant to be achieved in a year), the school works with students to set smaller benchmarks that will help them achieve their larger goals. The school celebrates all successes with families and teachers of students which helps motivate students to engage in our school community. IHP is committed to retaining SWD and keeping families engaged and informed of their child's progress and engaging them as partners.

IHP implements and monitors various recruitment strategies and program services to attract and retain students with disabilities, English Language Learners, and students who are eligible for free and reduced priced lunch Year over Year, IHP has maintained an average of no less than 85% of its population as eligible for free and reduced-price lunch. To address our ELL/MLL deficiencies, IHP has begun to regularly leverage bi/multilingual staff members to support outreach efforts. In-person school tours are and will continue to be available to families in multiple languages including French creole. Beginning in Fall 2022, IHP leveraged digital paid advertisements on popular social media platforms like Facebook, Instagram, YouTube, and similar applications, using targeting features to translate ads into the language of the user with our partnership with SchoolMint. In fall 2022, IHP also started using Parent Square, a communication platform which

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allows families to choose which language they would like communications translated into. We will continue using this platform as it has greatly increased parent engagement. Additionally, the operations teams work with SchoolMint and their outreach team to have all registration documents translated into popular languages in the area - Spanish and French Creole. A plug-in was also added to the school website, which allows families to translate it into whichever language they prefer. Our hopes are that more inclusive marketing materials will reach an increased number of families with home languages other than English. We believe that it's important that we can provide customer service to families in their home language whenever possible. To support this, at the start of each school year, the operations team collects the various languages spoken by school staff. When families call the main office, operations staff identify a staff member who can support with translation by phone at the moment or set up a follow up call.

We are prepared to welcome newly enrolled ELL/MLL students. Ivy Hill Prep will be utilizing TEAM Toolkits: Teaching Els for Academic Language Mastery. This curriculum kit has two levels for the following grade bands: Kindergarten – Second Grade and Third – Fifth Grade. The curriculum consists of structured activities in listening, reading, writing, and speaking, as aligned to the NYSESLAT exam that is administered annually to students identified as English Language Learners. Utilizing this curriculum will support students in developing grade-level academic language needed to promote academic success. Each teacher's edition is annotated to ensure that the staff member executing the curriculum can do so with fidelity. Also, this curriculum is flexible and able to be taught in any order to best align topics to instruction in the student's homeroom. Each lesson consists of a pre-reading activity to develop key vocabulary, shared reading to target specific reading skills and comprehension, a discussion component, an opportunity to learn grammar and sentence structure, and finally a written prompt. This comprehensive lesson structure ensures that students are receiving instruction to develop their grasp of the English language. ELL Instruction will be executed by an Ivy Hill Student Support member for students 90 minutes each week in 45-minute increments. IHP's desire is to increase the number of ELL/MLL students we are attracting, retaining, and serving and this program will ultimately allow us to better measure student growth and evaluate our academic programming.

Although ED enrollment is not currently below the district average, IHP is implementing and monitoring various recruitment strategies and program services to attract and retain ED students. IHP markets its offerings of numerous free services including free yellow bus service to families that qualify, and free breakfast, lunch, and end of day snack meal program. Starting in the Fall of 2023 IHP will also be offering a free afterschool program to all its enrolled students. The school also reminds families that, while there is a mandatory uniform, the school will work with families to collect a uniform library of lightly used school appropriate clothing to supply those in need. Additionally, in 2023-2024 IHP will be subsidizing the cost of a week of packaged uniforms for all Kindergarten through 5th grade students. Additionally, we have a strong focus on Social Emotional Learning for all students and have obtained a grant for play therapy through the Primary Project. This programming allows us to offer a more robust comprehensive support system for our students. Through training and materials provided to our student support team that they will be able to leverage daily.

The school and Board work to evaluate recruitment and outreach strategies and program services for each of the three categories of students, and make strategic improvements as needed. IHP's management team and IHP's Board examine both current enrollment and the volume of new applicants bi-monthly beginning in early November and throughout the year to review the success of recruitment strategies and manage the schools waitlist to fill open seats. IHP comprehensively reviews data pre-lottery to compare applicant trends including the volume of applicants applying relative to previous years as well as where they are applying from and how they heard about the

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school. These data points help IHP assess which recruitment strategies are most successful. To continue to refine and improve within the recruitment and outreach space, IHP has built out a more robust parent engagement program using Chat and Chews with the Principal to aid in outreach as well as, leveraging teaching staff to contact each family that enrolls into IHP to welcome them to the community.

IHP Data Table(s)
Aggregate Enrollment: (2019-2022)

Ivy Hill Prep CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	120	115	96%
2020-2021	180	176	98%
2021-2022	240	235	98%

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	IHP CS	NYC CSD 18	Differential to District	IHP CS	NYC CSD18	Differential to District	IHP CS	NYC CSD18	Differential to District
2019-2020	17%	17%	0	0%	9%	-9	86%	78%	+8
2020-2021	14%	17%	-3	0%	8%	-8	75%	78%	-3
2021-2022	13%	19%	-6	0%	9%	-9	82%	77%	+5

Retention- Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	IHP CS	NYC CSD 18	Differential to District	IHP CS	NYC CSD 18	Differential to District	IHP CS	NYC CSD 18	Differential to District	IHP CS	NYC CSD 18	Differential to District
2020-2021	90%	87%	+3	95%	86%	+9	-	-	-	89%	87%	+2
2021-2022	83%	79%	+4	72%	73%	-1	-	-	-	81%	80%	+1

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Benchmark 10: Legal Compliance

The School is ably supported by School Counsel, Cohen & Schneider, in ensuring substantial compliance with applicable state and federal laws and the provisions of its charter. School policies and practices are reviewed for compliance in areas such as lottery administration, MLL identification and services, special education, student discipline, admissions, and enrollment, and more. The School maintains comprehensive family and staff handbooks. Please note that revision requests are being submitted with this renewal application for both handbooks. Additionally, the School works with Accounting Solutions of New York. The School is supported by its operations team, and its Landlord to ensure that its facility meets applicable state and federal requirements, is safe and secure, and is programmatically accessible to all persons with disabilities. School facilities are reviewed for ADA compliance, building code, and related areas of facilities compliance, on a regular basis. The School deploys a security guard at the main entrance, and entrances are accessible only through buzzed entry (monitored both visually and with security cameras).

IHP's management team has engaged in a series of initiatives, such as reimbursing staff for their certification exams once passed and increasing compensation of staff once they have obtained their certification. IHP does not have the requisite number of teachers working within their certification areas. To rectify this, as we recruit and hire new teachers to join the organization, we are ensuring that they currently hold NY certification and if they do not at time of hire, that they are aware of the process and / or in process toward obtaining their certification.

The school collaborates with families to address student issues. If dissatisfied with the school's resolution, stakeholders can make formal complaints to the Board. Since the new HOS began, the Board received one complaint about the school's response and restorative activity taken as a result of a Title IX investigation that involved multiple students. This complaint was addressed and closed in partnership with the school leadership and Cohen & Schneider. The school continued to meet with the respective family member; the board also sent a formal response to the family member directly. The scholar continued to be a student of the school after the complaint was closed.

In 2020, the BoT directly received complaints about the working environment at IHP. They conducted a thorough investigation involving all stakeholders, resulting in action steps to improve the organization. These steps included 360 evaluations, transparent governance committee meetings, staff surveys (including exit surveys), and leadership coaching. Despite added support, when expectations weren't met, the BoT made the tough decision to bring in new leadership. They now maintain a pulse on the working environment through bi-weekly HOS check-ins and roll up goals around Board communication and transparency in the HOS' annual goals. Because strong staffing is at the very heart of IHP's success, this growth-oriented approach ensures IHP's charter can be actualized.

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Ivy Hill Prep 2022-2023 School Calendar

Legend:
- New Teacher Training
- Holidays (No school for scholars)
- IHP Family/Community Event
- School Based PD/ Data Days
- All Staff Institute
- NYS Standardized Testing
- Report Card Conferences
- Early Dismissal (12:30pm)
- Critical Staffing Days

July 2022 — 0 days
August 2022 — 6 days
September 2022 — 21 days
October 2022 — 19 days
November 2022 — 19 days
December 2022 — 12 days

January 2023 — 19 days
February 2023 — 15 days
March 2023 — 22 days
April 2023 — 15 days
May 2023 — 21 days
June 2023 — 12 days

181 DAYS

AUGUST
2 New Teacher Training
3 All Staff Summer Institute Begins
5 Welcome Back Family BBQ
23 First days of school for Grade K and 4 **ONLY** (early dismissal)
24 All scholars K-4 (early dismissal)
25 All scholars K-4 (early dismissal)
26 All scholars K-4 (early dismissal)
31 Back to School Night

SEPTEMBER
5 Labor Day (IHP Closed)
29 Family Town Hall Meeting + Family Bingo

OCTOBER
10 Indigenous People's Day (IHP closed)
27 Family Town Hall Meeting (virtual)
28 School Based PD (No school for scholars)

NOVEMBER
9-10 Report Card Conferences (early dismissal)
21 IHP Picture Day
22 Annual Fancy Feast at IHP + Family Town Hall
23-25 Thanksgiving Break (HP closed)

DECEMBER
14 K-2 Winter Show
15 3-4 Winter Show
19-30 Winter Break

JANUARY
2 Winter Break
3 School Based PD (no school for scholars)
4 Scholars Return from Winter Break
16 Martin Luther King Jr. Day (IHP closed)
26 Family Town Hall Meeting (virtual)

FEBRUARY
17 Black Wax Museum + Family Town Hall
20-24 February Break

MARCH
20 Mental Health 1/2 Day (Early Dismissal)
22-23 Report Card Conference (Early Dismissal)
30 Family Town Hall Meeting (virtual)

APRIL
3-7 Career Week
10-14 Spring Break (IHP closed)
18- NYS Exam Pep Rally
19-20 New York State ELA Exam
27 Family Town Hall Meeting (virtual)

MAY
3-4 New York State Math Exam
13 Annual Community Day
25 Family Town Hall Meeting (virtual)
29 Memorial Day (IHP closed)

JUNE
9 Field Day (early dismissal)
12 Kindergarten Graduation (early dismissal)
13 1st/2nd Stepping Up (early dismissal)
14 3rd/4th Stepping Up (early dismissal)
15 Early Dismissal
16 Last Day of School for scholars (early dismissal)

Ivy Hill Prep 2023-2024 School Calendar

Legend:
- New Teacher Training
- Holidays (No school for scholars)
- IHP Family/Community Event
- School Based PD/ Data Days
- All Staff Institute
- NYS Standardized Testing
- Critical Staffing Days
- Report Card Conferences
- Early Dismissal (12:30pm)

August 2023

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

31 `

2 days

September 2023

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20 days

October 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 days

November 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

24 days

December 2023

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 days

January 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20 days

February 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

16 days

March 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 days

April 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 days

May 2024

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

23 days

June 2024

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10 days

183 DAYS

AUGUST
8 New Teacher Training
9 All Staff Summer Institute Begins (Returning Teachers' Day 1)
23 First days of school for **Grades K and 5 ONLY** (12:30pm dismissal)
24 All scholars K-5 (12:30pm dismissal)
25 All scholars K-5 (12:30pm dismissal)
26 All scholars K-5 (12:30pm dismissal)
28 First full school day of school

SEPTEMBER
4 Labor Day (IHP Closed)
7 Back to School Night
11 IHP After-School Begins
29 Family Town Hall Meeting + Family DEAR Event

OCTOBER
9 Indigenous People's Day (IHP closed)
27 Staff Development (No school for scholars)
31 Mental Health Half Day for IHP (12:30pm dismissal)

NOVEMBER
7 Election Day (12:30pm dismissal)
8-9 Report Card Conferences (12:30pm dismissal)
21 IHP Fancy Feast (12:30pm dismissal)
22-24 Thanksgiving Break (IHP closed)

DECEMBER
18-29 Winter Break (IHP closed)

JANUARY
2 Staff Development (no school for scholars)
3 Scholars Return from Winter Break
15 Martin Luther King Jr. Day (IHP closed)
25 Family Town Hall Meeting (virtual)
30 Staff Development Afternoon (12:30pm dismissal)

FEBRUARY
16 Black Wax Museum
19-23 February Break
29 Family Town Hall: *Paint & Sip Edition*

MARCH
25 Mental Health 1/2 Day (12:30pm dismissal)
26-27 Report Card Conference (12:30pm dismissal)
28 IHP Spring Musical (12:30pm dismissal)
29 Good Friday (IHP closed)

APRIL
10-11 New York State ELA Exam (Gr. 3-5 ONLY)
15-19 New York State Science Exam (4th Gr. ONLY)
22-26 Spring Break (IHP closed)
30 Family Town Hall (virtual)

MAY
1 Mental Health Awareness Day (12:30pm dismissal)
7-8 New York State Math Exam (Gr. 3-5 ONLY)
10 Family Town Hall Meeting + DEAR Event
27 Memorial Day (IHP closed)

JUNE
7 Field Day (12:30pm dismissal)
10 Kindergarten/5th Graduation (12:30pm dismissal)
11 (12:30pm dismissal)
12 (12:30pm dismissal)
13 (12:30pm dismissal)
14 Last Day of School for scholars (12:30pm dismissal)

Ivy Hill Prep 2024-2025 School Calendar DRAFT

Legend:
- New Teacher Training
- Holidays (No school for scholars)
- IHP Family/Community Event
- School Based PD/ Data Days
- All Staff Institute
- NYS Standardized Testing
- Report Card Conferences
- Early Dismissal (12:30pm)
- Critical Staffing Days

August 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
31						

8 days
52 hours

September 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20 days
hours

October 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days
159 hours

November 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days
129 hours

December 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15 days
111 hours

Jan-25

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20 days
145 hours

February 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

15 days
114 hours

March 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 days
124 hours

April 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 days
130 hours

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days
153 hours

June 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	8
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

13 days
89 hours

185 DAYS (Last Day 6.18)
191 DAYS (Last Day 6.26)

AUGUST
8 New Teacher Training
9 All Staff Summer Institute Begins (Returning Teachers' Day 1)
21 First days of school for **Grades K and 5 ONLY** (12:30pm dismissal)
22 All scholars K-5 (12:30pm dismissal)
23 All scholars K-5 (12:30pm dismissal)
26 All scholars K-5 (12:30pm dismissal)
27 First full school day of school

SEPTEMBER
2 Labor Day (IHP Closed)
12 Back to School Night
16 IHP After-School Begins

OCTOBER
14 Indigenous People's Day (IHP closed)
25 Staff Development (No school for scholars)

NOVEMBER
7 Election Day (12:30pm dismissal)
6-7 Report Card Conferences (12:30pm dismissal)
19 IHP Fancy Feast (12:30pm dismissal)
27-29 Thanksgiving Break (IHP closed)

DECEMBER
23- **Jan 1** Winter Break (IHP closed)

JANUARY
2 Staff Development (no school for scholars)
3 Scholars Return from Winter Break
20 Martin Luther King Jr. Day (IHP closed)
23 Family Town Hall Meeting (virtual)
31 Staff Development Afternoon (12:30pm dismissal)

FEBRUARY
13 Black Wax Museum
17-21 February Break
27 Family Town Hall: *Paint & Sip Edition*

MARCH
25 Mental Health 1/2 Day (12:30pm dismissal)
26-27 Report Card Conference (12:30pm dismissal)
28 IHP Spring Musical (12:30pm dismissal)

APRIL
9-**10/TBD** New York State ELA Exam (Gr. 3-5 ONLY)
14-18/TBD New York State Science Exam (4th Gr. ONLY)
21-25 Spring Break (IHP closed)

MAY
2 Mental Health Awareness Day (12:30pm dismissal)
6-7 New York State Math Exam (Gr. 3-5 ONLY)
9 Family Town Hall Meeting + DEAR Event
26 Memorial Day (IHP closed)

JUNE
6 Field Day (12:30pm dismissal)
16 (12:30pm dismissal)
17 (12:30pm dismissal)
18 PROPOSED Last Day of School for scholars
(12:30pm dismissal) **26** Last Day of School (191)

Monday-Thursday

		First	First	Grade	Second	Second	Grade	Third	Third	Grade	Fourth	Fourth	Grade	Fifth	Grade		Martial Arts	Grade	Dance	Art	Theater	Grade
Grade	Grade	Teachers	Teachers	Teachers		Kato/Peters	Teachers	Ms. S/Mr. R	Ms. B/Simon	Teachers	Lopes/Pay	McGregor/Lewis	Teachers	Mitchell	Teachers	Kyoshi	Sterling	Teachers	Davis	Tompkins	Watson	Teachers
Teachers	Teachers	D/Camp Harvard ICT	Belll/Joseph SJU		wood/Mu NYU ICT	SpelHouse	Name & Room Number	Howard ICT	Hampton		Buffalo ICT	American		Brookly	Room Number			Room Number				Room Number

Martial Arts block:
- Start: 9am End: 5:30pm (8.5) after care support
- Start: 7:15am End: 3:45pm (8.5)

Time slots	First SJU	Second SpelHouse	Third Hampton	Fourth American	Fifth	Martial Arts	Dance	Art	Theater
7:30–7:55	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast				
7:55–8:00	Transition	Transition	Transition	Transition	Transition				
8:00–8:20	Morning Meeting SEL 20 min	Morning Meeting SEL 20 min	Morning Meeting SEL 20 min	Morning Meeting SEL 20 min	Morning Meeting SEL	- 1.5 Hours	- 1.5 Hours	- 1.5 Hours	- 1.5 Hours
8:20–8:25	Transition	Transition	Transition	Transition	Transition				
8:25–8:55	Reading Block 30 min RM, GR, Inde.	Reading Block 30 min RM, GR, Inde.	Close Reading 60 min	Close Reading 60 min	Math 60 Min				
8:55–9:00	Transition	Transition							
9:00–9:05						Arrival	Arrival	Arrival	Arrival
9:05–9:25	Reading Block 30 min RM, GR, Inde.	Reading Block 30 min RM, GR, Inde.	Transition	CGI 30 Min	CGI 30 Min				
9:25–9:55	Reading Block 30 min RM, GR, Inde.	Reading Block 30 min RM, GR, Inde.	Electives 40 min	Electives 40 min		Howard Hampton	Howard	Hampton	
10:05–10:10	Transition	Transition	Transition						
10:10–10:50	Humanities Science Alt. 40 Min	Humanities Science Alt. 40 Min	Math 60 Min	Close Reading 60 min	Close Reading 60 min	NYU SpelHouse		SpelHouse	NYU
10:50–10:55	Transition	Transition			Transition				
10:55–11:20	Read Aloud / Handwriting 20 min	Read Aloud / Handwriting 20 min	Intervention 25 min	Intervention 25 min	Transition				
11:20–11:25	Transition	Transition	Transition						
11:25–11:45	Lunch 25 min	Lunch 25 min	CGI 30 Min	CGI 30 Min	Guided Reading 40 Min				
11:45–11:50	Transition	Transition	Transition	Transition	Transition	3rd Grade Recess	Fourth Grade Recess	2nd Grade Lunch Recess	1st Lunch Recess	Kinder Lunch Recess
11:50–11:55	Transition	Transition	Recess	Recess	Recess				

Upper schedule grid (time blocks 11:55 AM – 3:40 PM) across grade-level columns, including: Recess (20 min), Transition, Intervention (25 min), Read Aloud / Handwriting (20 min), Electives (40 min), Humanities / Science Alt. (40 Min), Lunch (25 min), Guided Reading (40 min), Humanities (45 Min / 40 Min), Math (60 Min), CGI (30 Min), Science (30 Min / 45 Min), Intervention (20 min), Choice Time / Pack Up Choice Time (20 min), Dismissal, Harvard, FAMU, 3/4 Split, UB, Brooklyn.

Friday

Grade	Grade	First	First	Grade	Second	Second	Grade	Third	Third	Grade	Fourth	Fourth	Grade	Fifth	Grade
Teachers	Teachers	Ms. D/Campbell	ell/Josep	Teachers	Yearwood/Munjal	Kato/Peters	Teachers	Ms. S/Mr. R	Ms. B/Simon	Teachers	Lopes/Payen	McGregor/Lewis	Teachers	Mitchell	Teachers
Name & Room Number	Name & Room Number	Harvard ICT	SJU	Name & Room Number	NYU ICT	SpelHouse	Name & Room Number	Howard ICT	Hampton	Name & Room Number	Buffalo ICT	American	Name & Room Number	Brooklyn	Room Number

Friday blocks (7:30–8:20): Arrival & Breakfast, Morning Meeting SEL (20 min), Transition.

Ivy Hill Prep Complaint Policy
From IHP Family Handbook

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

1.   **Initial Conversation**: If you or your child has a grievance you should discuss it informally with the teacher, administrator, coach, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.

2.   **Where to File A Complaint**. Any scholar who believes that Ivy Hill Prep has discriminated against or harassed her/him because of her/his race, color, creed, ethnicity, national origin, sex, sexual orientation, mental or physical disability, age, or ancestry in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint in writing with the Director of Operations. If the Director of Operations is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Head of School. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

- Head of School

- Director of Operations

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

Complaints of discrimination based upon disability: A scholar who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of that scholar, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act should first contact the Head of School. If the

complaint remains unresolved after contacting the Head of School, the procedure set forth by the Governing Board of Trustees must be followed.

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

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

1.   The scholar's name and the parent/guardian's name who is filing the complaint on behalf of the scholar.

2.   The name, address, telephone number, and e-mail address of the scholar's legal representative, if any.

3.   The name of the person(s) alleged to have caused the discrimination or harassment (respondent).

4.   A description, in as much detail as possible, of the alleged discrimination or harassment.

5.   The date(s) of the alleged discrimination or harassment.

6.   The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.

7.   A description, in as much detail as possible, of how the scholar or parent/guardian wants the complaint to be resolved.

Investigation and Resolution of the Complaint: Respondents will be informed of the charges as soon as the Director of Operations or Head of School deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The Director of Operations, Head of School, or one of their designees will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint and will gather

other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

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

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

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

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

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

Appeals. If the scholar/parent/guardian is not satisfied with the disposition of a complaint, the scholar/parent/guardian may appeal the disposition to Governing

Board within one week after receiving a decision from the school. The Governing Board will issue a written response to the appeal within 30 school days of receiving the appeal. The Board expects that all prior steps have been followed before action is taken at a Board level. All applicable public open meeting laws will be followed for the Board's meeting, including prior notice and the right of the employee to request that any potential employment action be held in an open meeting. Upon Resolution of the complaint, Ivy Hill Prep must provide: (1) Written determination of complaint and any remedial action taken, and (2) Written notice that the complainant may appeal to NYSED.

Section 4: Ivy Hill Prep Disciplinary Code of Conduct

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

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

Restorative Practices: At Ivy Hill we believe in the use of Restorative Practices as a transformative tool that empowers everyone in our community. Our approach is to shift away from a punitive approach to student behavior toward a relationship and Social Emotional Learning (SEL) approach. Restorative Practice is about building community, addressing conflict, and repairing relationships. Some practices prevent infractions through building community and other practices intervene after infractions have occurred.

Section 4.1: Ivy Hill Prep STAR Code

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

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

- **Stand/Sit up straight.** At Ivy Hill, scholars demonstrate good posture throughout the day, which assists in their focus on the lesson objective. During instructional lessons, scholars, like teachers, sit with their backs straight, their bottoms safely on their chairs, and their feet safely on the floor. When standing and walking, Ivy Hill scholars keep their hands at their sides to prevent physical contact or physical play with other scholars. When sitting on the rug, scholars sit in a "Criss-Cross Applesauce" style and have their hands folded and in their laps.

- **Track the speaker with your eyes.** At Ivy Hill, scholars and teachers "track" the speaker, which means we look at the teacher or student who's speaking. At our school, we believe that we're all teachers and we're all learners. We "track" the speaker to not only show respect (which adults do in professional and personal

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Section 4: Ivy Hill Prep Disciplinary Code of Conduct

settings), but to teach and learn from one another. To emphasize this, we show respect to our community by tracking other individuals when they speak.

- **Always do your work and be on task.** Ivy Hill Prep scholars are expected to be on task 100% of instructional time with very few reminders by teachers. Scholars ask and answer questions by raising their hand and waiting for their teacher to call on them,

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

- **Respect at all times.** There are no excuses for disrespectful behavior at Ivy Hill Prep. A scholar who has a disagreement with another scholar is expected to follow one of three actions to address the problem depending on its severity: (1) ignore the scholar,

  (2) ask the scholar politely to stop, and (3) tell the teacher. Scholars who have been corrected by a teacher may not respond to that correction in a way other than following directions given by the teacher. If a scholar feels that a consequence has been unfairly applied, the scholar may speak to the teacher after the lesson has ended. In some instances, the teacher may agree with the student and rectify his/her consequence. The decisions made by the teacher will be final.

Section 4: Ivy Hill Prep Disciplinary Code of Conduct

Section 4.2: Ivy Hill Prep Hallway Behavior

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

Section 4.3: Ivy Hill Prep Bathroom Behavior

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

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

Bathrooms are shared spaces, and we teach our scholars to treat all spaces with care and pride. We teach scholars to pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. We do not permit scholars to bring anything with them to the bathroom, including writing instruments. We fully expect scholars to follow these rules, however, should a scholar break our bathroom rules, the scholar will receive a consequence and might not be permitted to use the bathroom alone. At all times a scholar is expected to obtain permission from the teacher to use the restrooms. Scholars are not to write on the walls or damage the facility in any way. A scholar who is feeling ill should report to the office and not remain in the restroom alone.

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Section 4: Ivy Hill Prep Disciplinary Code of Conduct

Section 4.4: Ivy Hill Prep Behavior Management System

At Ivy Hill Prep, scholars have the opportunity to earn rewards for demonstrating excellent behavior, academic growth and good citizenship. Scholar behavior is monitored throughout the school day through use of our deanslist LEAGUE Value point system. Individually and as a class scholars will have the opportunity to earn points for behaviors that EXCEED expectations. LEAGUE Value points should not be used as a reward for routine compliance with directions and expectations. LEAGUE Value Points should be kept "on stage," as we want to narrate the behaviors, we want to see live out in our classroom connected to our LEAGUE Values. We do not deduct points. When a mistake is made or scholar support is needed, scholars receive a reminder from their teacher in the form as a non-verbal remainder, verbal remainder, one on one conversation, or request for student support from a member of school culture. Teachers will consistently narrate the behavior that resulted in positive points to get students back on track. Positive points reinforce the idea that we can learn from our mistakes, can bounce back from poor choices, and are rewarded for hard work and dedication.

Weekly, in the scholars Life's Work binder, families will sign a Progress report that identifies how their child ended the week.

Section 4.5: Ivy Hill Prep School Reward Opportunities

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

Daily Praise

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

Weekly Praise

- At the end of every week, scholars who have earned 80 points will earn the chance to pick a prize from our school store treasure chest and participate in Fun Friday.
- As a schoolwide community, teachers will recognize students who have shown growth or improvement, done well on an activity, project, or assignment, or exemplified the schoolwide LEAGUE value for the month

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Section 4.6: Ivy Hill Prep Community Violations

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

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

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

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

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Section 4: Ivy Hill Prep Disciplinary Code of Conduct

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

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

Section 4.7: Ivy Hill Prep Suspension Policy

In the case of a suspension, the scholar will be removed from class and will be sent to the HOS or DOSC Office or another designated school location, following which, the scholar's parent/guardian or guardian will be notified of the incident by the school. In all cases where the scholar has violated a community agreement scholars may need to be immediately removed from school grounds.

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

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

Suspension Under or Equal to 10 Days (Short-Term)

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

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

- Gross disrespect of a fellow scholar, staff member, or school property
  - Extremely objectionable
  - Offensive/Vulgar behavior
- Continued tantrums that disrupt the learning environment

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

Repeated and fundamental disregard of school policies and procedure.

Suspension Over 10 Days (Long-Term)

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

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

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

Section 4.8: Ivy Hill Prep Expulsion Policy

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

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

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

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

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

- The parent/guardian/legal guardian will be notified of the intent to long-term suspend or expel a scholar;
- The date, time and place of a hearing will be sent to the parent/guardian/legal guardian with at least five working days' notice
- The scholar and parent/guardian will be given written notice of the right at the hearing to:
  - Be represented by his/her families, legal or other representative (at the scholar's/parent/guardian's own expense);
  - Present evidence;
  - Confront and cross-examine witnesses;
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the scholar upon request;
- The hearing will include the scholar if he or she chooses to participate, the Head of School (and/or or other staff), and the parent/guardian/legal guardian if he, she, or they choose to participate;
- All expulsion hearings shall be closed to the protect the privacy of the scholar unless the parent/guardian requests that it be open to the public;
- A scholar and/or parent/guardian, upon request, will have the right to review the scholar's

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records;

- The decision by the board will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision;
- The student and/or parent/guardian may submit any complaint regarding this process to the New York State Education Department.

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

4.9: Discipline of a Scholar with Special Needs

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

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

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

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible scholars with certain procedural rights and protections in the context of scholar discipline. A brief overview of these rights is provided below.
Short-term suspensions: School personnel may refer a scholar to an alternative placement or suspension for up to 10 total school days without services. For subsequent exclusions the school year which do not constitute a change in placement:

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

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

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

Within ten school days of a decision resulting in a change of placement, the team must conduct a

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

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

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

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

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

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

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

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

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Section 4: Ivy Hill Prep Disciplinary Code of Conduct

11

BOARD OF TRUSTEES BYLAWS

IVY HILL PREP

EXCELLENCE IS NOT AN ACCIDENT
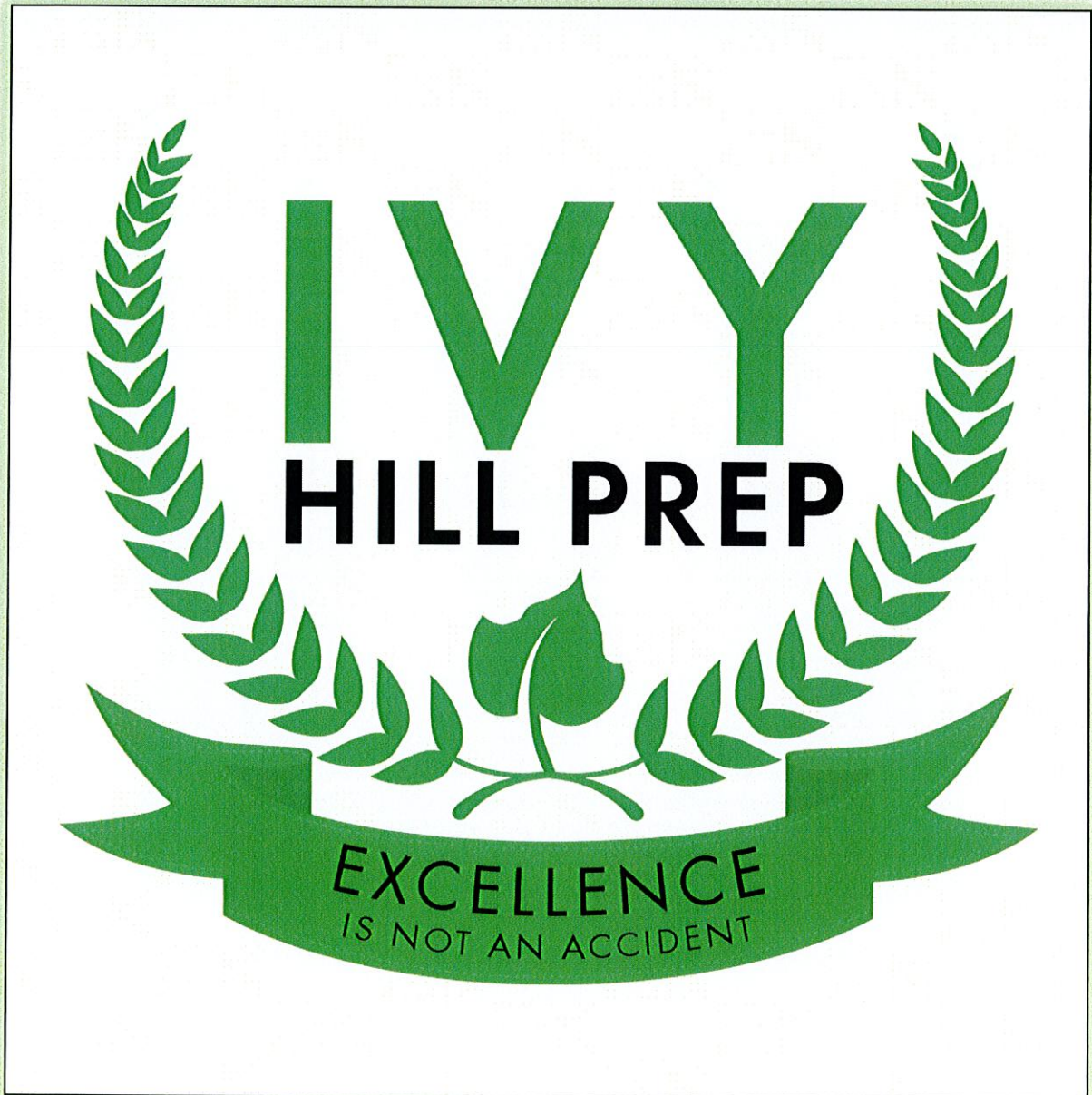
IVY HILL PREPARATORY CHARTER SCHOOL BYLAWS

ARTICLE I: NAME, PURPOSE AND LOCATION

Section 1 Name: The name of the corporation is Ivy Hill Preparatory Charter School (the "Corporation"). The Corporation is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York (the "NYEL").

Section 2 Purpose: The purpose of the Corporation is through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, educate 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.

Section 3 Location: The Corporation's principal office (the "Principal Office") shall be at 475 East 57th Street, Brooklyn, NY 11203 or at such other place as designated by the board of trustees of the Corporation (the "Board," and each member thereof, a "Trustee"). The Secretary (as defined below) shall note any change in office on the copy of these bylaws of the Corporation (the "Bylaws") maintained by the Secretary.

ARTICLE II: MEMBERS

The Corporation shall have no members. The business affairs of the Corporation shall be managed and controlled under the direction of the Trustees in accord with the purposes and limitations set forth herein and in the charter dated, June 12, 2018, between the Corporation and the New York State Education Department (the "Charter") as authorized by the New York State Board of Regents (the "Regents").

ARTICLE III: BOARD OF TRUSTEES

Section 1 Powers and Duties: The Board shall have the power to manage the affairs and property of the Corporation subject to the NYEL, the Not-for-Profit Corporation Law of the State of New York (the "NPCL"), Article 18 of the General Municipal Law (the "GML"), New York Open Meetings Law (the "OML"), and other applicable laws and regulations (together with the NYEL, the NPCL, the GML, and the OML, collectively, "Laws"), and in accordance with the purposes and limitations

Ivy Hill Preparatory Charter School: BYLAWS 1

set forth in the Charter and herein. The Board is also responsible for monitoring the management of the academic and financial affairs of the Corporation. Members of the Board:

a. Shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.

b. Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.

c. Shall ensure that all participation in Board work is bound by the Code of Conduct, the Code of Ethics & Conflict of Interest Policy (the "COI Policy") and Confidentiality policy statements.

d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation and any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

e. Shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

    i. One or more officers or employees of the Corporation (in each case, "Officers" and "Employees") whom such Trustee believes to be reliable and competent in the matters presented;

    ii. Legal counsel, public accountants or other persons as to matters that such Trustee believes are within that person's professional or expert competence; or

    iii. A Board Committee (as defined below) on which the Trustee does not serve, duly designated in accordance with a provision of the Bylaws, as to matters within its designated authority, provided that the Trustee believes such Board Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry

Ivy Hill Preparatory Charter School: BYLAWS   2

when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

f. In investing and dealing with all assets held by the Corporation for investment, the Board shall execute the standard of care described herein and shall consider among other relevant considerations the long and short-term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised under the ultimate direction of the Board.

g. Shall have the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice and that such right of inspections and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 2 Number: The Board shall consist of at least five Trustees and no more than fifteen Trustees. Subject to such limits, the Board may increase or decrease the number of Trustees by vote of the majority of the entire Board. A decrease in the number of Trustees should not serve to shorten the term of any incumbent Trustee. All Trustees shall have identical rights and responsibilities.

Section 3 Election and Term of Office: Trustees may be elected to serve any number of consecutive terms. The Corporation's nominating committee, known as the Governance Committee (as defined below), shall present a slate of potential Trustees and Officers for election by the Board. This slate shall be presented at the Annual Meeting (as defined below). Trustees shall serve staggered terms as detailed in Article III Section 5.

Section 4 Qualification for Trustees: Each Trustee shall be at least eighteen years of age and no Trustee shall be an Employee. However, a Trustee may be an Officer. Trustees shall reflect the qualities and diversity determined by the Board.

Section 5 Classification of Trustees: The Trustees will serve in staggered terms. At the first Annual

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Meeting in which the election of the Trustees is in the regular order of business, the Trustees shall be divided into three equal as possible classes with one Trustee in the first class, two Trustees in the second class, and two Trustees in the third class. The term of office of the first class shall expire at the first Annual Meeting following the Annual Meeting at which Trustees are first designated into classes. The term of office of the second class shall expire at the following Annual Meeting and the third class at the third Annual Meeting after the Annual Meeting at which Trustees are first designated into classes. The Trustees may submit a letter to renew their term at the Annual Meeting in the year where their respective term is set to expire. A Trustee may serve any number of consecutive terms.

Section 6 Vacancy and Newly Created Trusteeship: Any newly created position on the Board and any vacancies on the Board arising at any time and from any cause may be filled, upon recommendation of a qualified candidate by the Governance Committee, by a majority vote of the seated Trustees. A Trustee elected to fill such vacancy shall hold office until the next Annual Meeting at which the election of Trustees is in the regular order of business and until his or her successor is elected and qualified. A vacancy in the Board shall be deemed to exist on the occurrence of the following:

a. the death, resignation or removal of any Trustee; or

b. the failure of the Trustees, at any annual or other meeting of Trustees at which any one or more of the Trustees are to be elected, to elect the full authorized number of Trustees to be voted for at that meeting.

Section 7 Resignation: A Trustee may resign at any time by filing a written resignation with the chair of the Board. The resignation shall be effective at the time listed in written resignation and if no time is specified the resignation shall be effective when received by the chair of the Board. The Board need not accept the resignation to render it effective. However, no resignation shall discharge a Trustee of any outstanding (or accrued) obligations or duty. A Trustee who misses three consecutive Board meetings, unless a majority of the Trustees have excused that Trustee from attendance, shall be deemed to have resigned.

Section 8 Removal: The Board may remove or suspend a Trustee or Officer upon proof that such

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individual engaged in misconduct, incapacity or neglect of duties, by a majority vote of the entire Board, in accordance with NYEL § 226(8). Any Board member may file a written complaint alleging misconduct and the Board must examine the underlying proof of the complaint and determine if removal is appropriate. The Board must give at least one week's notice of the proposed removal to the accused and to each Trustee prior to any vote to remove or suspend a Trustee or Officer. Pursuant to NYEL § 226.3, the Regents may also remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Corporation has failed or refuses to carry out its education purpose.

ARTICLE IV: MEETINGS OF THE BOARD

Section 1 Meetings: Meetings of the Board may be held at any time and place as determined by the Board. The annual meeting of the Board shall occur in the last quarter of the fiscal year (the "Annual Meeting"). There shall be at least twelve regular monthly meetings of the Board held each year (the "Monthly Meetings"). Trustees shall receive a written agenda within a reasonable time in advance of each Annual and Monthly Meeting. Meetings may also be held pursuant to a standing meeting calendar scheduled by the Board during any meeting of the Board (the "Standing Meetings", and together with the Annual Meeting and the Monthly Meetings, collectively, the "Regular Meetings").

Section 2 Meeting Format: The Board shall select its own meeting format in any method allowed by the Laws. Any such meeting, whether regular or special, complying with the mandates herein, shall constitute a meeting of the Board and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 3 Notice of Meetings: Notice of all meetings of the Board shall be given to all Trustees via mail, email, facsimile or text message at least five days, but not more than ten, days prior to the date set for the meeting. Notice of the meeting shall be sent to the home and/or business address of every Trustee. The meeting notice must state the time and place of the meeting and in the case of a special meeting, the purpose for the meeting and the name of the Trustee(s) who called the meeting. An annual or other waiver of notice in writing, signed by the person or persons entitled to such notice and filed with the records of the meeting, whether before or after the time stated

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therein, shall be equivalent to the giving of such notice. In addition, a Trustee who does not receive notice of a meeting but attends such meeting shall be deemed to have waived notice and have given consent to the meeting.

Section 4 Notice to the General Public: The Board shall comply with the OML, as follows in particular:

a. All meetings of the Board and all meetings of the Board Committees will be open to the public (the "Open Sessions"), except that an Executive Session (as defined below) may be called and business transacted thereat in accordance with Article IV Section 5 of the Bylaws.

b. The Corporation shall make reasonable efforts to (i) ensure that meetings are held in a space where the members of the general public who wish to attend can adequately be accommodated and (ii) permit persons with disabilities to have barrier-free access to the meetings.

c. A calendar of all scheduled Board meetings will be posted at the Principal Office as soon as it becomes available.

d. Records of the Corporation available to the public pursuant to the OML, as well as any proposed resolution, policy, or any amendment thereto, that is scheduled to be the subject of discussion during an open meeting shall be made available, upon request therefor, to the extent practicable, prior to or at the meeting during which the records will be discussed. Such records shall also be posted to the Corporation's website.

e. If a Board meeting is scheduled at least one week in advance, notice of the meeting time and location shall be given to the news media and conspicuously posted in one or more public locations and on the Corporation's website at least seventy-two hours before the meeting.

f. If a Board meeting is scheduled with less than one week's notice in advance, notice of the meeting time and location shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations and on the

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Corporation's website at a reasonable time before the meeting.

g. If videoconferencing is used to conduct a meeting per Article IV Section 7 of the Bylaws, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

h. To the extent possible, the Corporation will publicly post notices of Board meetings immediately after each meeting date is determined.

i. Written minutes will be recorded of all Board meetings. Minutes will include:

    i. The date and time of the meeting;

    ii. A list of Trustees in attendance and those absent, either excused or otherwise;

    iii. A summary of all motions, proposals, resolutions, and any other matters formally voted upon in the case of Open Sessions, or a summary of the final determination of any action that is taken by formal vote in the case of Executive Sessions; and

    iv. A record of how each Trustee voted on each matter and the date of the vote.

j. Minutes of an Open Session will be available to the public upon request from the Secretary within two weeks of the date of the meeting. Minutes of an Executive Session will be available to the public upon request from the Secretary within one week of the meeting.

Section 5 Executive Session: All executive sessions (the "Executive Sessions") shall be conducted as part of an open meeting and are not considered separate meetings. A Trustee may request an Executive Session by making a motion during any meeting of the Board. The motion for an Executive Session must detail the subject of the proposed meeting and must pass by a majority vote of the Trustees. Executive Sessions will be limited to confidential matters detailed in the OML and no action pertaining to the use of public monies shall be made in an Executive Session. The Board may vote regarding the issues raised in an Executive Session, but minutes of the Executive Sessions must be taken and made public in compliance with the mandates of the OML. An Executive Session can only be conducted by the Board for consideration of one or more of the following matters:

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a. matters which imperil the public safety if disclosed;

b. any matter which may disclose the identity of a law enforcement agent or informer;

c. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;

d. discussions regarding proposed or pending litigation;

e. matters which apply to Employees or collective negotiations that are within the scope of Article 14 of the New York State Civil Service Law;

f. the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;

g. the preparation, grading, or administration of examinations; and

h. the proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6 Quorum: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board, pursuant to NYEL § 226(1). A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 7 Trustee Presence at Meetings: Consistent with the OML, one or more Trustees of the Board (or of any Board Committee) may participate in a meeting of the Board (or a meeting of such Board Committee) by means of video conference or similar video communications equipment, _provided_ that all persons participating in the meeting can hear and see each other at the same time and can participate in all matters before the Board. Participation by such means shall constitute presence in person at a meeting and as such will count towards quorum. Furthermore, physical presence at all meetings is preferable, and video conference presence should only be used sparingly. Notice of video conference participation at a meeting of the Board must be given to the Chair at least ten days in advance of the meeting.

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ARTICLE V: ACTION BY THE BOARD

Section 1 Voting: Except as otherwise provided by the Laws or the Bylaws, at any meeting of the Board at which a quorum is present, the affirmative vote of a majority of the Trustees present at the time of the vote shall be deemed an official act of the Board. The following acts of the Board require the affirmative vote of at least two-thirds of the entire Board:

a. a purchase, sale, mortgage or lease of real property of the Corporation if the property constitutes all or substantially all the assets of the Corporation;

b. a sale, lease, exchange or other disposition of all or substantially all the assets of the Corporation; or

c. an alteration to the Bylaws that would increase the quorum requirement to greater than a majority of the Board or would increase the vote requirement to greater than a majority of the Board present at the time of the vote.

ARTICLE VI: OFFICERS, EMPLOYEES AND AGENTS

Section 1 Number and Qualifications: The Officers shall consist of four elective officers: a chair (the "Chair"), a vice-chair (the "Vice-Chair"), a secretary (the "Secretary") and a treasurer (the "Treasurer"). The Board may appoint additional Officers as needed. One person may hold more than one office in the Corporation except that no one person may hold the offices of Chair and Secretary.

a. **Chair Powers and Duties**: The Chair shall serve as the chair of the Board and preside over all meetings of the Board and the Governance Committee. The Chair has general supervision over the affairs of the Corporation and must keep the Board fully informed about the activities of the Corporation. The Chair shall have the power to sign and execute all contracts which have been authorized by the Board. The Chair shall perform all the duties usually incident to the office of the Chair and shall perform such other duties as from time to time may be assigned by the Board.

b. **Vice-Chair Powers and Duties**: The Vice-Chair shall have all the powers and duties assigned to him/her by the Board. In the absence of the Chair, the Vice-Chair shall perform

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all the Chair's duties and must be bound by the same restrictions as the Chair. When so acting as the Chair, the Vice-Chair shall have all the Chair's powers and be subject to the same.

c. **Secretary Powers and Duties**: The Secretary shall keep the minutes of the Annual Meeting and all meetings of the Board in books provided for that purpose. The minutes may be kept at the Principal Office or a place deemed practicable by the Board. The minutes shall include the time and place of the meeting, whether it was regular or special meeting (and if special, how authorized), the notice given, the names of those present, and the proceedings. The Secretary shall also keep or cause to be kept a copy of the Corporation's Charter and the Bylaws, with any amendments. The Secretary shall also give notice of all meetings of the Board and all meetings of the Board Committees as required by the Bylaws. The Secretary shall also be responsible for the giving and serving all notices of the Corporation, receiving the annual disclosure statements required by the Corporation's COI Policy and shall perform all the duties customarily incidental to the office of the Secretary, subject to the control of the Board, and shall perform such other duties as shall from time to time be assigned by the Board.

d. **Treasurer Powers and Duties**: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's on financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as the chairperson of the Finance Committee (as defined below); and (h) have such other powers and perform such other duties as the Board may prescribe. All financial reports shall be filed with minutes of the Annual Meeting.

Section 2 Election and Term of Office: The Board shall elect the Officers annually at the Annual Meeting. The Governance Committee shall present nominations for Officers to the Board for Board review and vote. The nominated Officers shall be ex-officio Trustees. Officers shall take office immediately following the close of the meeting at which they are elected. Each Officer shall serve a term of office of one year and until their successor assumes office. An Officer may serve more than one term in the same office, but not more than three consecutive terms in the same office.

Section 3 Removal: Any Officer, Employee, or agent of the Corporation may be removed with or without cause by a vote of the majority of the Board.

Section 4 Vacancies: The Board may at a Regular Meeting or call a special meeting for the purposes of voting to elect a successor to fill the unexpired portion of the term of an Officer.

Section 5 Employees and Other Agents: Employees and Other Agents. The Board shall appoint a head of school (the "Head of School") as an Employee who shall provide oversight of the affairs of the School. The Board may from time to time appoint such other Employees and agents of the Corporation as it shall deem necessary, each of whom shall hold office at the pleasure of the Board, and shall have such authority and perform such duties and shall receive such reasonable compensation, if any, as the Board may from time to time determine. To the fullest extent allowed by law, the Board may delegate to any Employee or agent of the Corporation any powers possessed by the Board and may prescribe their respective title, terms of office, authorities and duties.

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ARTICLE VII: COMMITTEES OF THE BOARD

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Section 1 Committees of the Board: Committees of the Board (the "Board Committees") shall have the authority to bind the Corporation and shall be comprised solely of Trustees. The Board Committees are as follows:

   a. **Governance Committee**: A governance committee (the "Governance Committee") shall consist of at least three Trustees, and each committee member shall serve a term of two years and the terms shall be staggered to ensure continuity of committee membership. The members of the Governance Committee shall be elected by a majority vote of the

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Board at the Annual Meeting. The duties of the Governance Committee shall be:

    i.   To review and vet the qualifications of potential Trustee candidates and present a slate of the best qualified nominees for vacant Trustee positions on the Board;

    ii.   To present a slate of nominees for Officers to the Board for election at the Annual Meeting;

    iii.   To recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;

    iv.   To provide orientation and ongoing governance development to Trustees;

    v.   To oversee a Trustee assessment process to ensure optimum performance; and

    vi.   To recommend the appointment of a past Chair, if necessary and serves the best interest of the Corporation.

b. **Finance Committee**: A finance committee (the "<u>Finance Committee</u>") shall consist of at least three Trustees. The Finance Committee shall advise the Treasurer and the Board regarding the investments and general fiscal policy of the Corporation.

c. **Other Board Committees**: The Board may establish other Board Committees consisting of at least three Trustees by resolution of the Board at a meeting where a quorum is present. The Board may prescribe the duties and powers of any such Board Committee established, except that no committee of any kind shall have authority as to the following matters:

    i.   the filling of vacancies on the Board or on any committee;

    ii.   the amendment or repeal of the Bylaws or the adoption of new bylaws for the Corporation;

    iii.   the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable;

    iv.   the fixing of compensation of the Trustees for serving on the Board or any

committee;

v.   the election or removal of Officers and Trustees;

vi.   the approval of a merger or plan of dissolution;

vii.   the authorization of a transaction involving the sale, lease, exchange or other disposition of all or substantially all the assets of the Corporation; and/or

viii.   the approval of amendments to the Charter.

Section 2 Election of Committee Members: The members of each Board Committee shall be elected by a majority of the Board. The Board may also choose to elect alternate committee members.

Section 3 Notice: Reasonable notice of meetings of a Board Committee shall be provided by the chair of such Board Committee. To the extent applicable, public notice of all meetings of the Board Committees shall be given as required by the OML or other applicable Laws.

ARTICLE VIII: COMMITTEES OF THE CORPORATION

Section 1 Powers: The Board by resolution may appoint from time to time any number of persons as advisors of the Corporation to act as a committee or committees of the Corporation. No such committee shall have the authority to bind the Board. Each advisor shall hold office at the pleasure of the Board and shall have only the obligations as the Board may from time to time determine.

Section 2. No Compensation. No advisor to the Corporation shall receive, directly or indirectly, any salary or compensation for any service rendered to the Corporation as a member of a committee of the Corporation, except that the Board may authorize reimbursement of expenditures reasonably incurred on behalf of activities for the benefit of the Corporation.

ARTICLE IX: LIABILITY OF TRUSTEES

To the extent permitted by the Laws, the Trustees shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

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ARTICLE X: INDEMNIFICATION AND INSURANCE

Section 1 Indemnification: The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the NPCL and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she or his or her testator/administrator was a Trustee, Officer, Employee, or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney fees. No indemnification may be made to or on behalf of any such person if (a) his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonesty and were material to such action or proceeding or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

Section 2. Insurance. The Corporation shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the Corporation including insurance to indemnify the Corporation for any obligation which it incurs as a result of its indemnification of the Trustees, Officers and Employees pursuant to Article X Section 1 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Article IX Section 1 above.

ARTICLE XI: SELF-DEALING TRANSACTIONS AND CONFLICT OF INTEREST

Section 1 Self-Dealing: Except as otherwise approved by the Board, the Trustees shall not engage in any transactions to which the Corporation is a party and in which one or more of the Trustees have a material financial interest, <u>provided</u> that a transaction which is part of a public or charitable program of the Corporation is not a self-dealing transaction and is subject to the Board's general standard of care, if such transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; (b) results in a benefit to one or more of the Trustees or their families because they are in a class of persons intended to be benefitted by the program; (c) does not directly affect such Trustee's compensation as a Trustee, Officer or Employee; and (d) the duties of the Trustee as a Trustee, Officer or Employee does not involve the procurement, preparation or performance of any part of such transaction.

Section 2 Conflict of Interest: The Board shall adopt the COI Policy, attached hereto as Exhibit A,

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and cause it to be distributed in compliance with the NPCL and the GML.

ARTICLE XII: CONTRACTS, CHECKS, BANK ACCOUNTS AND INVESTMENTS

Section 1 Checks, Notes and Contracts: The Board is authorized to select the banks or depositories it deems proper for the funds of the Corporation and shall determine who shall be authorized on the Corporation's behalf to sign checks, drafts or other orders for the payment of money, acceptances, notes or other evidences of indebtedness, to enter into contracts or to execute and deliver other documents and instruments.

Section 2 Authorized Signers: Except as otherwise specifically provided by Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, the Head of School, or Treasurer. Any items for amounts of $5,000.00 or greater must be signed by at least two of these individuals.

Section 3 Investments: The funds of the Corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, including stocks, bonds or other securities, as the Board may deem desirable.

ARTICLE XIII: BOOKS

There shall be kept at the office of the Corporation correct books of account of the activities and transactions of the Corporation including the minute book, which shall contain a copy of the Charter, a copy of the Bylaws, and all minutes of meetings of the Board.

ARTICLE XIV: FISCAL YEAR

The fiscal year of the Corporation begins on July 1 of each year and ends June 30. The Board may change the fiscal year as it deems appropriate by resolution of the Board.

ARTICLE XV: AMENDMENT

The Bylaws, or any part hereof, may be amended or repealed by the majority vote of the Trustees present at any meeting of the Board, so long as a quorum is present, except as otherwise provided herein. Any amendment or repeal of the Bylaws is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed

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alteration, is given. No amendment to the Bylaws may be made if such amendment is not in accordance with the Laws and the Charter.

ARTICLE XVI: NON-DISCRIMINATION

In all of its dealings, neither the Corporation nor its duly authorized agents shall discriminate against any individual or group for reasons of race, color, creed, sex, age, ethnicity, national origin, marital status, sexual orientation, gender identity, mental or physical disability or any category protected by state or federal law.

ARTICLE XVII: REFERENCES TO CHARTER AND LAW

References in the Bylaws to the Charter shall include all amendments thereto or changes thereof unless specifically excepted by the Bylaws. In the event of a conflict between the Charter and the Bylaws, the Charter shall govern. In the event of a conflict between the Bylaws and the provisions of any Laws, the Laws shall govern.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation an education Corporation duly organized and existing under the laws of the State of New York; that Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are in full force and effect.

Secretary: *Nataki Williams*
Adopted on April 25, 2019

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EXHIBIT A

The Conflict Of Interest Policy

(see attached)
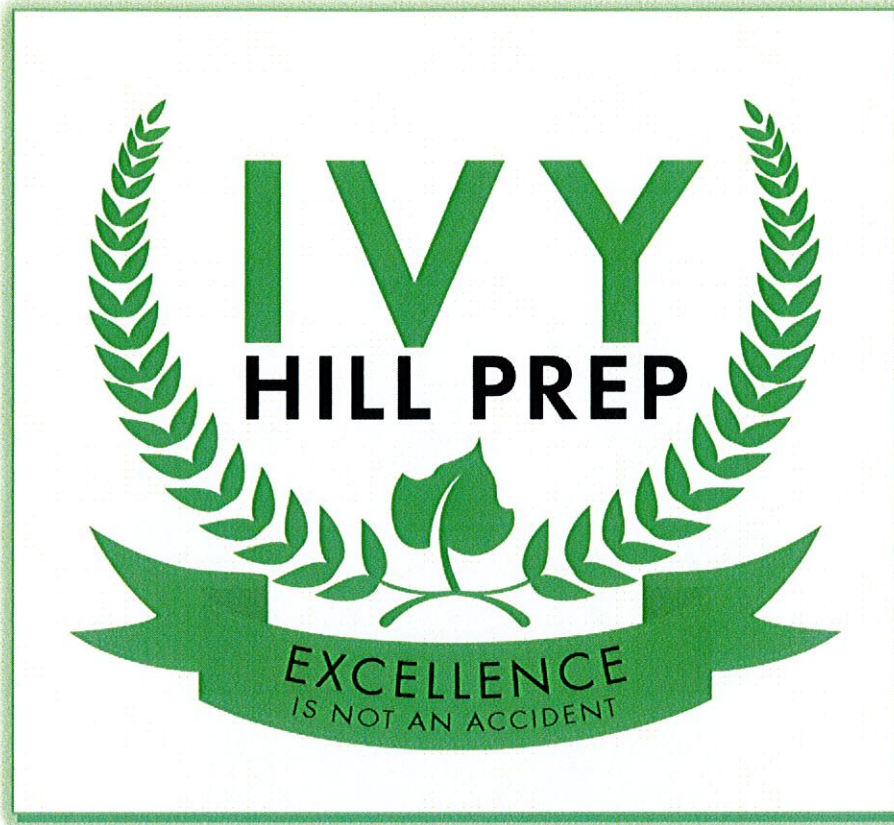
CODE OF ETHICS & CONFLICT OF INTEREST POLICY

CODE OF ETHICS & CONFLICT OF INTEREST POLICY

ARTICLE 1. PURPOSE

Section 1.   The purpose of this Code of Ethics & Conflict of Interest Policy (the "Policy") is to (1) set forth for the guidance of the trustees, officers and employees of the Ivy Hill Preparatory Charter School (the "Corporation") the standards of conduct reasonably expected of them and (2) protect the Corporation's interests when the Corporation is contemplating entering into a transaction or arrangement that might benefit the private interest, or the private interest of a Relative, of a Trustee, Officer, or Key Person of the Corporation or might result in a possible excess benefit transaction. The Corporation will not enter into any such transaction or arrangement unless it is determined by the Board in the manner described below to be fair, reasonable and in the best interests of the Corporation at the time of such determination and does not violate any applicable law and it

Section 2.   This Policy is intended to supplement, but not replace, any applicable state and federal laws governing code of ethics and conflicts of interest applicable to charity schools in the State of New York.

ARTICLE 2. RELATED PARTY TRANSACTIONS AND DUTY TO DISCLOSE

Section 1.   Under this Policy, if the Corporation contemplates entering into a Related Party Transaction, the Board must determine if the transaction is fair, reasonable, and in the best interests of the Corporation. A Related Party Transaction is not necessarily a prohibited transaction.

Section 2.   If at any time during his or her term of service a matter for decision or approval comes before the Board in which a Related Party has a Financial Interest, that Financial Interest must be promptly disclosed in writing to the secretary of the Corporation (the "Secretary"), who shall then promptly inform the Board, together with all material facts. The Board will then follow the procedures set forth in this Policy.

Failure to disclose to the Board a known Financial Interest or a known potential Related Party Transaction may be grounds for removal from the Board or termination of employment by the Corporation.

ARTICLE 3. DISCLOSURE AND VOTING

Section 1.   Disclosure. Any Related Party shall disclose the existence of his or her Financial Interest and in good faith all material facts to the Board. If the Board has reasonable cause to believe a Related Party has failed to disclose his or her Financial Interest, it shall inform that Related Party of the basis for such belief and afford that Related Party an opportunity to explain the alleged failure to disclose. If, after hearing that Related Party's response and after making further investigation as warranted by the circumstances, the Board determines that Related Party

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has failed to disclose his or her Financial Interest, it shall take appropriate disciplinary and corrective action, including removal from the Board or termination of employment by the Corporation when applicable.

Section 2. <u>Non-Participation and Review</u>. All transactions, agreements or any other arrangements between the Corporation and a Related Party, and any other transactions which may involve a potential conflict of interest, shall be reviewed by the Board. No Related Party shall vote, act, or attempt to influence improperly the deliberations or voting on any matter in which he or she has been determined by the Board to have a Financial Interest. Any attempt by a Related Party to vote, act, or improperly influence deliberations or voting by a Related Party on any matter with which such person has a Financial Interest may be grounds for removal from the Board or termination from the Corporation. All Related Parties with a Financial Interest shall leave the room while such deliberations and voting are conducted, although at the request of the Board they may provide information regarding the transaction prior to the deliberations.

Section 3. <u>Consideration of Alternate Transactions and Comparability Data</u>.

If the contemplated Related Party Transaction pertains to compensation for services or the transfer of property or other economic benefit to a Related Party, prior to entering into the transaction the Board must determine that the value of the economic benefit provided by the Corporation to the Related Party does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data, including by considering alternative transactions to the extent possible.

Section 4. <u>Voting</u>. The Corporation will not enter into any Related Party Transaction unless (a) such Related Party Transaction does not violate Article 7 of this Policy, (b) the Board upon exercising due diligence determines that the Corporation cannot obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that is not a Related Party, (c) such Related Party Transaction is determined to be fair, reasonable and in the best interest of the Corporation, and (d) such Related Party Transaction is approved by not less than a majority vote of the Trustees present at the meeting. The Board shall document the meeting contemporaneously as described in Article 5 of this Policy, including its consideration of any alternative transactions.

Section 5. <u>Compensation for Services</u>.

A voting member of the Board or an Officer who receives compensation directly or indirectly from the Corporation for services or a Trustee serving as a voting member of any committee of the Board whose jurisdiction includes compensation matters is precluded from voting or acting on matters pertaining to that Trustee's or Officer's compensation.

However, a voting member of the Board or any committee of the Board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the

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Corporation, either individually or collectively, may upon request of the Board or committee of the Board provide information regarding compensation.

Section 6.   <u>No Loans</u>. No loans shall be made by the Corporation to its Trustees or Officers, or to any other entity in which any of the Corporation's Trustees or Officers holds a Financial Interest, except to another charitable organization.

Section 7.   <u>Periodic Reviews</u>.

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include (a) whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining and (b) whether Related Party Transactions conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

When conducting the periodic reviews, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

ARTICLE 4. AUDIT COMMITTEE REVIEW

The Board may delegate to the Audit Committee the adoption, implementation of and compliance with this Policy. The Board may delegate to the Audit Committee review and approval of any Related Party Transaction involving a Related Party and the Corporation, as contained in this Policy; <u>provided</u> that if the Related Party Transaction would otherwise require full Board approval, the Audit Committee shall submit the Related Party Transaction to the Board for consideration, providing its recommendation as to whether or not to approve it.

ARTICLE 5. RECORDS OF PROCEEDINGS

The minutes of all meetings of the Board and all meetings of any committee of the Board at which a Related Party Transaction is considered shall contain:

- The names of the persons who disclosed or otherwise were determined to have a potential or actual Financial Interest and/or conflict of interest, the nature of the potential or actual Financial Interest and/or conflict of interest, any action taken to determine whether a Financial Interest or conflict of interest exists, and the Board's determination as to whether a Financial Interest and/or conflict of interest exists.

- The names of the persons who were present for deliberations and votes relating to any determinations under this Article, including whether the Related Party left the room

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during any such deliberations, the content of such deliberations, including consideration of alternative transactions, and whether or not the transaction with the Related Party was approved by the Board.

- The minutes shall document contemporaneously the deliberations and determination regarding any of the Financial Interest or conflict of interest.

ARTICLE 6. INITIAL AND ANNUAL WRITTEN DISCLOSURES

Section 1.   Prior to a Trustee's initial election to the Board, or an Officer or Key Person's employment by the Corporation, and thereafter on an annual basis, all Trustees, Officers, and Key Persons shall disclose in writing to the Secretary:

(i)   Any entity of which the Trustee, Officer or Key Person is a director, officer, trustee, voting member, owner (in whole or in part) or employee and with which the Corporation has a financial relationship.

(ii)   Any transaction in which the Corporation is a participant and in which the Trustee, Officer or Key Person, or one of his or her Relatives, might have a conflicting interest.

Section 2.   A copy of each disclosure statement shall be kept in Corporation's files and made available to any Trustee, Officer, or Key Person upon request.

ARTICLE 7. CONFLICTS OF INTEREST UNDER THE GENERAL MUNICIPAL LAW

The General Municipal Law (the "GML") further defines prohibited conflicts of interest for the Trustees, Officers and Employees.

Section 1.   General Prohibitions.

Under the GML, no Trustee, Officer or Employee may have an Interest, direct or indirect, in any contract with the Corporation, when such Trustee, Officer or Employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint a Trustee, Officer or Employee who has any of the powers or duties set forth above. The treasurer of the Corporation (the "Treasurer") or any Officer with similar powers and duties may not have an Interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the Corporation. This, however, does not preclude payment of lawful compensation and necessary expenses of a Trustee, Officer or Employee in such a position as a Trustee, Officer or Employee, the holding of which is not prohibited by law.

Section 2.   Express Prohibitions.

In addition, the GML clearly states that any Trustee, Officer or Employee may not:

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(a)   Directly or indirectly, solicit any gift, or accept or receive any gift having a value of $75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably by inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her duties to the Corporation, or was intended as a reward for any of his/her actions on behalf of the Corporation;

(b)   Disclose confidential information acquired in the course of his/her duties to the Corporation or use such information to further his/her personal interests;

(c)   Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board or any committee of the Board; or

(d)   Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board or any committee of the Board whereby the compensation is to be dependent or contingent upon any action by the Board or such committee of the Board. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Section 3.   <u>Exceptions</u>.

Prohibitions on conflict of interest pursuant to the GML and this Article 7 do NOT apply to:

(a)   The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the Corporation except when the Treasurer, or his or her deputy, any Officer with similar powers and duties, or any Employee, has an Interest in such bank or trust company; <u>provided</u> that where designation of a bank or trust company outside the school district in which the Corporation is located would be required because of the foregoing restriction, a bank or trust company within such school district may nevertheless be so designated;

(b)   A contract with a person, firm, corporation or association in which a Trustee, Officer, or Employee has an Interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

(c)   The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

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(d)   The purchase by the Corporation of real property or an interest therein, <u>provided</u> that the purchase and the consideration therefor is approved by order of the New York Supreme Court upon petition of the Board;

(e)   The acquisition of real property or an interest therein, through condemnation proceedings according to law;

(f)   A contract with a membership corporation or other voluntary non-profit corporation or association;

(g)   The sale of lands and notes pursuant to Section 60.10 of the New York Local Finance Law;

(h)   A contract in which a Trustee, Officer or Employee has an Interest if such contract was entered into prior to the time he or she was elected or appointed as such Trustee, Officer or Employee, but this does not authorize a renewal of any such contract;

(i)   Employment of a licensed physician as school physician for the Corporation upon authorization by a two-thirds vote of the Board;

(j)   A contract with a corporation in which a Trustee, Officer or Employee has an Interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Trustee, Officer or Employee;

(k)   A contract for the furnishing of public utility services when the rates or charges therefor are fixed or regulated by the public service commission;

(l)   A contract for the payment of a reasonable rental of a room or rooms owned or leased by a Trustee, Officer or Employee when the same are used in the performance of his/her duties to the Corporation and are so designated as an office;

(m)   A contract for the payment of a portion of the compensation of a private employee of a Trustee or Officer when such employee performs part-time service in the duties of such Trustee or Officer;

(n)   A contract in which any Trustee, Officer or Employee has an Interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an Interest during the fiscal year, does not exceed the sum of $750;

(o)   A contract with a member of private industry council established in accordance with the Job Training Partnership Act or any firm, corporation or association in which such member holds an Interest, <u>provided</u> that the member discloses such Interest to the council and the member does not vote on the contract.

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Section 4.   Disclosure of Interests.

(a)   Any Trustee, Officer or Employee who has, will have, or later acquires an Interest in any actual or proposed contract with the Corporation must publicly disclose the nature and extent of such interest in writing to the Board as soon as he or she has knowledge of it.

(b)   Written disclosure of all Interests shall be made part of and set forth in the minutes of the Board, except for those described in Article 7 Section 3 subparagraphs (j) through (o).

ARTICLE 8. ANNUAL STATEMENTS

Each Trustee, Officer, and Key Person shall annually sign and submit to the Secretary or other person designated by the Board a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, (c) has agreed to comply with the Policy, and (d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE 9. DEFINITIONS

In addition to the other terms defined throughout this Policy, the following terms shall have the following meanings when used in this Policy:

"Affiliate" means, with respect to any specified person or entity, any other person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with such specified person or entity.

"Audit Committee" means a committee of the Board that consists solely of Independent Trustees, as established under the name of "Audit Committee" in accordance with the Corporation's bylaws.

"Board" means the board of trustees of the Corporation, responsible for the management of the Corporation.

"Employee" means an employee of the Corporation.

"Financial Interest" means the receipt of an economic benefit, whether actual or prospective, directly or indirectly, through business, investment, or family, from any transaction, agreement, compensation agreement (including direct or indirect remuneration as well as gifts or favors that are not insubstantial), or other arrangement involving the Corporation.

"Independent Trustee" means a Trustee who:

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(a) has not been an employee or Key Person of the Corporation or an Affiliate of the Corporation within the last three years;

(b) does not have a Relative who has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;

(c) has not received and does not have a Relative who has received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);

(d) does not have a substantial Financial Interest in and is an employee of, and does not have a Relative who has a substantial Financial Interest in or is an officer of, any entity that has provided payments, property or services to, or received payments, property or services from, the Corporation or an Affiliate of the Corporation if the amount paid by the Corporation to the entity or received by the Corporation from the entity for such property or services, in any of the last three fiscal years, exceeded:

- the lesser of $10,000 or 2% of such entity's consolidated gross revenues if the entity's consolidated gross revenue was less than $500,000;

- $25,000 if the entity's consolidated gross revenue was $500,000 or more but less than $10,000,000; or

- $100,000 if the entity's consolidated gross revenue was $10 million or more;

(For the purposes of this subparagraph (d), "payment" does not include charitable contributions, dues or fees paid to the Corporation for services which the Corporation performs as part of its nonprofit purposes, or payments made by the Corporation at fixed or non-negotiable rates or amounts for services received; provided that such services by and to the Corporation are available to individual members of the public on the same terms and such services received by the Corporation are not available from another source);

(e) is not in an employment relationship under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;

(f) is not and does not have a Relative who is a current owner, whether wholly or partially, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years; or

(g) does not approve a transaction providing economic benefits to any Related Party who in turn has approved or will approve a transaction providing economic benefits to the Trustee.

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"Interest" means, with respect any specified person, a direct or indirect pecuniary or material benefit accruing to such specified person as the result of a contract with the Corporation. Such specified person shall be deemed to have an Interest in the contract of (a) his or her spouse, minor children and dependents, except a contract of employment with the Corporation, (b) a firm, partnership or association of which such specified person is a member or employee, (c) a corporation of which such specified person is an officer, director or employee and (d) a corporation any stock of which is owned or controlled directly or indirectly by such specified person.

"Key Person" means, with respect to any specified entity, a person who (a) has responsibilities, or exercises powers or influence over such specified entity as a whole similar to the responsibilities, powers, or influence of trustees and officers; (b) manages such specified entity, or a segment of such specified entity that represents a substantial portion of the activities, assets, income or expenses of such specified entity or such segment thereof; or (c) alone or with others controls or determines a substantial portion of the capital expenditures or operating budget of such specified entity.

"Officer" means an officer of the Corporation.

"Related Party" means any person who is any of the following:

i.   the trustees, officers, or Key Persons of the Corporation or an Affiliate of the Corporation;
ii.   the Relatives of the individuals as described in clause (i);
iii.   any entity in which an individual as described in clause (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
iv.   the founders of the Corporation;
v.   the substantial contributors to the Corporation (within the current fiscal year or the past five fiscal years);
vi.   the entities or individuals owning a controlling interest (through votes or value) in the Corporation;
vii.   any non-stock entity controlled by one or more Key Persons; and
viii.   any other person who is, or has within the last five years, been in a position to exercise substantial influence over the affairs of the Corporation.

"Related Party Transaction" means any transaction, agreement or any other arrangement with the Corporation or an Affiliate of the Corporation in which a Related Party has a Financial Interest. Any Related Party Transaction will be considered a conflict of interest for purposes of this Policy.

"Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestor, child (whether natural or adopted), grandchild, great grandchild, sibling (whether whole or half blood), or spouse or domestic partner of a child

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(whether natural or adopted), grandchild, great grandchild or sibling (whether whole or half blood).

"Trustee" means a member of the Board.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation an education Corporation duly organized and existing under the laws of the State of New York; that the Code of Ethics and Conflict of Interest Policy of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Code of Ethics and Conflict of Interest are in full force and effect.

Secretary: *Nataki Williams*
Adopted on February 28, 2019

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Attachment G: Board of Trustees Information

Trustee Name and Email Address	Position on the Board (e.g., officers or constituent representatives)	Voting Member of the Board? (Y/N)	Committee Affiliation(s)	Areas of Expertise	MM/DD/YY to MM/DD/YY)
Nancy Olisma nancy.olisma@gmail.com	Interim Board Chair	Y	Governance, HOS, Academic	HR, Education	8/1/2022 to present
Winsome Warden winniewarden@yahoo.com	Treasurer	Y	HOS, Finance	Ops	8/1/2022 to present
Derrick Lewis dlewis@perfectequality.com	Founding Trustee	Y	Finance	Fundraising	8/1/2018 to present
Maimouna Kane maimounakane1987@gmail.com	Secretary	Y	Academic	Academics	08/01/2020 to present
Adam Laniyan adam@laniyan.net	Trustee	Y	Finance	Finance	08/01/2020 to present
Adam Jimenez-Schulman a.jimenez.schulman@gmail.com	Founding Trustee/Former Board Chair	Y	Academic Achievement, Finance, HOS Evaluation	Education, Operations	06/01/2018 to 3/31/2023
Tanisha James tannjames@gmail.com	Former Vice Chair	Y	HOS	Law	08/01/2020 to 7/31/2023

Marsha Michael marsha.michael.esq@gmail.com	Former Board Chair & Founding Trustee	Y	Governance, Academic Achievement, HOS Evaluation	Law	06/01/2018 to 7/31/2020
Nataki Williams NatakiWilliams1@gmail.com	Founding Trustee & Treasurer	Y	Finance	Finance	06/01/2018 to 07/31/2020
Jennifer Small jennifer.p.small@gmail.com	Former Trustee	Y	Finance	Finance	08/01/2018 to 07/31/2021
Kimberly Wedderburn-Henderson wedderburnlaw@gmail.com	Former Secretary	Y	Governance, Academic	Law, Education	8/01/2019 to 07/31/2020
Rebecca May rebeccalmay@gmail.com	Founding Trustee & Vice-Chair	Y	Governance, Development, Facilities Task Force	Operations	6/01/2018 to 8/31/2019
Total members joining the board over the charter term:					6
Total members leaving the board over the charter term:					7
Total members at the beginning of the charter term:					5
Total members at the end of the charter term:					5

School Year: 2023-2024
Grades: K-5, revised

Legend:
- Full-time staff
- Contractor
- Updated role
- Added role
- GL Stipend (1x)
- **Expected add**

Board of Trustees

Head of School

Director of Finance/ Back-office Provider

Director of Operations
- Operations Manager
- Operations Coordinator/ Associate
- **Operations Coordinator/ Associate**
- School Nurse
- Janitorial Staff
- Bus Matrons (4)

Assistant Head of School
- SPED Teachers **(5)**
- Related Services (4)
- Social Workers **(2)**
- Teaching Fellows **(5)**
- Paraprofessionals (4)

Dean of Curriculum & Instruction (KG-2)
- KG Grade Teachers (4)
- 1st Grade Teachers (4)
- 2nd Grade Teachers (4)

Director of Curriculum & Instruction (3-5)
- 3rd Grade Teachers (4)
- 4th Grade Teachers (4)
- **5th Grade Teachers (4)**

Dean of School Culture
- Martial Arts Teachers (2)
- Elective Teachers (3)

School Year: 2023-2024
Grades: K-5, revised **December 2022**

Legend:
- Full-time staff
- Contractor
- Updated role
- Added role
- GL Stipend (1x)
- **Expected add**

Board of Trustees
- Head of School
  - Director of Finance/Back-office Provider
  - Director of Operations
    - Operations Manager
    - Operations Coordinator/Associate
    - **Operations Coordinator/Associate**
    - School Nurse
    - Janitorial Staff
    - Bus Matrons (4)
  - Assistant Head of School
    - SPED Teachers **(5)**
    - Related Services (4)
    - Social Workers **(2)**
    - Teaching Fellows **(5)**
    - Paraprofessionals (4)
  - Dean of Curriculum & Instruction (KG-2)
    - KG Grade Teachers (4)
    - 1st Grade Teachers (4)
    - 2nd Grade Teachers (4)
  - Director of Curriculum & Instruction (3-5)
    - 3rd Grade Teachers (4)
    - 4th Grade Teachers (4)
    - **5th Grade Teachers (4)**
  - Dean of School Culture
    - Martial Arts Teachers (2)
    - Elective Teachers (3)

Attachment I: Proposed Contract with Comprehensive Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services.
NOT APPLICABLE

If there is no such contract, upload the Attachment I template and label it N/A. If applicable, provide the school's current NYSED-approved contract with the educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term. If the school plans to continue to contract with an educational service provider, charter management organization, or other entity that provides comprehensive management services during the next charter period, include the fully negotiated (but not executed) management contract, together with evidence that the school's attorney has reviewed the contract and the board has approved its execution subject to the Board of Regents' renewal approval. If the contract has yet to be negotiated, provide an explanation along with a timetable for that process to be completed. Such timetable should, in all instances, allow sufficient time for the NYSED CSO to review the completed contract prior to the time that the NYSED CSO must make its recommendation on the Application for Charter Renewal. If the school intends to begin or discontinue contracting with an educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term, the school must submit information on these plans in response to the instructions in Section 4: Charter Revisions. Information regarding whether a contract may be deemed a contract for comprehensive management services may be found at NYSED Definition of an Entity that Provides Comprehensive Management Services. Questions should be directed to the NYSED CSO at CharterSchools@nysed.gov. Please note: If the school's contract does not contain all of the terms and information required in Exhibit C of the charter agreement, the school must also submit a redlined version of the contract as part of Section 4 of the renewal application and must clearly label each document to differentiate them.

Enrollment Process

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

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

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

Vacant Seats. We will backfill vacant seats in kindergarten through third grade up to and including the last day of second quarter. Seats vacated

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

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

Enrollment Preference

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

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

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

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

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

Withdrawal Process

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

1. Ivy Hill Prep will verify that the withdrawing parent/guardian is the custodial parent/guardian.

2. The withdrawing custodial parent/guardian must complete a withdrawal form and provide a signature to confirm the withdrawal decision.

3. Ivy Hill Prep will confirm receipt of the completed withdrawal form and signature, and will remove the student from the school's roster. Seats that open as a result of a withdrawal will be filled in accordance with the steps outlined in the Vacant Seat section above.

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

● A copy of the pupil's birth certificate or other acceptable proof of age;

● An up-to-date record of immunizations and current physical;

● Last report card (unless registering for kindergarten);

● Custody papers (if applicable);

● IEP, psychological reports, and/or other documentation of special education (if applicable);

● 2 Proofs parent/guardian's address. Please see below for possible proofs of address, or visit https://www.schools.nyc.gov/docs/default-source/default-document-library/pre-registration-checklist_english for a full list of accepted documents.

o   A residential utility bill (gas or electric) in the resident's name issued by a utility company (such as National Grid or Con Edison)—must be dated within the past 60 days

o   A bill for cable television services provided to the residence; must include the name of the parent and the address of the residence and be dated within the past 60 days

o   Rent receipt which includes the address of residence—must be dated within the past 60 days

o   Income tax form for the last calendar year

o   Official NYS Driver's License or learner's permit, which has not expired

o   Voter registration documents, which include the name of the parent and the address of residence

- A photo ID of the parent/guardian

ok   BOROUGH OF Brooklyn   , THE CITY OF NEW YORK

No. 188896

Date AUG 5 1964

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C26-181.0 to C26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7, Building Code.)

This certificate supersedes C. O. No.

To the owner or owners of the building or premises:

THIS CERTIFIES that the new—~~alterations existing~~ building—premises located at
475 East 57th Street, northeast corner of E 57th Street and Ditmas Avenue

Block 7915 Lot 10-13-15-17 28-41-46-58 62-66 69

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. ~~Alter~~ No.— 2494-1960

Occupancy classification— Catholic High School

Construction classification— class 1 fireproof

Height 4 stories, 48 feet.

Date of completion— const. 8-4-64 plumb. 7-30-64 . Located in Residence & Manufacturing Use District

D Area , Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar number to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Basement	ground	500	-	500	recreation facilities in yard
		700		700	all purpose room, boiler room, visual aid, laboratories, kitchen, band practice, storage, press rooms.
First	100	982		982	auditorium
First	60 and 100	432		432	class rooms
Second	60 & 100	495		495	library, class rooms
Balcony	100	966		966	seating, fan room
Third	60 & 100	720		720	class rooms, chapel
Fourth	40	44		44	bed rooms, laundry, community study refectory

TOTAL - Catholic High School

Certificate of Approval #6665 Issued 1963 - fuel oil

Fire Department approval Issued for Interior Fire Alarm system May 14, 1961

Department of Air Pollution Control Certificate #737 of 1962 issued January 3, 1963

SEWAGE DISPOSAL: SANITARY DRAINAGE DOES DISCHARGE INTO SEWER

STORM DRAINAGE DOES

William Roth
Borough Superintendent

CERTIFICATE WILL BE NULL AND VOID IF ALTERED IN ANY MANNER OR ADDITIONS ARE MADE THERETO.
(Page 1)

FIRE DEPARTMENT

9 METROTECH CENTER   BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION
Public Buildings Unit
DATE: 03.27.2023.

PREMISES

Nazareth Regional High School 475 East 57th Street Brooklyn NY 11203	Nazareth Regional High School 475 East 57th Street Brooklyn NY 11203

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **11.14.2022.**

__XXX__ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ As of XXXXX documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____
Tomasz Korbas, Supervising Inspector, PBU

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
State Office of Religious and Independent Schools - Room 1078 Education Building Annex
Albany, New York 12234

| revised 11.12.2020 |

NONPUBLIC FIRE AND BUILDING SAFETY REPORT

Per NYS Education Law 807-A(1) All school buildings containing classroom, dormitory, laboratory, physical education, dining or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for hazards which may endanger the lives of students, teachers and employees therein and for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

NONPUBLIC SCHOOL BEDS CODE#

| 3 | 3 | 1 | 8 | 0 | 0 | 1 | 2 | 6 | 0 | 9 | 2 |

School Name

| N | A | Z | A | R | E | T | H | | R | E | G | I | O | N | A | L | | H | S | | | | | | | |

Facility/Building Name

Street Address (NO PO Box Numbers)

| 4 | 7 | 5 | | E | A | S | T | | 5 | 7 | th | | S | T | R | E | E | T | | | | | | | |

City/Town/Village | **Zip Code**

| B | R | O | O | K | L | Y | N | ... | 1 | 1 | 2 | 0 | 3 |

Name of Municipality Responsible for Local Code Enforcement

INSTRUCTIONS

- Read the *"Manual for Nonpublic School Facility - Fire & Building Safety Inspections"* prior to inspecting the facility and complete a separate report for each facility/building and location.

- **Part I:** General Information. School officials must complete this section annually.

- **Part II:**
  - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for facilities with electrically operated partitions per Regulations of the Commissioner 155.25
  - Items 09A-2 through 26 on the Non-Conformance Report Sheet – Must be completed for all facilities per 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

- **Part III (A, B, C & D) Certifications** -To be completed by individuals as indicated.

  A copy of this form must be kept on file at the school for three years and must be available for public review.

1

Part I: General Information and Fire/Life Safety History (complete annually)

Inspection Date

Note: Please insert the date the actual inspection took place.

Inspections shall be performed between July 1st and December 1st of the current school year.

1. Please indicate the primary use of this facility:

   √ STUDENT INSTRUCTION

      OTHER STUDENT USE

   Please Specify:

2. Is there a fire sprinkler system in this facility?   ○ YES   ☑ NO

   If 'yes', is the sprinkler alarm connected with the building alarm?   ○ YES   ○ NO

3. Is there a fire hydrant system for facility protection?   ○ YES   ☑ NO

   If YES, indicate ownership of system (select one):

   _____ public owned
   _____ school owned
   other (please specify)

4. Indicate the ownership of this facility
      ○ LEASED
      ☑ OWNED

5. What is the current gross Square footage of this facility?

   180000

   (to the nearest whole ten feet)

6. Fire and Emergency Drills
   a. Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required   √ YES   NO
   b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1st and June 30th of the <u>previous school year</u>:

   FIRE & EMERGENCY DRILLS

   NOTE Eight (8) are required between September 1, and December 31
   Eight (8) drills are required to be evacuation drills.
   Four (4) drills are required to be lockdown drills

   2

	Date	Evacuation	Lockdown
1	9/17/21	✓	
2	10/08/21	✓	
3	10/15/21	✓	
4	10/18/21	✓	
5	11/9/21	✓	
6	11/16/21	✓	
7	11/19/21	✓	
8	2/17/22	✓	
9	4/29/22	✓	
10	5/13/22	✓	
11	5/24/22	✓	
12			

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

> Lockdowns were not conducted because we were still following COVID Protocols and we missed 1 fire drill because we went remote at least twice during the spring.

d. Average time to evacuate this facility was: _____ minutes _____ seconds

e. Confirm that arson and fire prevention instruction was provided in accordance with Section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson and fire prevention; injury prevention and life safety for each month that school is in session.

_____✓_____ YES _____ NO

f. Confirm that employee fire prevention, evacuation and fire safety training was provided and records maintained are being maintained in accordance with Section F406 of the NYS Fire Code _____✓_____ YES _____ NO

7. Have there been any fires in this facility since the last annual fire safety inspection report?

_____ YES _____✓_____ NO

a. If YES, indicate: _____ total number of fires

b. _____ total number of injuries

3

c. _____total cost of property damage

8. If the fire alarm system was activated since the last fire safety inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the NYS Fire Code?

_____✓_____YES   _____NO

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Part II: Nonpublic School Fire & Building Safety Non-Conformance Report Sheet

School Name __Nazareth Regional H.S.__ Building Name _____

Item #	Non-Conformance	Date Corrected		Item #	Non-Conformance	Date Corrected		Item #	Non-Conformance	Date Corrected
08A-2				14A-2				20A-1		
08B-2				14B-2				20B-1		
08C-2				14C-2				20C-1		
08D-2				14D-1						
08E-2				14E-1				21A-3		
09A-2				15A-2				22A-3		
09B-2				15B-1				22B-3		
09C-1				15C-2				22C-3		
09D-1				15D-2						
				15E-1				23A-1		
09F-2								23B-1		
09G-2				16A-2				23C-1		
				16B-2				23D-2		
10A-2				16C-2						
10B-2				16D-2				24A-3		
10C-1										
10D-1				17A-3				25A-1		
				17B-2				25B-1		
11A-2				17C-2				25C-1		
11B-1				17D-2						
11C-2				17E-1				26A-3		
11D-2				17F-3						
11E-1				17G-1						
				17H-2						
12A-1				17I-2						
12B-3				17J-1						
12C-2				17K-1						
12D-2				17L-1						
12E-1										
12F-1				18A-2						
12G-1				18B-2						
12H-1				18C-2						
12I-1				18D-2						
12J-1										
12K-1				19A-3						
12L-1				19B-2						
12M-1				19C-1						
12N-1				19D-1						
12O-2				19E-1						
				19F-1						
13A-2				19G-1						
13B-2				19H-2						

If any additional non-conformances are observed, check item 26A-3 and list the Code section below.

_____
_____
_____

Inspector
The inspector has been provided with a copy of the previous year's school fire safety report:

Yes_____ No_____

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Part III: NonPublic School Certifications
All sections are required to be completed: Section III-A; III-B III-C & III-D

Section III-A Fire Inspection Method
Which method(s) did the school authorities use to complete the annual fire safety inspection for this building?
Check appropriate box or boxes
- ☐ Inspection by the **fire department** of the city, town, village or **fire district** in which the building is located
- ☐ Inspection by a **fire corporation** whose territory includes the school building
- ☐ Inspection by the **county fire coordinator,** or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located
- ☐ Inspection by a **fire Inspector (Building Safety Inspector or Code Enforcement Official)** who holds a valid certification
  For additional information regarding these methods, please see: https://www.nysenate.gov/legislation/laws/EDN/807-A

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, County Fire Coordinator and/ or Fire Inspector (Building Safety Inspector or Code Enforcement official) who holds a valid certification.

The individual noted below inspected this building on _____ (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: _____   Title: _____

Signature: _____   Date: _____

Inspector's Organization: _____

Inspector's Telephone #: _____   Inspector's Email: _____

Inspector's Code Enforcement Certification # _____
_____ (as assigned by the NYS Department of State)

Section III-C Contact info for the Authority-Having-Jurisdiction [AHJ] Local Municipality, Town or Village
Name of Local/Municipal Code Enforcement Office : _____
Address: _____

Name of contact person : _____ Title: _____
Telephone #: _____ Email address: _____

Section III-D School or Building Administrator, Director, or Headmaster
The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:
1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which were not corrected immediately shall be corrected within an accepted period of time as approved by the Commissioner.

Name: _____   Title: _____

Signature: _____   Telephone #: _____
Email: _____

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Appendix E: Fiscal Impact Table

Please complete the table below. Charter schools in NYC should use the entire NYCDOE to gauge fiscal impact. *Please footnote your sources and assumptions.*

Projected Fiscal Impact upon District of Location

Year *Notes:*	Number of Enrolled Students *Your Enrollment from the District*	Charter School Basic Per Pupil Tuition Rate *Found at the 4th column at https://stateaid.nysed.gov/charter/html_docs/charter_1920_rates.htm*	Total Charter School Per Pupil Cost to District *Column B multiplied by Column C minus any additional aid received by the district from the state as enumerated in the last (6th) column at https://stateaid.nysed.gov/charter/html_docs/charter_1920_rates.htm multiplied by the students from the district.*	Estimated Additional Costs to District (e.g. SPED or Transportation Funds) *This amount can be found in the "Calculation of Public Excess Cost Aid Attributable to Parentally-Placed Nonresident and Charter School Students" excel tables found at the bottom of the page at https://stateaid.nysed.gov/charter/ or you can use the total special education funding amount that you received from the district this past academic year.*	Total Projected Funding from District *This would be Column D plus Column E*	Total District General Fund Budget *This can be found on the school district's website*	Projected Impact on District Budget *This would be Column F divided column G*
2024-2025	225	$18,707	$4,209,030	$578,394	$4,787,424	$40,600,000,000	0.012%
2025-2026	230	$19,081	$4,388,615	$578,394	$4,967,009	$40,600,000,000	0.012%
2026-2027	235	$19,463	$4,573,700	$578,394	$5,152,094	$40,600,000,000	0.013%
2027-2028	240	$19,852	$4,764,433	$578,394	$5,342,827	$40,600,000,000	0.013%
2028-2029	245	$20,349	$4,960,966	$578,394	$5,539,360	$40,600,000,000	0.014%

Attachment N: Narrative Outlining Innovative Aspects of Ivy Hill Preparatory Charter School

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

Key Design Elements
1. The road to college begins in kindergarten.
2. Reading is fundamental. Literacy is power.
3. Student success requires a data-driven approach and a relentless commitment to results.
4. Exceptional teaching produces exceptional results.
5. Intentional character development creates student leaders.
6. It takes a village to raise a child.

Ivy Hill Prep is college focused- the road to college begins in kindergarten (KDE1). We aim for students to be equipped with the academic and character skills necessary to thrive here, in middle school, high school, and in college. Our community has created a shared identity using our Ivy League values- **L**eadership, **E**xcellence, **A**cademic **G**rowth, **U**nique, and Confidenc**e**. Pride in our physical, college-focused, space and our uniforms all reflect our focus on excellence which will lead to success in college and beyond. We seek to ensure that our staff, leaders, teachers, board members, reflect the diversity of the community we serve so that our students can further see the possibilities that exist and thrive in college and beyond to access lives of promise and opportunity.

Ivy Hill Prep's intentional character development (KDE 5) sets it apart from other school options in district # and strives to create student leaders in school and in life. A unique aspect of our design is that all students participate in Martial Arts. IHP's Martial Arts Programming is unique. Through Martial Arts where Artists stress the body to help develop the mind, one can develop a strong mind, body and spirit. Scholars' success in Middle School, High School, College, and beyond is dependent on them having a strong academic foundation coupled with strong character and leadership skills. Further details about the Martial Arts program can be read here in the [IHP Martial Arts Program Guide](#).

Ivy Hill Prep aims to support the social and emotional development of all students. All students engage with the Character Strong curriculum, Purposeful People. The curriculum provides explicit, direct skill instruction designed to lead to 3 powerful outcomes: Be Strong, Be Kind, and Be Well. The curriculum focuses on teaching social skills and conflict resolution, executive functioning skills such as functioning, organizing, and goal setting, and wellness strategies such as emotional regulation. Our focus on social emotional learning creates space where we can celebrate the diversity of our community and work towards ever-more equitable and inclusive spaces.

IHP's Data-Driven approach to teaching and learning drives student achievement and ensures ongoing teacher development. We prioritize data driven instruction in all subject areas, seeking to make growth for all students by meeting them where they are and supporting their learning journey (KDE3). Similarly, school leaders use data to drive their coaching and feedback methods to meet teachers where they are and ensure growth in their professional knowledge and skills. Ultimately, growing exceptional teachers is what produces exceptional results (KDE4).

Ivy Hill Prep Diversity, Equity, and Inclusion (DEI) Plan
"Understand the differences; Act on the commonalities."

From its founding, diversity, equity, inclusion, and belonging (DEIB) have been integral to the mission of Ivy Hill Prep as reflected in our League Values. We are equipping scholars and staff to be Socially Aware of who we are and how we show up for and to our community.

At Ivy Hill Prep we believe that the best education occurs in a school composed of students, staff, and families drawn from diverse socioeconomic backgrounds, cultures, races, national origins, religions, languages, physical, cognitive, and emotional abilities, ages, and gender and sexual expression and identities. A diverse school community alone is not enough. While the work of diversity and community always has been a part of Ivy Hill Prep's mission, we seek to build on this commitment by striving to create a truly inclusive school: one where students and adults are welcomed and supported, and where their faces, voices, and experiences are reflected and valued. We believe that the work of DEIB is a responsibility held by all and done for all, person to person.

At Ivy Hill Prep we are committed to providing all members within our community with an equal opportunity to participate and thrive. Below are some examples of how we are working to embody our community commitment to diversity, equity, inclusion, and belonging:

- **Themes in our Curriculum-** Our Character Strong SEL curriculum and our Character Development Calendar (located in the School Culture Manual) give students the opportunity to explore their own and others' identities; examine what it means to be part of a community; recognize that social groups are complex, varied, and organized around different systems; learning about how systems advantage some and disadvantage others; and how to be change agents.
- **Inclusive Teaching and Learning:** We examine and revise our curriculum and teaching practices as necessary to ensure that we are effective in reaching every student. We train our teachers to recognize and understand the range of needs and learning styles among our students and to hone their skills in building and sustaining an inclusive classroom. Teaching Teams are augmented by Learning Specialists and School Social Worker(s). Our growing Student Support Team regularly engages in external professional development opportunities challenging their growth and development as professionals and as stewards of SEL programming at IHP.
- **School Structures and Programming**- Our daily morning meetings allow scholars the opportunity to come together and share with each other their likes, dislikes, and similarities in and outside of our community. Weekly community circles are a time for scholars to celebrate themselves, and each other while also learning new vocabulary for character development. The IHP community has an events calendar which includes celebrating and recognizing Women's History Month, LatinX History Month, Black History Month, Asian Pacific Islander Month, and more. IHP also has Winter and Spring shows which display work done in Visual Arts, Dance, and Martial Arts that honor and celebrate components from various cultures.
- **Meaningful Interaction and Dialogue-** We challenge every individual to interact meaningfully with the entire school community and to learn from one another, honoring our differences while embracing shared values. We provide a safe environment that encourages the expression of our differences in ways that invite dialogue and education rather than cause alienation. We

1

encourage curiosity and inquiry so that we can learn from a diverse range of experiences and points of view. We are committed to having restorative conversations.

- **Community Involvement and Service-** We use the above practices to instill a consciousness of social justice, an ethic of citizenship, and a commitment to service. We teach and practice responsibility towards and engagement in our school, our larger community, and the world. We have hosted MLK Day of Service engaging families and students on the importance of building a community that is welcoming of all no matter their background or social economic status. Through service partnership students and families also learn about organizations within their community that they can partner with outside of IHP for additional resources. Families are invited to volunteer at various school events, trips, our Community Thanksgiving event, and more.

- **DEIB Professional Development-** Leaders have the opportunity to participate in internal and external professional development (PD) opportunities. We have provided PD focused on expanding knowledge of best practices in the DEI space through the University of South Florida's Diversity Equity & Inclusion in the Workplace Certificate program. Leaders are encouraged to apply their knowledge and skills to build the capacity of all IHP staff.

2

Charter School Fiscal Accountability Summary

IVY HILL PREPARATORY CHARTER SCHOOL

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	-	-	K-1	K-2	K-3
Maximum Chartered Grades Served	-	-	K-5	K-5	K-5
Chartered Enrollment	-	-	120	180	240
Maximum Chartered Enrollment	-	-	360	360	360
Actual Enrollment	-	-	115	176	235

AUDITED FINANCIALS — STATEMENT OF FINANCIAL POSITION

	2017-18	2018-19	2019-20	2020-21	2021-22
ASSETS					
Current Assets					
Cash and Cash Equivalents	-	-	744,349	1,924,273	3,151,912
Grants and Contracts Receivable	-	-	181,766	45,165	118,952
Prepaid Expenses	-	-	8,974	89,499	22,348
Other Current Assets	-	-	-	-	-
Total Current Assets	-	-	935,089	2,058,937	3,293,212
Non-Current Assets					
Property, Building and Equipment, net	-	-	358,472	303,993	279,481
Restricted Cash	-	-	20,000	50,000	75,000
Security Deposits	-	-	93,750	93,750	93,750
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	-	472,222	447,743	448,231
Total Assets	-	-	1,407,311	2,506,680	3,741,443
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	176,242	83,077	162,498
Accrued Payroll and Payroll Taxes	-	-	62,849	65,453	132,901
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	23,745	9,261
Other Current Liabilities	-	-	701,938	451,938	201,938
Total Current Liabilities	-	-	941,029	624,213	506,598
Long-Term Liabilities					
Deferred Rent	-	-	224,000	1,175,938	1,877,877
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	224,000	1,175,938	1,877,877
Total Liabilities	-	-	1,165,029	1,800,151	2,384,475
NET ASSETS					
Unrestricted	-	-	242,282	696,529	1,356,968
Restricted	-	-	-	10,000	-
Total Net Assets	-	-	242,282	706,529	1,356,968
Total Liabilities and Net Assets	-	-	1,407,311	2,506,680	3,741,443

Chartered vs. Actual Enrollment

Cash, Assets and Liabilities

Net Assets

AUDITED FINANCIALS — STATEMENT OF ACTIVITIES

	2017-18	2018-19	2019-20	2020-21	2021-22
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	-	1,829,391	2,819,107	3,837,383
State and Local Per Pupil Revenue - SPED	-	-	217,548	185,204	343,606
State and Local Per Pupil Facilities Revenue	-	-	521,828	750,000	1,000,000
Federal Grants	-	-	905,916	158,355	340,656
State and City Grants	-	-	28,831	-	-
Other Operating Income	-	-	2,364	14,048	24,856
Total Operating Revenue	-	-	3,505,878	3,926,713	5,546,501
EXPENSES					
Program Services					
Regular Education	-	-	2,139,006	2,059,759	3,272,568
Special Education	-	-	908,900	933,980	1,090,455
Other Expenses	-	-	-	-	-
Total Program Services	-	-	3,047,906	2,993,739	4,363,023
Supporting Services					
Management and General	-	-	563,324	443,741	523,992
Fundraising	-	-	33,788	24,986	9,047
Total Support Services	-	-	597,112	468,727	533,039
Total Expenses	-	-	3,645,018	3,462,466	4,896,062
Surplus/Deficit from Operations	-	-	(139,140)	464,247	650,439
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	-	381,422	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	-	-	381,422	-	-
Change in Net Assets	-	-	242,282	464,247	650,439
Net Assets - Beginning of Year	-	-	-	242,282	706,529
Net Assets - End of Year	-	-	242,282	706,529	1,356,968

Revenue & Expenses

Change in Net Assets

FISCAL ANALYSIS — RATIOS, BENCHMARKS and FINDINGS

	2017-18	2018-19	2019-20	2020-21	2021-22
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	-	30,486	22,311	23,602
Support and Other Revenue	-	-	3,317	-	-
Total Revenue	-	-	33,803	22,311	23,602
Expenses - Per Pupil					
Program Services	-	-	26,504	17,010	18,566
Mangement and General, Fundraising	-	-	5,192	2,663	2,268
Total Expenses	-	-	31,696	19,673	20,834
% of Program Services	0.0%	0.0%	83.6%	86.5%	89.1%
% of Management and Other	0.0%	0.0%	16.4%	13.5%	10.9%
% of Revenue Exceeding Expenses	0.0%	0.0%	6.6%	13.4%	13.3%
FINANCIAL COMPOSITE SCORE					
Composite Score	-	-	1.13	2.09	2.58
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	-	Adequate	Strong	Strong
WORKING CAPITAL					
Net Working Capital	-	-	(5,940)	1,434,724	2,786,614
Working Capital (Current) Ratio	-	-	1.0	3.3	6.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	-	Does Not Meet Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	-	-	0.8	0.7	0.6
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	-	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	-	-	74.5	202.8	235.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	-	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	-	-	0.1	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	-	Meets Standard	Meets Standard	Meets Standard

Enrollment vs. Revenue & Expenses

Working Capital

Debt to Asset

Days of Cash

Total Margin
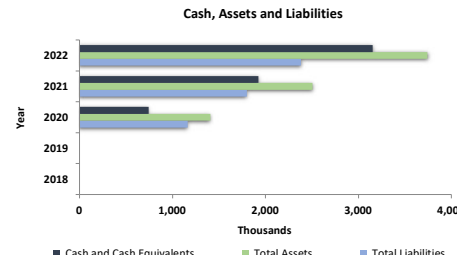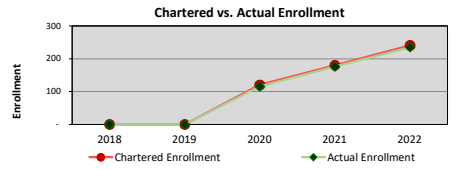
2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	**BEDS Code**	**2021-2022 Enrollment**
IVY HILL PREPARATORY CHARTER SCHOOL	331800861146	235

ESEA Accountability Designation (2021-2022):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #18
Total Public School Enrollment of Resident Students attending Charter Schools:	32%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-4
Address:	475 E 57TH ST BROOKLYN NY 11203
Website:	https://www.ivyhillprep.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2019
Authorizer:	NYS BOR
CEO:	ANNEDREA COLEMAN
CEO Phone:	(347) 622-2269
CEO Email:	acoleman@ivyhillprep.org
BOT President:	ADAM JIMENEZ-SCHULMAN
BOT President Phone:	(845) 519-9138
BOT President Email:	a.jimenez.schulman@gmail.com
Institution ID:	800000090255

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Vickie Smith
Performance Framework:	2015
Current Term:	8/28/19-6/30/24
2018-2019	Pre-Opening YR
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in

	Benchmark Rating	**Year of Rating**
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2022 CSO Survey Results	**Confidence Interval**	**Response Rate**	**Survey Population**	**Total Responses**
Parent Survey	Does not meet 90% or 95% Confidence	15%	235	35
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	17%	23	4

7/3/2023

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

IVY HILL PREPARATORY CHARTER SCHOOL

Not applicable to this charter school

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7/3/2023

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

IVY HILL PREPARATORY CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Not applicable to this charter school

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Ivy Hill Preparatory Charter School and New York City CSD 18

See NOTES (1), (2), (3), and (6).

2022 NYSED Charter School Information Dashboard
Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS
All Students	2021-2022	59%	49%	+10	46%	+13	21%	53%	-32	48%	-27	-	-	-	-	-
SWD	2021-2022	43%	25%	+18	20%	+23	20%	32%	-12	24%	-4	-	-	-	-	-
ED	2021-2022	62%	46%	+16	35%	+27	22%	51%	-29	36%	-14	-	-	-	-	-

See NOTES (1), (2), (3), (6), and (7).

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	59%	49%	+10	46%	+13	21%	53%	-32	48%	-27	-	-	-	-	-

See NOTES (1), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	43%	25%	+18	20%	+23	20%	32%	-12	24%	-4	-	-	-	-	-

See NOTES (1), (2), (3), (6), and (7).

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7/3/2023

2022 NYSED Charter School Information Dashboard

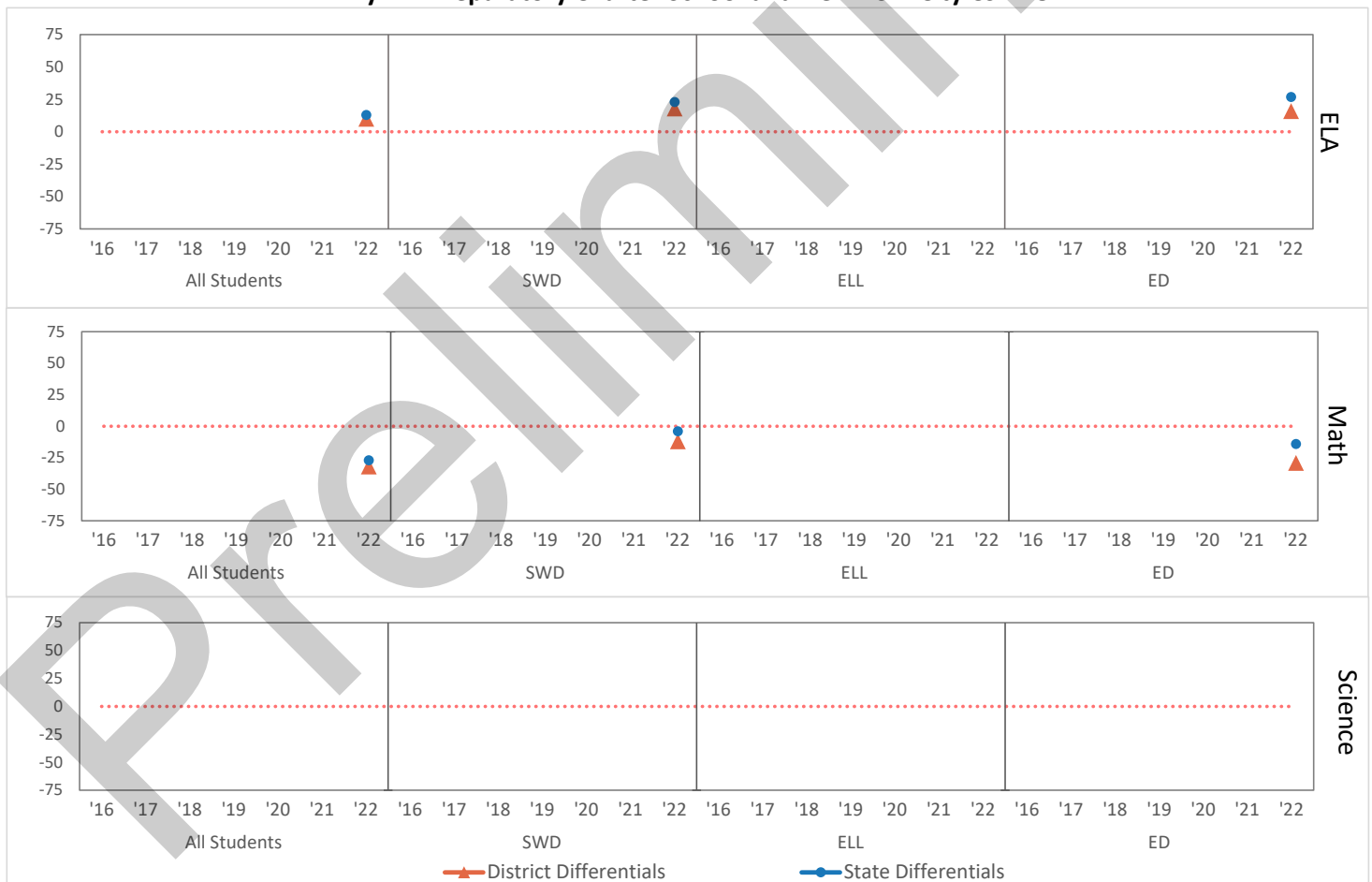## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	62%	46%	**+16**	35%	**+27**	22%	51%	**-29**	36%	**-14**	-	-	-	-	-

See NOTES (1), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard
Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

IVY HILL PREPARATORY CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Ivy Hill Preparatory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	120	115	96%
2020-2021	180	176	98%
2021-2022	240	235	98%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District
2019-2020	17%	17%	0	0%	9%	-9	86%	78%	+8
2020-2021	14%	17%	-3	0%	8%	-8	75%	78%	-3
2021-2022	13%	19%	-6	0%	9%	-9	82%	77%	+5

See NOTES (2) and (6).

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2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District
2020-2021	90%	87%	+3	95%	86%	+9	-	-	-	89%	87%	+2
2021-2022	83%	79%	+4	72%	73%	-1	-	-	-	81%	80%	+1

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

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2022 NYSED Charter School Information Dashboard

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) All graduation rates are as of August.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

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NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

15% RESPONSE RATE

Academics
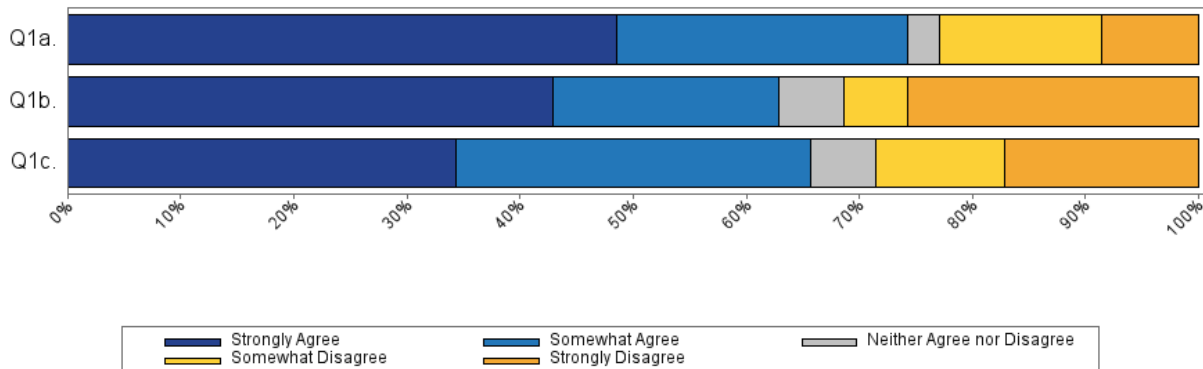
Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	49%	17	74%	4,204
	Somewhat Agree	26%	9	19%	1,080
	Neither Agree nor Disagree	3%	1	4%	225
	Somewhat Disagree	14%	5	2%	97
	Strongly Disagree	9%	3	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	43%	15	70%	3,988
	Somewhat Agree	20%	7	20%	1,166
	Neither Agree nor Disagree	6%	2	4%	254
	Somewhat Disagree	6%	2	3%	143
	Strongly Disagree	26%	9	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	34%	12	67%	3,790
	Somewhat Agree	31%	11	23%	1,335
	Neither Agree nor Disagree	6%	2	5%	309
	Somewhat Disagree	11%	4	3%	148
	Strongly Disagree	17%	6	2%	113

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

15% RESPONSE RATE

Behavior Managment and Safety
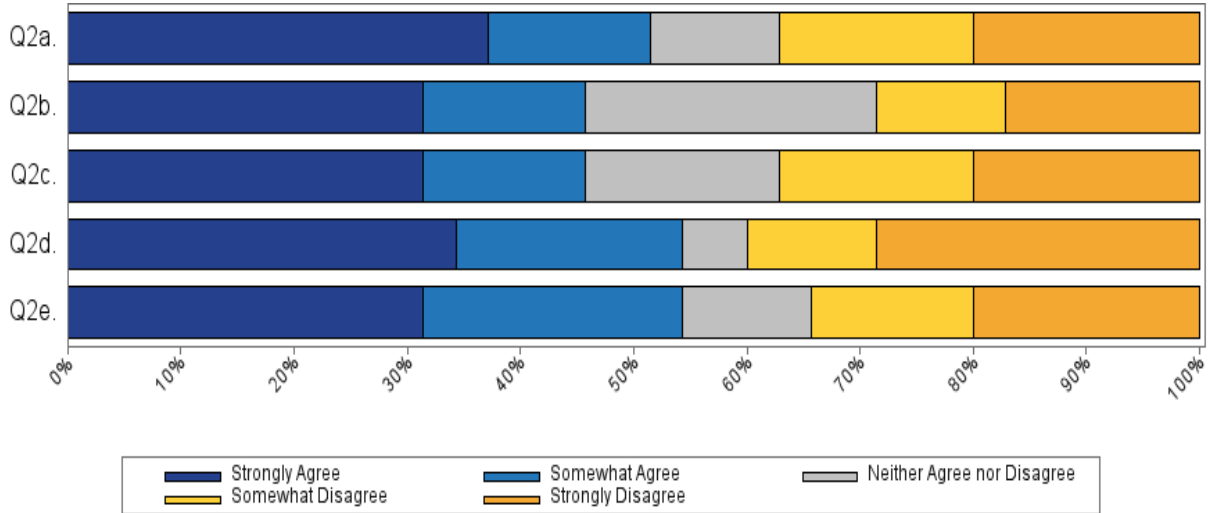
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	37%	13	68%	3,849
	Somewhat Agree	14%	5	18%	1,051
	Neither Agree nor Disagree	11%	4	8%	456
	Somewhat Disagree	17%	6	3%	173
	Strongly Disagree	20%	7	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	31%	11	63%	3,610
	Somewhat Agree	14%	5	19%	1,068
	Neither Agree nor Disagree	26%	9	10%	593
	Somewhat Disagree	11%	4	4%	205
	Strongly Disagree	17%	6	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	31%	11	61%	3,481
	Somewhat Agree	14%	5	20%	1,132
	Neither Agree nor Disagree	17%	6	12%	703
	Somewhat Disagree	17%	6	3%	189
	Strongly Disagree	20%	7	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	34%	12	63%	3,610
	Somewhat Agree	20%	7	22%	1,233
	Neither Agree nor Disagree	6%	2	9%	498
	Somewhat Disagree	11%	4	3%	172
	Strongly Disagree	29%	10	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	31%	11	59%	3,372
	Somewhat Agree	23%	8	21%	1,183
	Neither Agree nor Disagree	11%	4	14%	809
	Somewhat Disagree	14%	5	3%	159
	Strongly Disagree	20%	7	3%	172

NYSED CSO Parent Survey 2022
IVY HILL PREPARATORY CHARTER SCHOOL
35 RESPONSES
15% RESPONSE RATE

Support Services
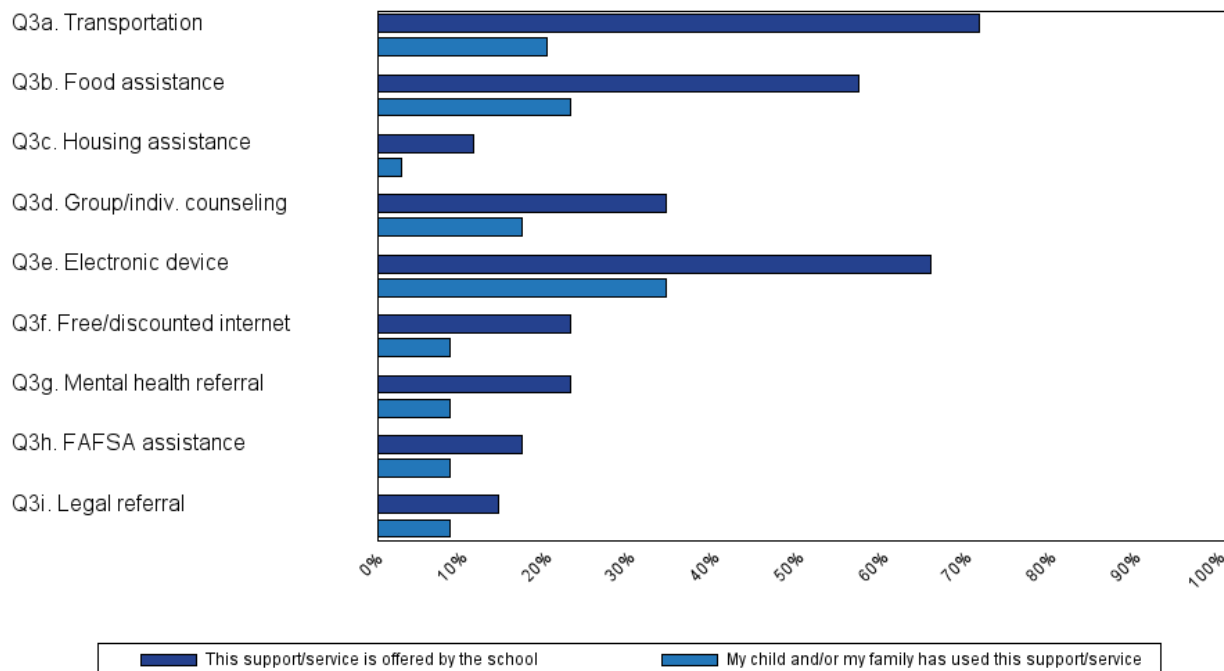
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	71%	25	68%	3,897
	My child and/or my family has used this support/service	20%	7	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	57%	20	63%	3,572
	My child and/or my family has used this support/service	23%	8	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	11%	4	26%	1,475
	My child and/or my family has used this support/service	3%	1	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school	34%	12	56%	3,182
	My child and/or my family has used this support/service	17%	6	16%	905
Q3e. Electronic device	This support/service is offered by the school	66%	23	70%	3,986
	My child and/or my family has used this support/service	34%	12	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	23%	8	43%	2,429
	My child and/or my family has used this support/service	9%	3	14%	799
Q3g. Mental health referral	This support/service is offered by the school	23%	8	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	9%	3	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	17%	6	34%	1,957
	My child and/or my family has used this support/service	9%	3	8%	470
Q3i. Legal referral	This support/service is offered by the school	14%	5	27%	1,523
	My child and/or my family has used this support/service	9%	3	5%	281

NYSED CSO Parent Survey

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NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL
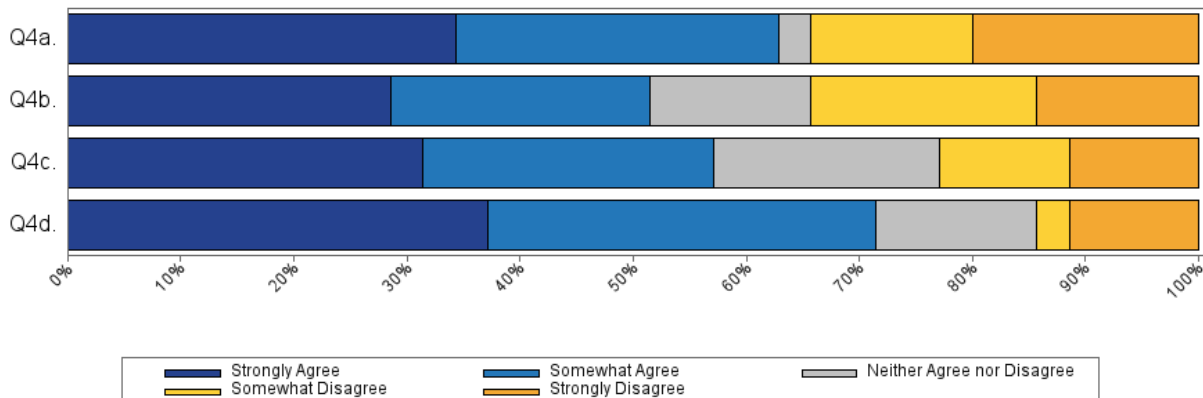
35 RESPONSES

15% RESPONSE RATE

Behavior Management

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	34%	12	70%	3,988
	Somewhat Agree	29%	10	20%	1,160
	Neither Agree nor Disagree	3%	1	5%	296
	Somewhat Disagree	14%	5	3%	143
	Strongly Disagree	20%	7	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	29%	10	60%	3,406
	Somewhat Agree	23%	8	23%	1,293
	Neither Agree nor Disagree	14%	5	10%	546
	Somewhat Disagree	20%	7	4%	255
	Strongly Disagree	14%	5	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	31%	11	59%	3,369
	Somewhat Agree	26%	9	24%	1,383
	Neither Agree nor Disagree	20%	7	10%	568
	Somewhat Disagree	11%	4	4%	221
	Strongly Disagree	11%	4	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	37%	13	71%	4,023
	Somewhat Agree	34%	12	20%	1,129
	Neither Agree nor Disagree	14%	5	7%	379
	Somewhat Disagree	3%	1	1%	84
	Strongly Disagree	11%	4	1%	80

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

15% RESPONSE RATE

Family Engagement and Communication
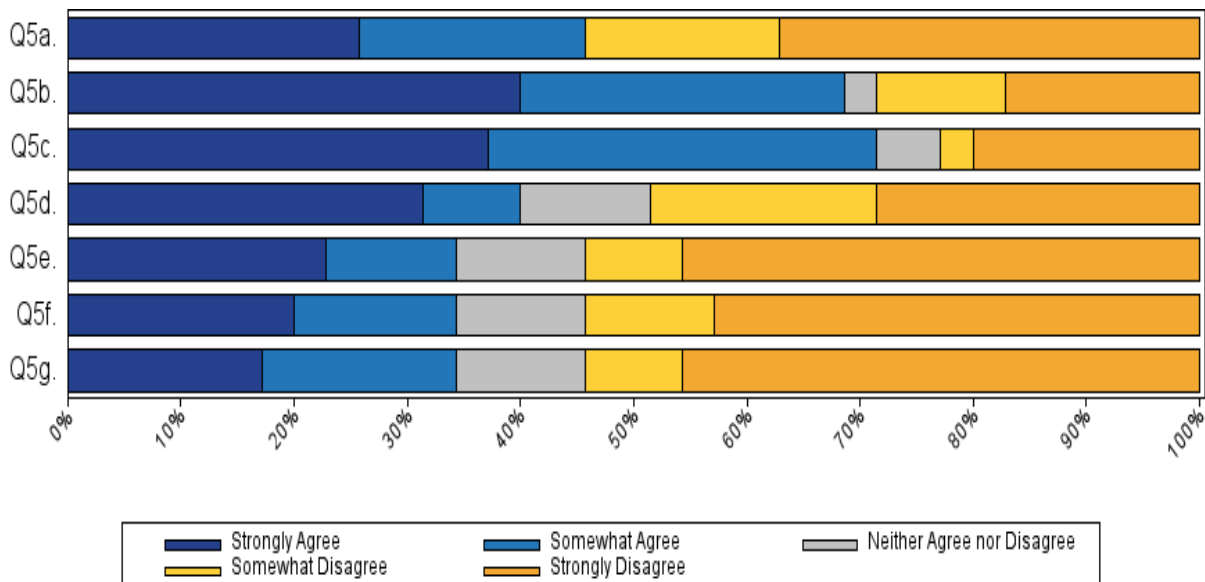
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	26%	9	63%	3,613
	Somewhat Agree	20%	7	21%	1,172
	Neither Agree nor Disagree	0%	0	10%	582
	Somewhat Disagree	17%	6	3%	175
	Strongly Disagree	37%	13	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	40%	14	74%	4,219
	Somewhat Agree	29%	10	16%	937
	Neither Agree nor Disagree	3%	1	4%	235
	Somewhat Disagree	11%	4	3%	157
	Strongly Disagree	17%	6	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	37%	13	77%	4,411
	Somewhat Agree	34%	12	15%	875
	Neither Agree nor Disagree	6%	2	4%	213
	Somewhat Disagree	3%	1	2%	96
	Strongly Disagree	20%	7	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	31%	11	72%	4,123
	Somewhat Agree	9%	3	18%	1,003
	Neither Agree nor Disagree	11%	4	6%	324
	Somewhat Disagree	20%	7	2%	126
	Strongly Disagree	29%	10	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	23%	8	51%	2,911
	Somewhat Agree	11%	4	19%	1,055
	Neither Agree nor Disagree	11%	4	22%	1,271
	Somewhat Disagree	9%	3	4%	209
	Strongly Disagree	46%	16	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	20%	7	53%	3,016
	Somewhat Agree	14%	5	18%	1,018
	Neither Agree nor Disagree	11%	4	23%	1,295
	Somewhat Disagree	11%	4	3%	150
	Strongly Disagree	43%	15	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	17%	6	51%	2,877
	Somewhat Agree	17%	6	19%	1,107
	Neither Agree nor Disagree	11%	4	20%	1,162
	Somewhat Disagree	9%	3	5%	261
	Strongly Disagree	46%	16	5%	288

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

15% RESPONSE RATE

Q6. Thinking about this school's board meetings, which of the following statements best applies to you?
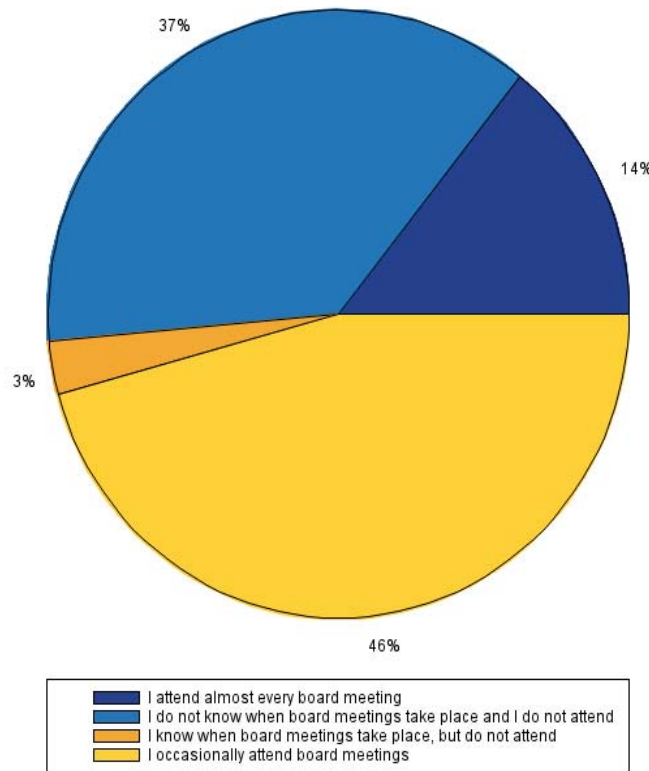
Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	14%	5	14%	808
	I occasionally attend board meetings	46%	16	23%	1,314
	I know when board meetings take place, but do not attend	3%	1	35%	1,975
	I do not know when board meetings take place and I do not attend	37%	13	28%	1,598

NYSED CSO Parent Survey 2022
IVY HILL PREPARATORY CHARTER SCHOOL
35 RESPONSES
15% RESPONSE RATE

Q7. Do you feel the school is fulfilling its mission?
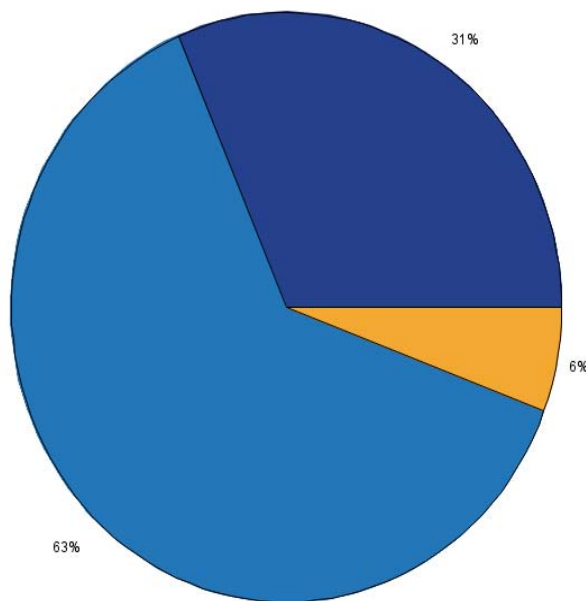
School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	31%	11	83%	4,724
	No	63%	22	6%	328
	I don't know the school's mission	6%	2	11%	643

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

15% RESPONSE RATE

COVID-19 In-Person Learning Environment
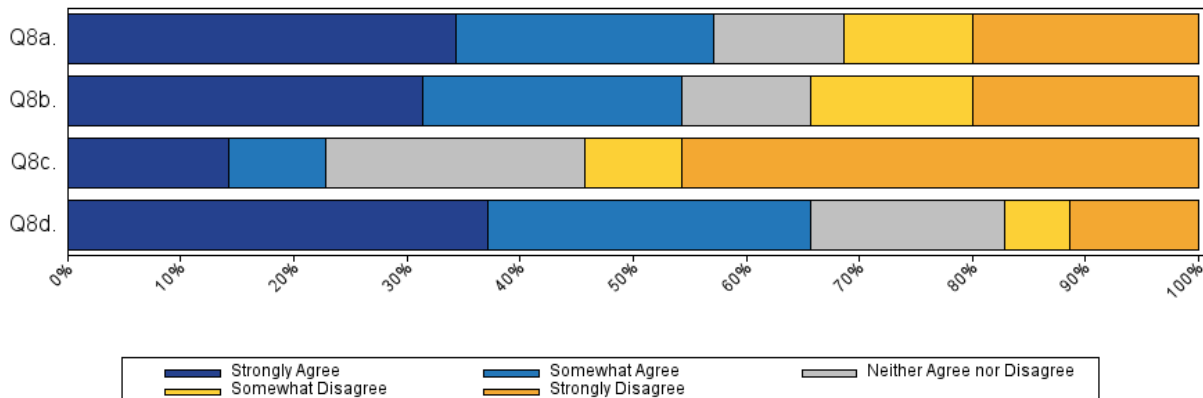
COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	34%	12	64%	3,665
	Somewhat Agree	23%	8	18%	1,042
	Neither Agree nor Disagree	11%	4	14%	798
	Somewhat Disagree	11%	4	2%	97
	Strongly Disagree	20%	7	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	31%	11	70%	3,979
	Somewhat Agree	23%	8	19%	1,060
	Neither Agree nor Disagree	11%	4	8%	457
	Somewhat Disagree	14%	5	2%	101
	Strongly Disagree	20%	7	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	14%	5	14%	779
	Somewhat Agree	9%	3	12%	663
	Neither Agree nor Disagree	23%	8	14%	790
	Somewhat Disagree	9%	3	9%	523
	Strongly Disagree	46%	16	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	37%	13	19%	1,085
	Somewhat Agree	29%	10	21%	1,194
	Neither Agree nor Disagree	17%	6	24%	1,384
	Somewhat Disagree	6%	2	11%	623
	Strongly Disagree	11%	4	25%	1,409

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

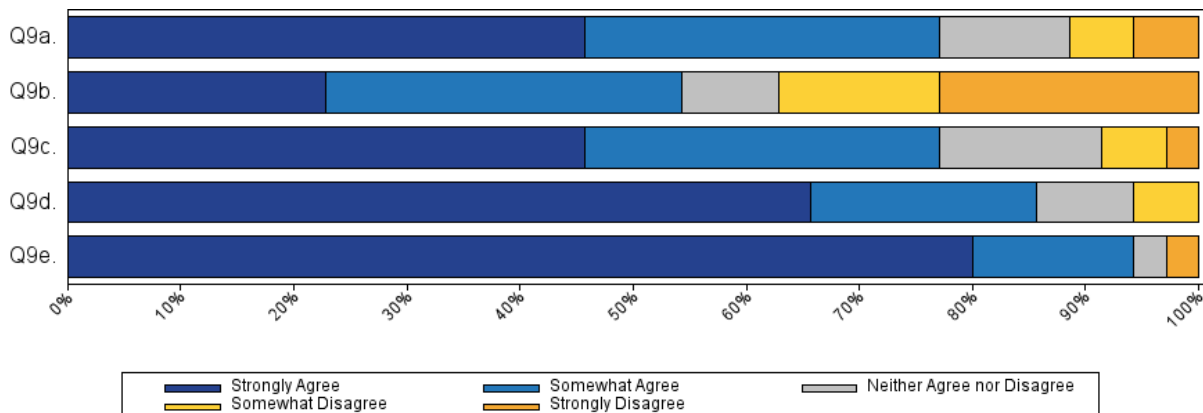## 15% RESPONSE RATE

COVID-19 Remote Learning Environment

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	46%	16	58%	3,325
	Somewhat Agree	31%	11	17%	943
	Neither Agree nor Disagree	11%	4	21%	1,204
	Somewhat Disagree	6%	2	2%	97
	Strongly Disagree	6%	2	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	23%	8	26%	1,463
	Somewhat Agree	31%	11	16%	888
	Neither Agree nor Disagree	9%	3	24%	1,359
	Somewhat Disagree	14%	5	11%	603
	Strongly Disagree	23%	8	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	46%	16	29%	1,657
	Somewhat Agree	31%	11	20%	1,153
	Neither Agree nor Disagree	14%	5	26%	1,500
	Somewhat Disagree	6%	2	8%	434
	Strongly Disagree	3%	1	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	66%	23	64%	3,669
	Somewhat Agree	20%	7	14%	824
	Neither Agree nor Disagree	9%	3	16%	939
	Somewhat Disagree	6%	2	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	80%	28	73%	4,151
	Somewhat Agree	14%	5	10%	585
	Neither Agree nor Disagree	3%	1	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	3%	1	2%	88

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES
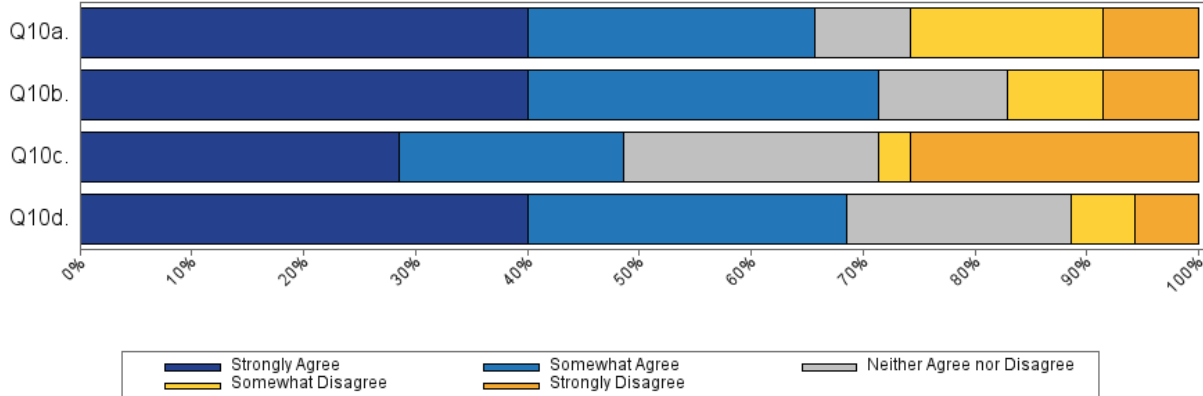
15% RESPONSE RATE

COVID-19 Learning Environment

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	40%	14	66%	3,744
	Somewhat Agree	26%	9	24%	1,354
	Neither Agree nor Disagree	9%	3	6%	335
	Somewhat Disagree	17%	6	3%	165
	Strongly Disagree	9%	3	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	40%	14	32%	1,812
	Somewhat Agree	31%	11	25%	1,437
	Neither Agree nor Disagree	11%	4	23%	1,332
	Somewhat Disagree	9%	3	11%	621
	Strongly Disagree	9%	3	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	29%	10	27%	1,564
	Somewhat Agree	20%	7	18%	1,028
	Neither Agree nor Disagree	23%	8	17%	947
	Somewhat Disagree	3%	1	14%	771
	Strongly Disagree	26%	9	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	40%	14	48%	2,721
	Somewhat Agree	29%	10	24%	1,389
	Neither Agree nor Disagree	20%	7	19%	1,075
	Somewhat Disagree	6%	2	5%	284
	Strongly Disagree	6%	2	4%	226

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

15% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
It was recommended by his daycare
The school's vision and mission promoted education for the total person, the founding principal promoted and supported the vision and mission. My child will not be in this school for 2022-2023 because the board unjustly fired the founding principal. The vision and mission is now lost, the school has now become a place where I do not want my child to be
Because there was a vision that I was told about and saw by the founding principal but they remove her and the school vision died .
Principal Johnson who engineered it was the reason. Principal Johnson mission was what i envisioned.
I loved what Principal Johnson stood for. We really miss her.
I chose this school because MS Johnson had a wonderful vision for our children but not I don't know what the board has done by letting her go
I've chose IvyHill prep because of what they stood for in the beginning of the school year. Once they fired Principal Johnson the school went downhill. They lack communication on every level now.
I was very pleased with Ms Johnson's interaction with the children impressed me fully and my son was already enrolled. Her level of professionalism was unmatched
Highly recommended by my child's daycare
I chose this school because of the former principal and the vision she had for Ivy Hill.
Because of Principal Johnson. After her immediate termination i Have no confidence in the school, leadership or Board
Initially the mission was clear with a well organized team that seemed to support my child education. However, mid-year everything began to fall apart, with no clear communication with parents.
The original founder Ms. Ambrosia Johnson really strived for greatness and I wanted my child to experience that journey she cared and now that she is no longer there .the direction is going down and the communication between parents and the school staff is non existent!!!
I chose this school because I was impressed by Principle Johnson overall presence but got very turned off by leadership disregard and disrespect for parent and staff which had an impact on my children.
I choose school based on the passion and vision of the founder, Ms. Ambrosia Johnson
The mother picked the school.
When taking a tour of the school I was amazed at how the children were learning.
Because miss Johnson had wonderful vision for the school. She's invested in the students but now she's no longer there because of the board selfish reasons. I loved the school they had great remote program. I wish they could do more but I don't know what's going to happen. Please save ihp.
I believe the school held up to its high expectations and it's well disciplined! I also love the uniform policy. The head of school and all the teachers are exceptional!
They had a phenomenal Principal with a clear vision for the students, staff and school. She's gone now and the school has been in shambles ever since. There have been multiple occasions where the school went into "lock down"? because they lost students. One was found on the roof of the school.

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

15% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

| Question Answer |
|---|
| Principal Johnson's engagement, her love of the school and scholars. Now that she was forcibly removed the school has gone down. They hired someone with no experience with children this age. The board was biased against Principal Johnson and fired her without due cause. Now some of the members have stepped down sighting conflict of interest when they should have done that before Principal Johnson was removed. I will be taking both of my children out of this school. |
| Because of the foundation the principle put in place for each student, and also it is convenient for me. |
| Because I seen how principal Johnson was at the time and she had rest a sure that my son would be in the best care possible and my son came in there in the middle of the school year and stated off scared and shy and her energy and making sure to great him every morning changed that up. I can only pray it gets better with a new principal in place! |
| Because Miss Johnson is good to the kids |
| Reputation for high academic rigor. |
| From Kindergarten to First Grade, the school had been exuding excellence but the recent change in leadership and management has had a devastating impact on parent expectations. The restructuring of instruction and constant change in learning environment (teachers leaving, new leadership team being assembled, no clear plan that parents can decipher) along with lagging communication (for upcoming events within the school, teacher needs for parents to produce, covid/general sickness occurrences within the school that everyone needs to be informed about, and so many more) have parents frustrated with the school overall. So much so that several parents have pulled their scholars out mid school year and a lot of families are planning on leaving at the end of the school year, myself included. |
| I chose this school based on previous leadership. Now, that leadership has changed the school has completely gone downhill. |
| The founding principal Ambrosia Johnson recruited our family. We believed in her vision for education. Due to her wrongful termination, the quality of the school has declined. My child has lost 2 teachers this year after this and their class was dissolved mid-year. They went from a small class of 12 to a larger class of about 26. There have been way too many changes this past year and many of them have disrupted my child's social emotional learning and academic competency. We shall not return to this institution beyond this academic year. |

NYSED CSO Parent Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

35 RESPONSES

15% RESPONSE RATE

Q12. Do you have any additional comments or concerns regarding this school?

Question Answer
The leadership, communication and the lack of accountability and support in IVy Hill is terrible!!!!! The vision is lost and the kids and parents are suffering !!! Majority of the 2021-2022 student will NOT return for the 2022 school year and that is sad!! And unfortunate !
Reinstate the founder, Ambrosia Jonhnson . She was unjustly and unfairly removed from this school. The current school board does not care about the community in which this school is located.
Please look into the school board they don't care about our children
The school lacks communication with parents. They also need better safety in regards to student pick up for a Rainy day dismissal. They don't ask for identification for anyone they just give the students name and class and the child can be released to anyone.
The board of directors has disregarded the wellness of the previous administration, teachers, staff, students and parents. They have purposefully set to destroy the quality of education that o children was receiving. I also have another child in this school as well.
The academic progress has deteriorated as there is no coaching for teaching staff, the discipline and rules policy are not enforced, progress reports are late, poor communication from the school, several incidents of children going missing, running away from the class,outbreaks of stomach viruses, rashes and other illnesses. This all transpired since the board hijacked the school and fired the founding principal. The board disregards the parents legitimate concerns. The board must be dismantled and the principal Ms. Johnson reinstated.
The board needs to be remove for dismantling the school from being successful.
There are numerous concerns about the Board's disrespect and neglect towards parents' issues. Many families have decided to change schools as a result of the Board's behavior (including my family).
There needs to be better communication between the board, the school and parents. That lapse since principal Johnson was fired. We don't know the current staff as they're still hiring and replacing staff. They need to move swiftly. Please bring Johnson back.
I love Ivy Hill Prep!
I'm deeply concerned about safety as there have been multiple incidents. The current board has been uncooperative and disrespectful. One board member laughed in a group of parents' faces when they expressed concern over the new leadership. It's just not a place where students are thriving emotionally and I have found a new charter for my child, as a result.
Would not recommend this school and it's practices needs to be investigated.
The board needs to resign, especially Adam. They are not there for the best interest of the students. They have been very disrespectful to the parents, talking to us as if we did not matter. That is the reason why I am withdrawing my children from this school
The school's new leadership does not uphold the previous high-performance standards for excellence. I will be changing schools next year.
This school has steadily declined as a result of poor decisions made by the board. Parent voices do not matter and my child has suffered as a result. We have no hope for the future success of this school and look forward to our departure from this oppressive space.
Education is not equal and fair to all in NYC. BLACK COMMUNITIES ARE UNFAIRLY AT THE BOTTOM OF TOTEM POLL DUE TO POLITICAL STRENGTH. SCHOOL SYSTEM IS VERY COOPERATIVE AND EDUCATION IS THE LEAST IN BLACK COMMUNITIES.

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Curriculum
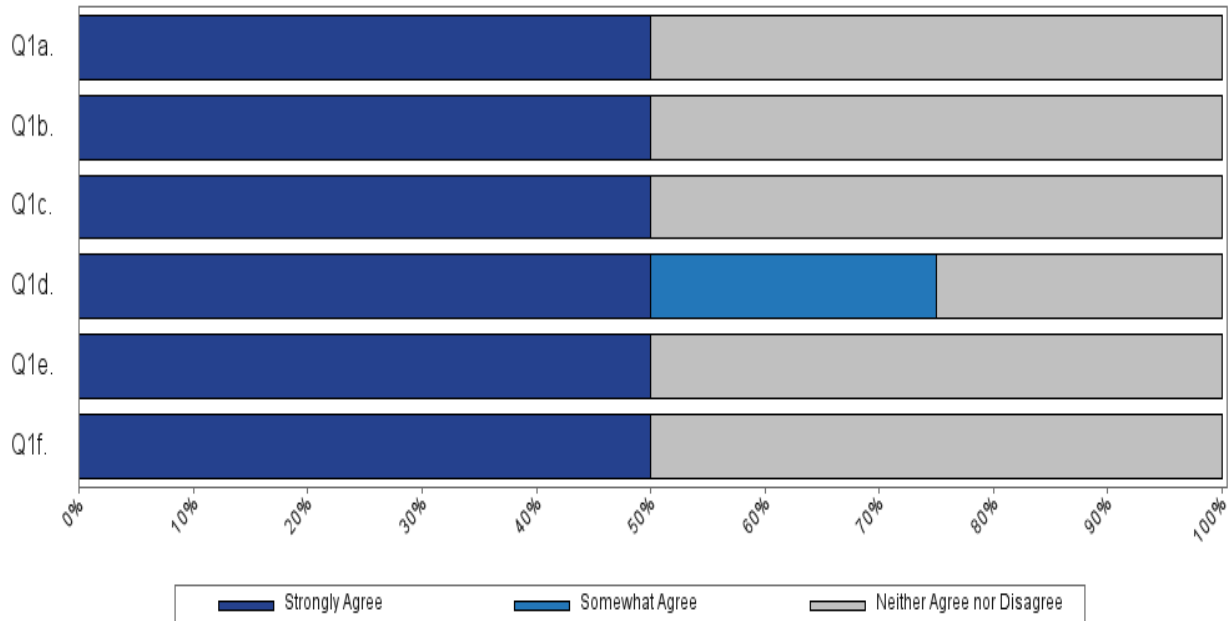
Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	0%	0	68%	1,310
	Somewhat Agree	0%	0	24%	460
	Neither Agree nor Disagree	50%	2	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	50%	2	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	0%	0	58%	1,113
	Somewhat Agree	0%	0	26%	506
	Neither Agree nor Disagree	50%	2	10%	190
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	50%	2	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	0%	0	51%	978
	Somewhat Agree	0%	0	32%	612
	Neither Agree nor Disagree	50%	2	11%	212
	Somewhat Disagree	0%	0	4%	85
	Strongly Disagree	50%	2	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	0%	0	50%	975
	Somewhat Agree	0%	0	34%	651
	Neither Agree nor Disagree	50%	2	8%	146
	Somewhat Disagree	25%	1	5%	106
	Strongly Disagree	25%	1	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	0%	0	50%	966
	Somewhat Agree	0%	0	28%	545
	Neither Agree nor Disagree	50%	2	11%	222
	Somewhat Disagree	0%	0	7%	127
	Strongly Disagree	50%	2	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	0%	0	35%	683
	Somewhat Agree	0%	0	30%	574
	Neither Agree nor Disagree	50%	2	23%	436
	Somewhat Disagree	0%	0	7%	136
	Strongly Disagree	50%	2	5%	102

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Instruction
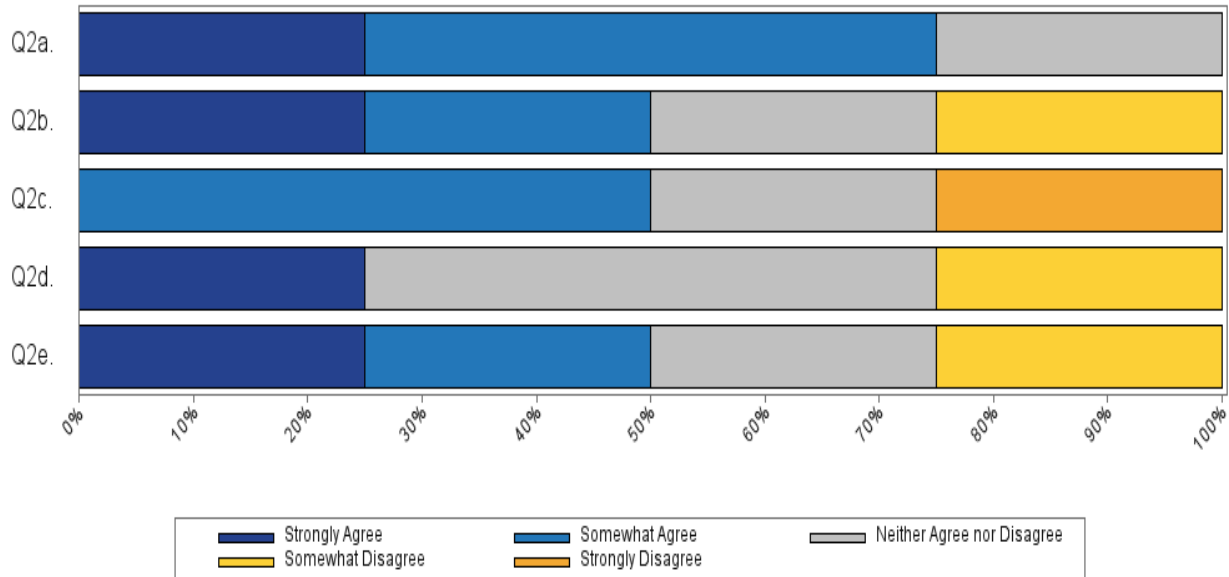
Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	25%	1	54%	1,038
	Somewhat Agree	50%	2	34%	653
	Neither Agree nor Disagree	25%	1	4%	86
	Somewhat Disagree	0%	0	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	25%	1	52%	1,008
	Somewhat Agree	25%	1	36%	691
	Neither Agree nor Disagree	25%	1	6%	114
	Somewhat Disagree	25%	1	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	0%	0	52%	999
	Somewhat Agree	50%	2	34%	654
	Neither Agree nor Disagree	25%	1	6%	124
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	25%	1	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	25%	1	48%	922
	Somewhat Agree	0%	0	30%	570
	Neither Agree nor Disagree	50%	2	9%	170
	Somewhat Disagree	25%	1	8%	162
	Strongly Disagree	0%	0	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	25%	1	53%	1,022
	Somewhat Agree	25%	1	29%	566
	Neither Agree nor Disagree	25%	1	8%	159
	Somewhat Disagree	25%	1	6%	114
	Strongly Disagree	0%	0	4%	70

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

## 17% RESPONSE RATE

Assessment and Program Evaluation
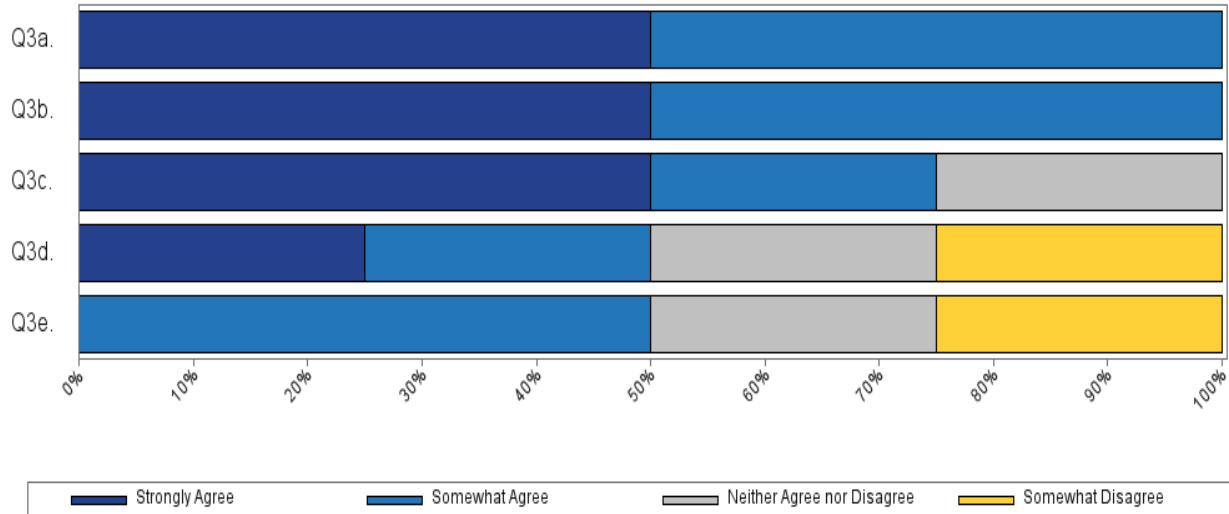
Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	0%	0	66%	1,267
	Somewhat Agree	50%	2	27%	522
	Neither Agree nor Disagree	50%	2	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	0%	0	62%	1,200
	Somewhat Agree	50%	2	28%	532
	Neither Agree nor Disagree	50%	2	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	0%	0	58%	1,129
	Somewhat Agree	50%	2	29%	555
	Neither Agree nor Disagree	25%	1	7%	134
	Somewhat Disagree	25%	1	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	0%	0	50%	964
	Somewhat Agree	25%	1	30%	583
	Neither Agree nor Disagree	25%	1	11%	218
	Somewhat Disagree	25%	1	7%	126
	Strongly Disagree	25%	1	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	0%	0	59%	1,144
	Somewhat Agree	0%	0	28%	532
	Neither Agree nor Disagree	50%	2	8%	156
	Somewhat Disagree	25%	1	4%	69
	Strongly Disagree	25%	1	2%	30

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Supports for Diverse Learners
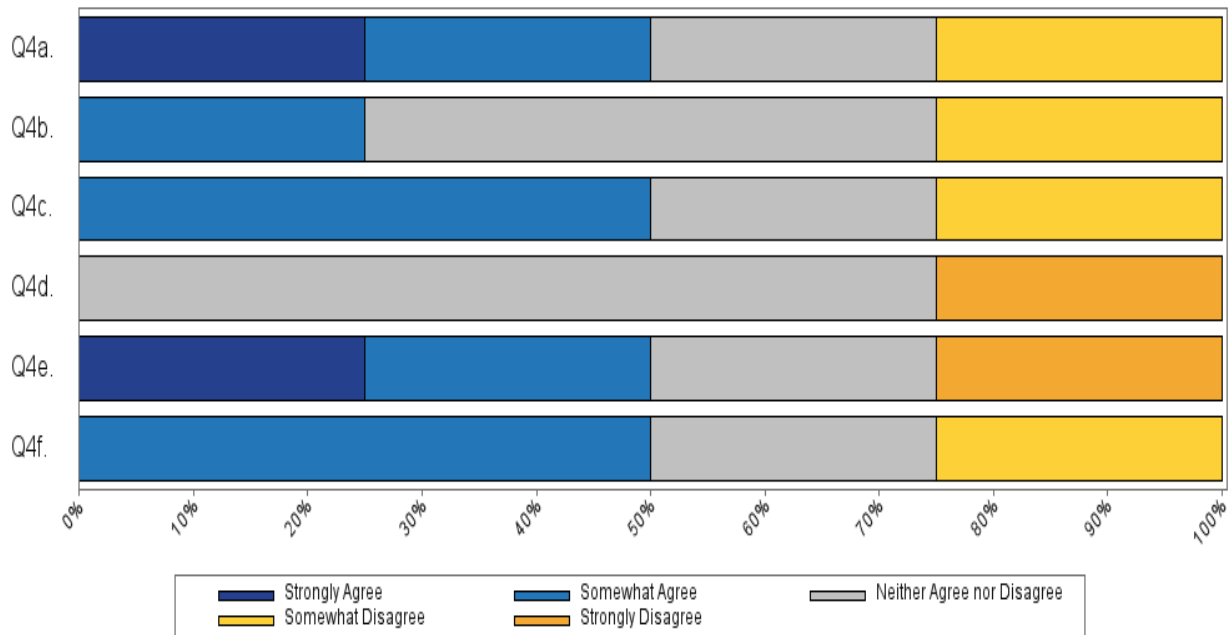
Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	25%	1	62%	1,194
	Somewhat Agree	25%	1	20%	391
	Neither Agree nor Disagree	25%	1	14%	262
	Somewhat Disagree	25%	1	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	0%	0	61%	1,181
	Somewhat Agree	25%	1	20%	393
	Neither Agree nor Disagree	50%	2	15%	286
	Somewhat Disagree	25%	1	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	0%	0	56%	1,079
	Somewhat Agree	50%	2	27%	516
	Neither Agree nor Disagree	25%	1	9%	172
	Somewhat Disagree	25%	1	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	0%	0	55%	1,053
	Somewhat Agree	0%	0	26%	511
	Neither Agree nor Disagree	75%	3	10%	200
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	25%	1	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	25%	1	61%	1,169
	Somewhat Agree	25%	1	25%	477
	Neither Agree nor Disagree	25%	1	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	25%	1	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	0%	0	54%	1,050
	Somewhat Agree	50%	2	28%	533
	Neither Agree nor Disagree	25%	1	9%	183
	Somewhat Disagree	25%	1	6%	110
	Strongly Disagree	0%	0	3%	55

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement
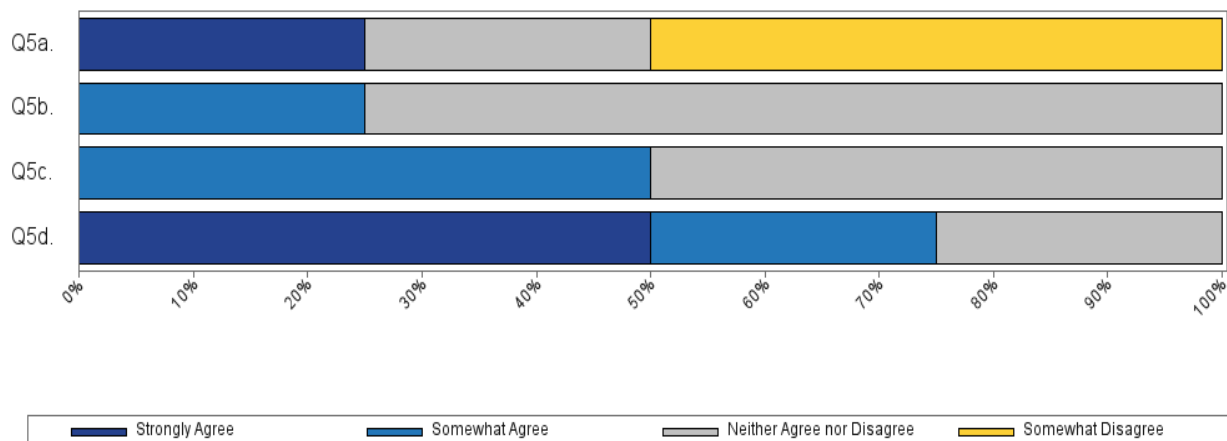
Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	25%	1	38%	725
	Somewhat Agree	0%	0	30%	577
	Neither Agree nor Disagree	25%	1	12%	238
	Somewhat Disagree	0%	0	12%	225
	Strongly Disagree	50%	2	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	0%	0	24%	456
	Somewhat Agree	25%	1	27%	512
	Neither Agree nor Disagree	75%	3	15%	293
	Somewhat Disagree	0%	0	21%	405
	Strongly Disagree	0%	0	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	0%	0	37%	717
	Somewhat Agree	50%	2	29%	569
	Neither Agree nor Disagree	50%	2	21%	407
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	50%	2	38%	738
	Somewhat Agree	25%	1	31%	589
	Neither Agree nor Disagree	25%	1	16%	306
	Somewhat Disagree	0%	0	8%	161
	Strongly Disagree	0%	0	7%	137

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES
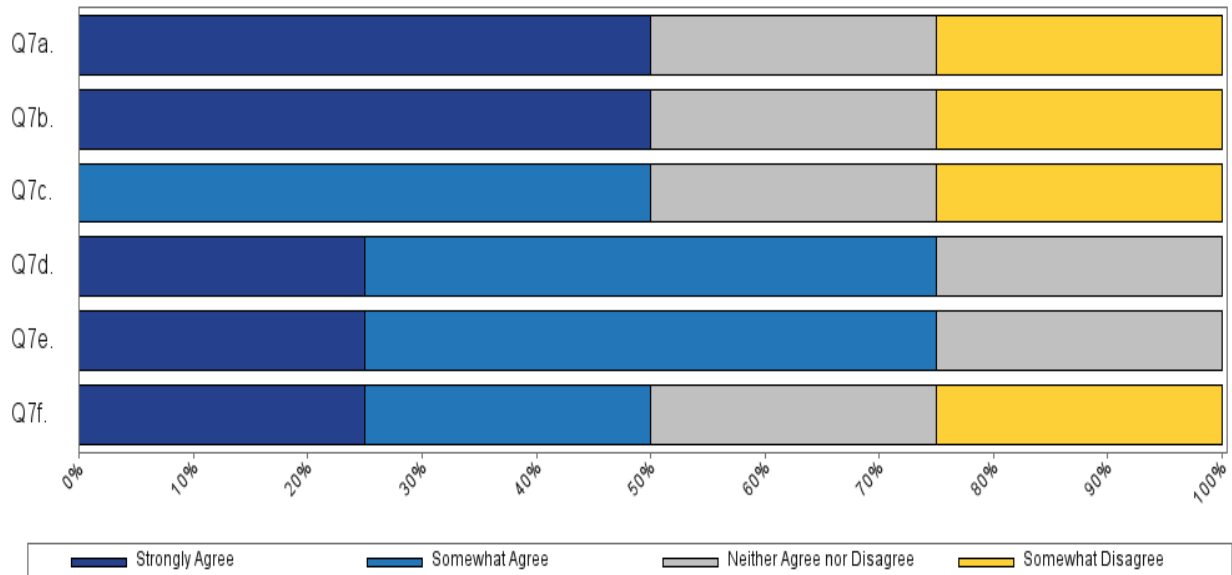
17% RESPONSE RATE

Behavior Management and Safety
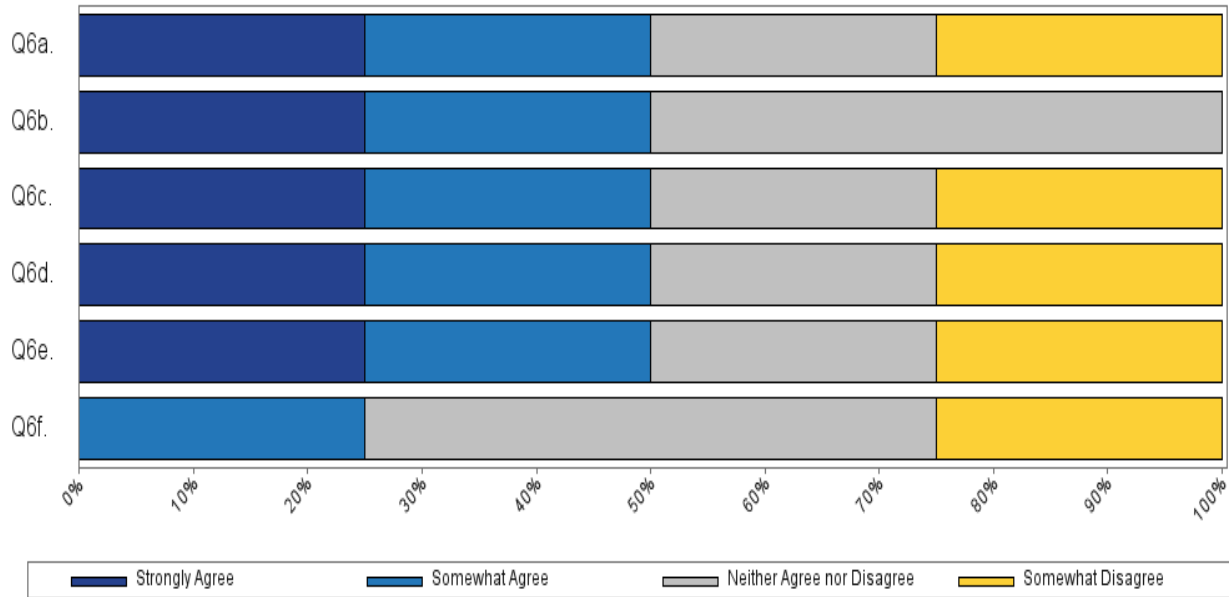
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	25%	1	35%	674
	Somewhat Agree	25%	1	30%	580
	Neither Agree nor Disagree	25%	1	10%	190
	Somewhat Disagree	25%	1	14%	270
	Strongly Disagree	0%	0	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	25%	1	39%	751
	Somewhat Agree	25%	1	26%	509
	Neither Agree nor Disagree	50%	2	13%	257
	Somewhat Disagree	0%	0	13%	256
	Strongly Disagree	0%	0	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	25%	1	28%	545
	Somewhat Agree	25%	1	30%	581
	Neither Agree nor Disagree	25%	1	13%	244
	Somewhat Disagree	25%	1	18%	352
	Strongly Disagree	0%	0	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	25%	1	33%	641
	Somewhat Agree	25%	1	26%	509
	Neither Agree nor Disagree	25%	1	16%	310
	Somewhat Disagree	25%	1	14%	273
	Strongly Disagree	0%	0	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	25%	1	42%	818
	Somewhat Agree	25%	1	32%	617
	Neither Agree nor Disagree	25%	1	11%	209
	Somewhat Disagree	25%	1	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	0%	0	42%	811
	Somewhat Agree	25%	1	33%	628
	Neither Agree nor Disagree	50%	2	14%	265
	Somewhat Disagree	25%	1	8%	145
	Strongly Disagree	0%	0	4%	82

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Behavior Management and Safety

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	50%	2	60%	1,162
	Somewhat Agree	0%	0	27%	523
	Neither Agree nor Disagree	25%	1	5%	103
	Somewhat Disagree	25%	1	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	50%	2	49%	945
	Somewhat Agree	0%	0	30%	586
	Neither Agree nor Disagree	25%	1	8%	155
	Somewhat Disagree	25%	1	9%	165
	Strongly Disagree	0%	0	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	0%	0	38%	741
	Somewhat Agree	50%	2	34%	654
	Neither Agree nor Disagree	25%	1	9%	180
	Somewhat Disagree	25%	1	12%	233
	Strongly Disagree	0%	0	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	25%	1	47%	899
	Somewhat Agree	50%	2	30%	570
	Neither Agree nor Disagree	25%	1	9%	171
	Somewhat Disagree	0%	0	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	25%	1	55%	1,062
	Somewhat Agree	50%	2	33%	637
	Neither Agree nor Disagree	25%	1	7%	126
	Somewhat Disagree	0%	0	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	25%	1	48%	933
	Somewhat Agree	25%	1	31%	598
	Neither Agree nor Disagree	25%	1	9%	174
	Somewhat Disagree	25%	1	8%	149
	Strongly Disagree	0%	0	4%	77

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE
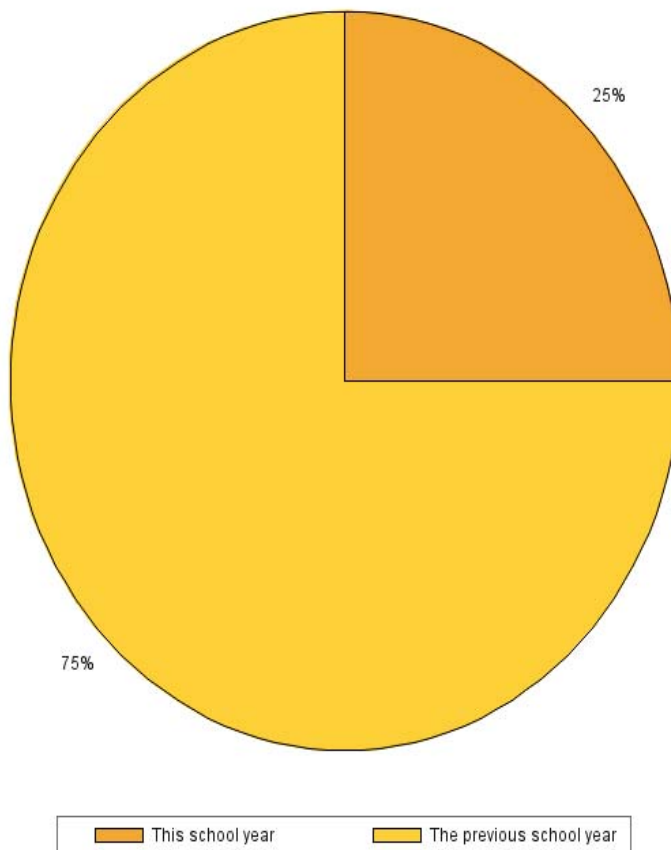
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?
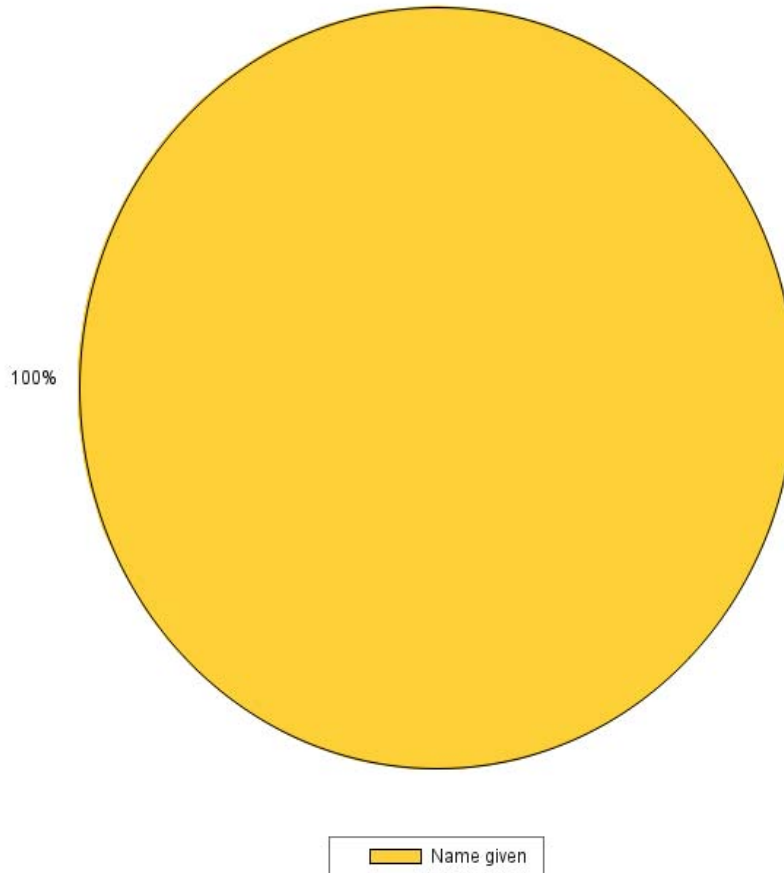
100%

Name given

Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	0%	0	59%	1,144
	Don't know	100%	4	41%	787

NYSED CSO Teacher Survey 2022
IVY HILL PREPARATORY CHARTER SCHOOL
4 RESPONSES
17% RESPONSE RATE

Q9. When is the last time you received a copy of the school's DASA policy?

Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	25%	1	62%	1,204
	The previous school year	0%	0	9%	176
	Prior to the previous school year	0%	0	6%	117
	I'm not aware of any DASA policy	75%	3	22%	434

NYSED CSO Teacher Survey 2022
IVY HILL PREPARATORY CHARTER SCHOOL
## 4 RESPONSES
17% RESPONSE RATE

Q10. When is the last time you received DASA training?
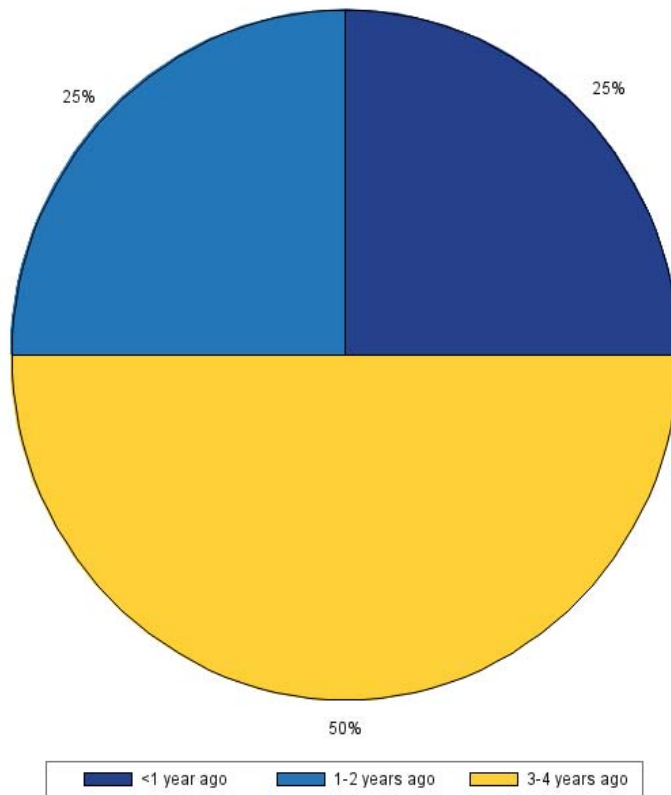
Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	25%	1	48%	927
	1-2 years ago	0%	0	21%	399
	3-4 years ago	0%	0	10%	193
	>4 years ago	25%	1	10%	195
	I've never received DASA training	50%	2	11%	217

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IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

## 17% RESPONSE RATE

Family Engagement and Communication
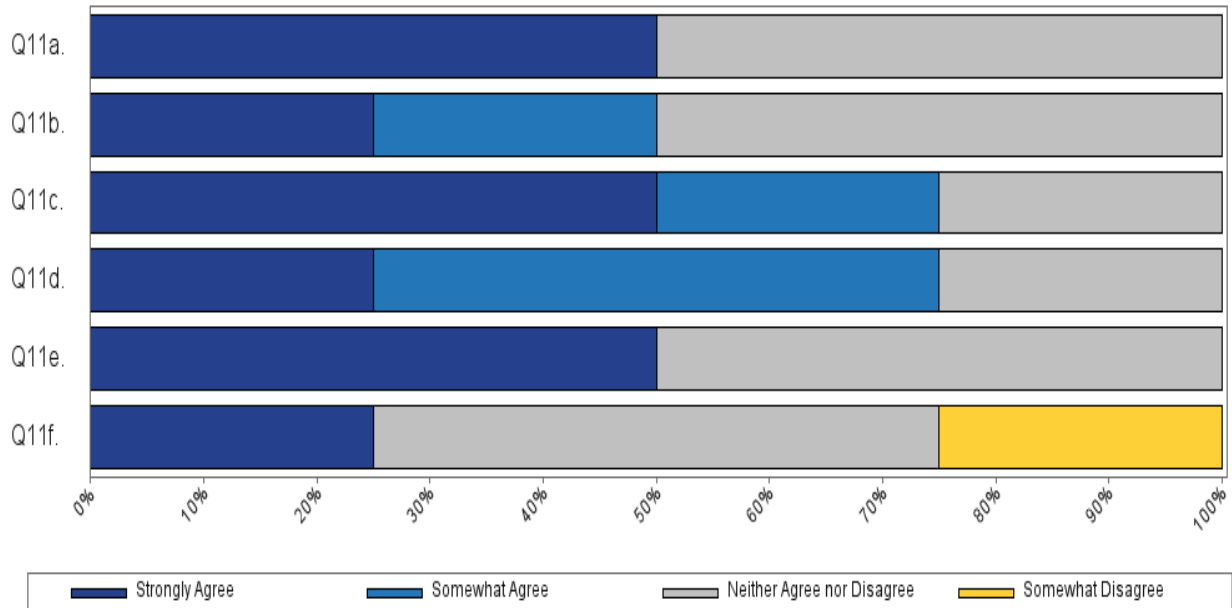
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	50%	2	50%	961
	Somewhat Agree	0%	0	30%	585
	Neither Agree nor Disagree	50%	2	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	25%	1	57%	1,100
	Somewhat Agree	25%	1	31%	601
	Neither Agree nor Disagree	50%	2	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	50%	2	67%	1,295
	Somewhat Agree	25%	1	26%	511
	Neither Agree nor Disagree	25%	1	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	25%	1	56%	1,088
	Somewhat Agree	50%	2	29%	567
	Neither Agree nor Disagree	25%	1	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	50%	2	52%	996
	Somewhat Agree	0%	0	30%	572
	Neither Agree nor Disagree	50%	2	12%	240
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	25%	1	45%	873
	Somewhat Agree	0%	0	23%	448
	Neither Agree nor Disagree	50%	2	25%	484
	Somewhat Disagree	25%	1	4%	80
	Strongly Disagree	0%	0	2%	46

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Q12. What is the name of your school's McKinney-Vento Coordinator?

100%
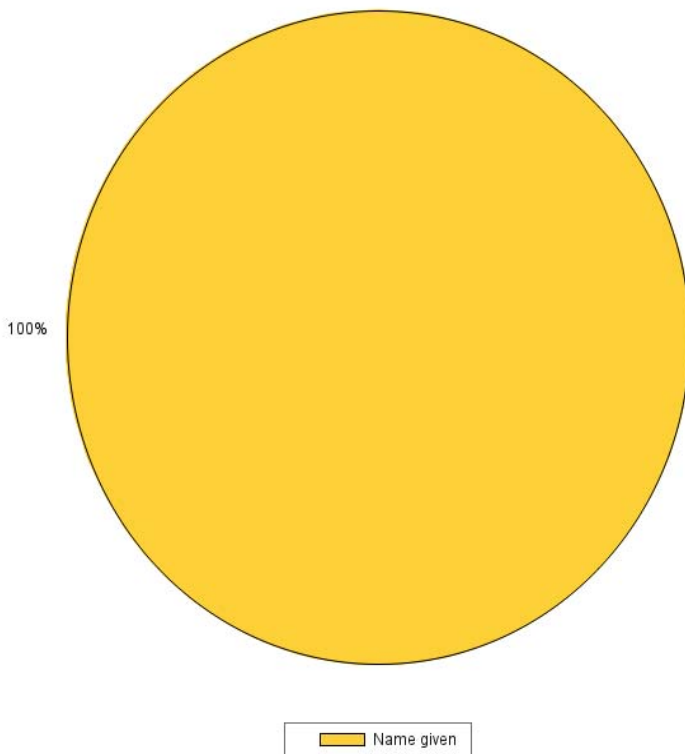
Name given

McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	0%	0	40%	780
	Don't know	100%	4	60%	1,151

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IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Social-Emotional and Mental Health Support
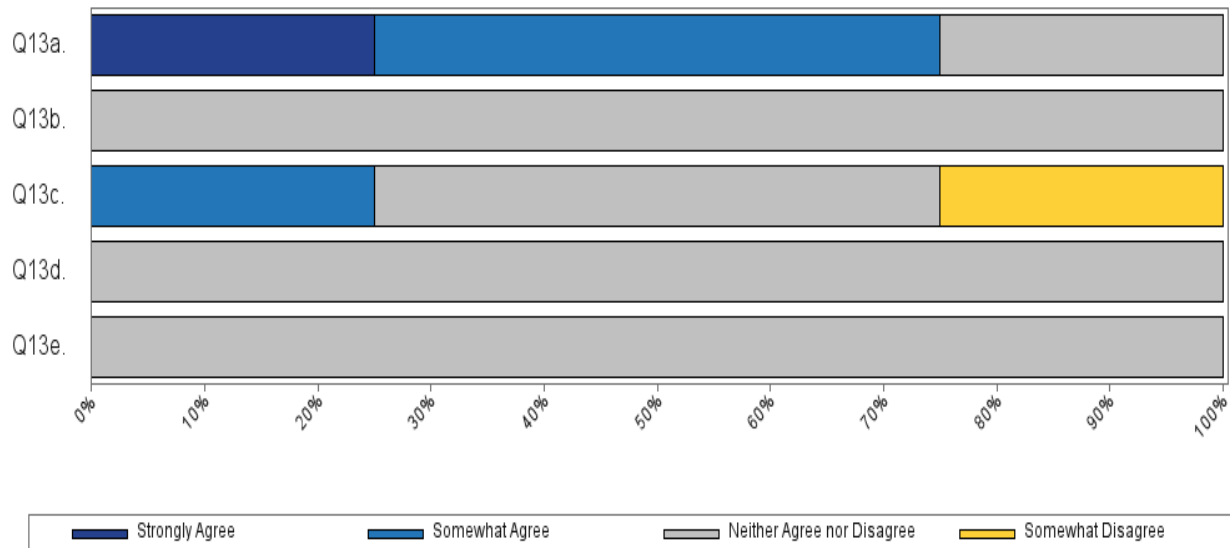
Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	25%	1	53%	1,023
	Somewhat Agree	50%	2	32%	618
	Neither Agree nor Disagree	25%	1	6%	111
	Somewhat Disagree	0%	0	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	0%	0	43%	831
	Somewhat Agree	0%	0	29%	552
	Neither Agree nor Disagree	100%	4	16%	314
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	0%	0	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	0%	0	43%	829
	Somewhat Agree	25%	1	27%	526
	Neither Agree nor Disagree	50%	2	18%	352
	Somewhat Disagree	25%	1	8%	145
	Strongly Disagree	0%	0	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	0%	0	46%	892
	Somewhat Agree	0%	0	30%	583
	Neither Agree nor Disagree	100%	4	10%	202
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	0%	0	36%	688
	Somewhat Agree	0%	0	20%	392
	Neither Agree nor Disagree	100%	4	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	5%	97

NYSED CSO Teacher Survey 2022
IVY HILL PREPARATORY CHARTER SCHOOL
## 4 RESPONSES
17% RESPONSE RATE

Q14. How many total years of K-12 teaching experience do you have?
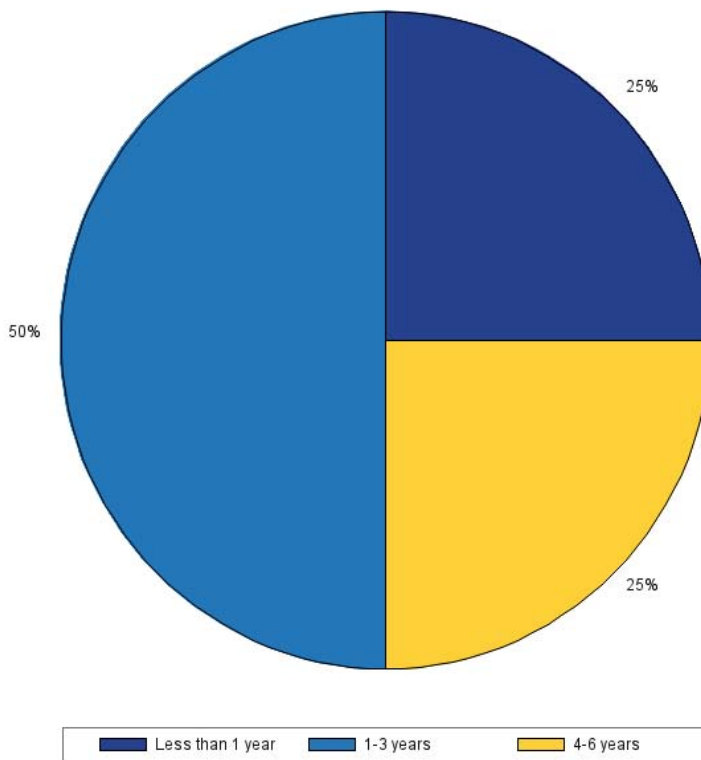
Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	0%	0	7%	137
	1-3 years	25%	1	21%	401
	4-6 years	50%	2	26%	499
	7-10 years	25%	1	21%	408
	More than 10 years	0%	0	25%	486

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IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Teaching Modality
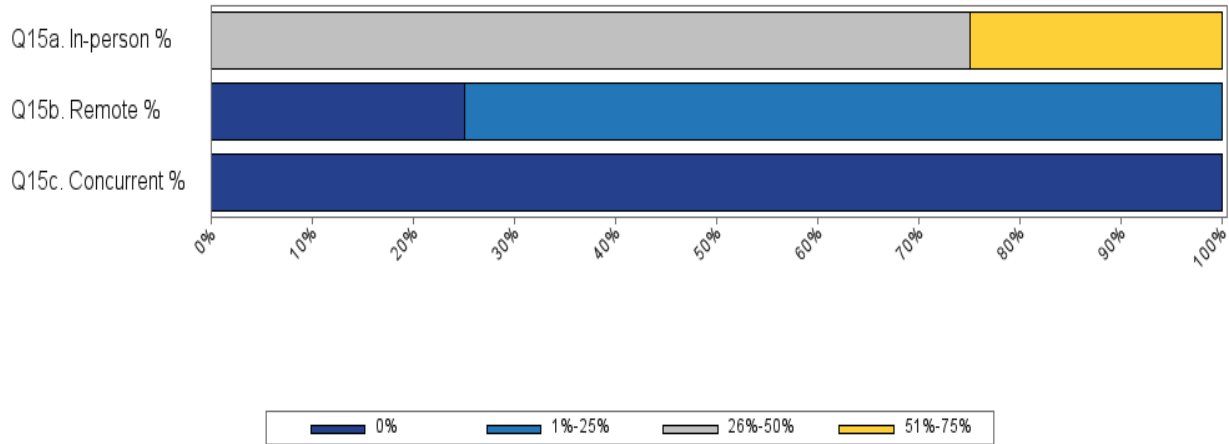
Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	0%	0	5%	92
	76% to 99%	75%	3	52%	1,002
	100%	25%	1	36%	690
Q15b. Remote %	0%	25%	1	42%	804
	1% to 25%	75%	3	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	100%	4	79%	1,522
	1% to 25%	0%	0	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

School Leadership
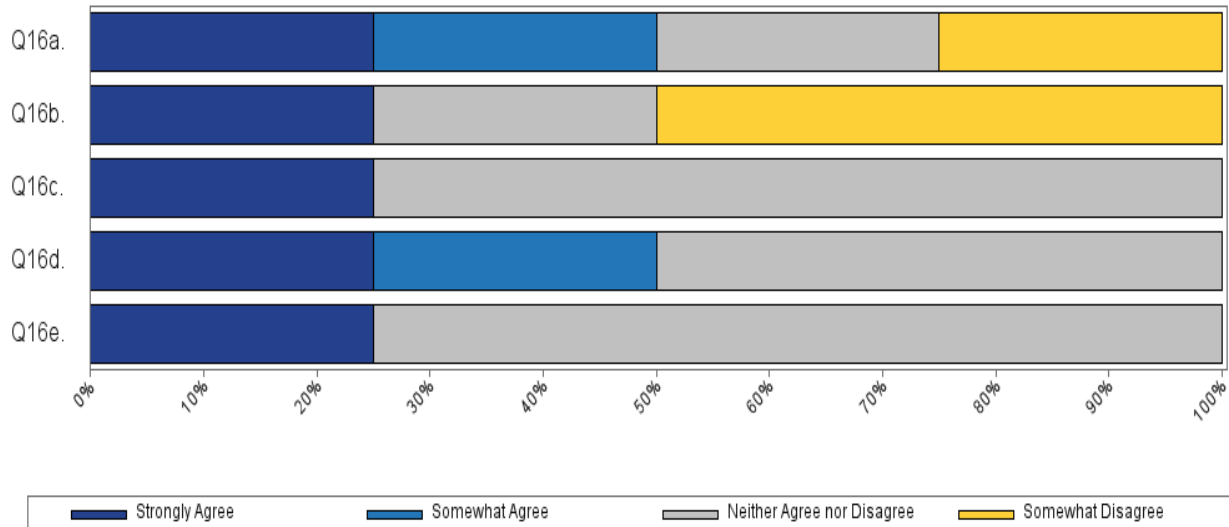
School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	25%	1	47%	914
	Somewhat Agree	25%	1	29%	565
	Neither Agree nor Disagree	25%	1	9%	173
	Somewhat Disagree	25%	1	8%	159
	Strongly Disagree	0%	0	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	25%	1	42%	811
	Somewhat Agree	0%	0	30%	570
	Neither Agree nor Disagree	25%	1	10%	192
	Somewhat Disagree	50%	2	11%	217
	Strongly Disagree	0%	0	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	25%	1	34%	655
	Somewhat Agree	0%	0	28%	539
	Neither Agree nor Disagree	75%	3	15%	280
	Somewhat Disagree	0%	0	15%	295
	Strongly Disagree	0%	0	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	25%	1	37%	709
	Somewhat Agree	25%	1	26%	508
	Neither Agree nor Disagree	50%	2	21%	411
	Somewhat Disagree	0%	0	10%	184
	Strongly Disagree	0%	0	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	25%	1	42%	810
	Somewhat Agree	0%	0	28%	539
	Neither Agree nor Disagree	75%	3	14%	271
	Somewhat Disagree	0%	0	9%	166
	Strongly Disagree	0%	0	8%	145

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

## 4 RESPONSES

17% RESPONSE RATE

Professional Climate
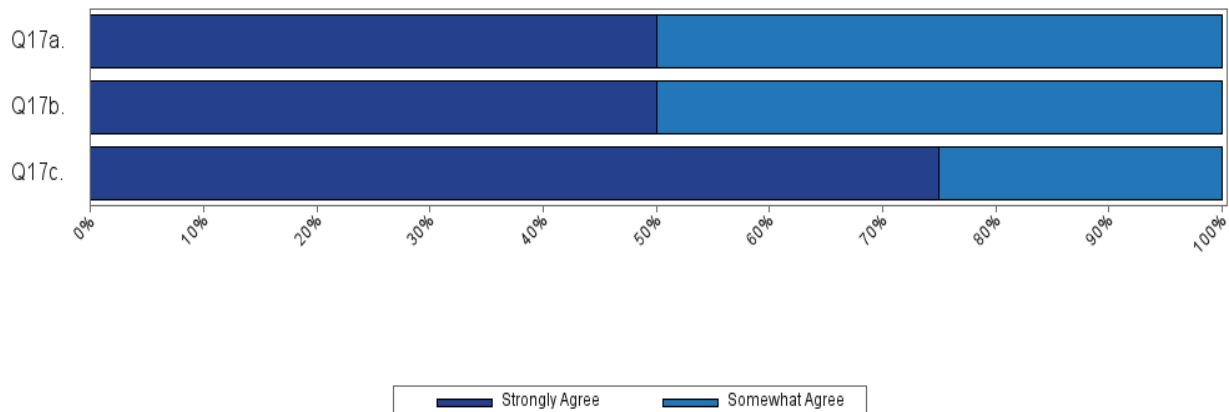
Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	0%	0	43%	838
	Somewhat Agree	50%	2	30%	585
	Neither Agree nor Disagree	50%	2	13%	249
	Somewhat Disagree	0%	0	8%	158
	Strongly Disagree	0%	0	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	0%	0	44%	843
	Somewhat Agree	50%	2	32%	623
	Neither Agree nor Disagree	50%	2	12%	228
	Somewhat Disagree	0%	0	8%	153
	Strongly Disagree	0%	0	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	0%	0	42%	813
	Somewhat Agree	75%	3	27%	527
	Neither Agree nor Disagree	25%	1	14%	267
	Somewhat Disagree	0%	0	10%	192
	Strongly Disagree	0%	0	7%	132

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IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Professional Climate
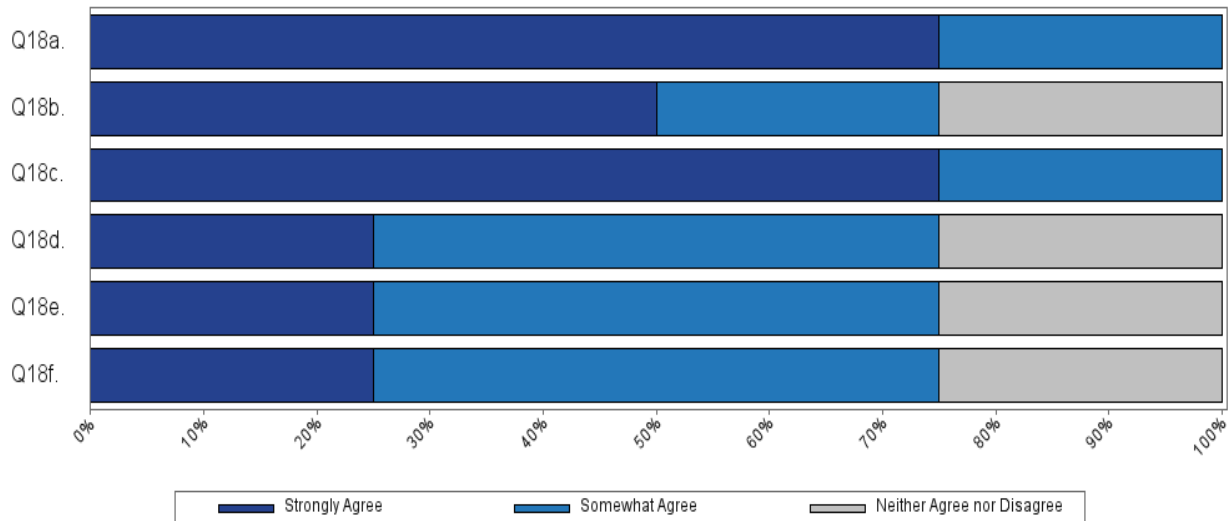
Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	0%	0	48%	922
	Somewhat Agree	75%	3	34%	656
	Neither Agree nor Disagree	25%	1	8%	151
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	0%	0	52%	1,001
	Somewhat Agree	50%	2	32%	615
	Neither Agree nor Disagree	25%	1	9%	165
	Somewhat Disagree	25%	1	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	0%	0	45%	870
	Somewhat Agree	75%	3	31%	599
	Neither Agree nor Disagree	25%	1	11%	207
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	0%	0	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	0%	0	47%	913
	Somewhat Agree	25%	1	27%	522
	Neither Agree nor Disagree	50%	2	18%	356
	Somewhat Disagree	25%	1	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	0%	0	53%	1,030
	Somewhat Agree	25%	1	33%	633
	Neither Agree nor Disagree	50%	2	7%	128
	Somewhat Disagree	25%	1	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	0%	0	39%	759
	Somewhat Agree	25%	1	22%	434
	Neither Agree nor Disagree	50%	2	32%	610
	Somewhat Disagree	25%	1	4%	78
	Strongly Disagree	0%	0	3%	50

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IVY HILL PREPARATORY CHARTER SCHOOL

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17% RESPONSE RATE

Professional Climate
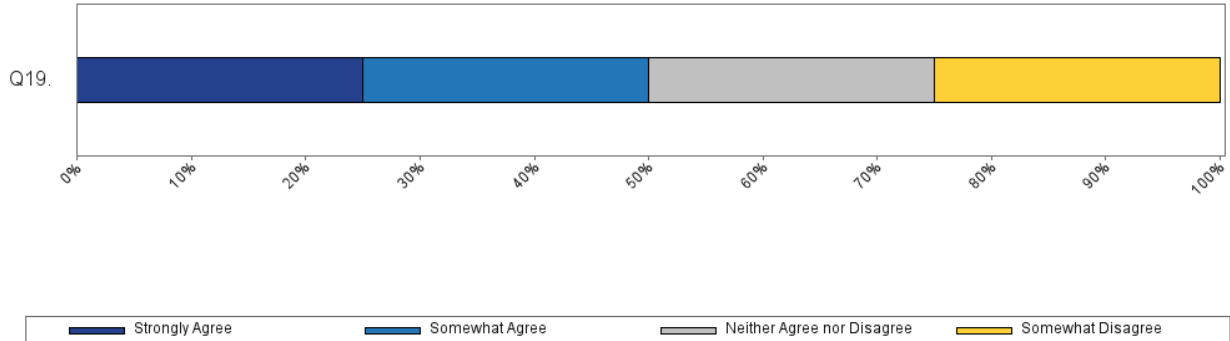
Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	25%	1	40%	764
	Somewhat Agree	0%	0	35%	683
	Neither Agree nor Disagree	25%	1	12%	225
	Somewhat Disagree	25%	1	8%	148
	Strongly Disagree	25%	1	6%	111

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IVY HILL PREPARATORY CHARTER SCHOOL
4 RESPONSES
17% RESPONSE RATE

Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:
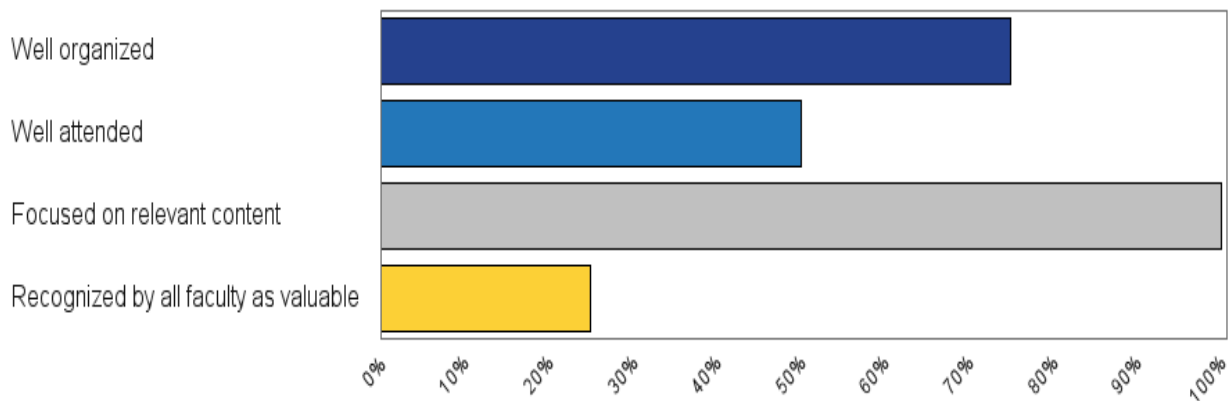
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	75%	3	68%	1,314
Well attended	50%	2	78%	1,500
Focused on relevant content	100%	4	63%	1,217
Recognized by all faculty as valuable	25%	1	36%	700
None of the above	0%	0	5%	105

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IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Q21. Select all types of meetings where faculty members collaborate with one another:
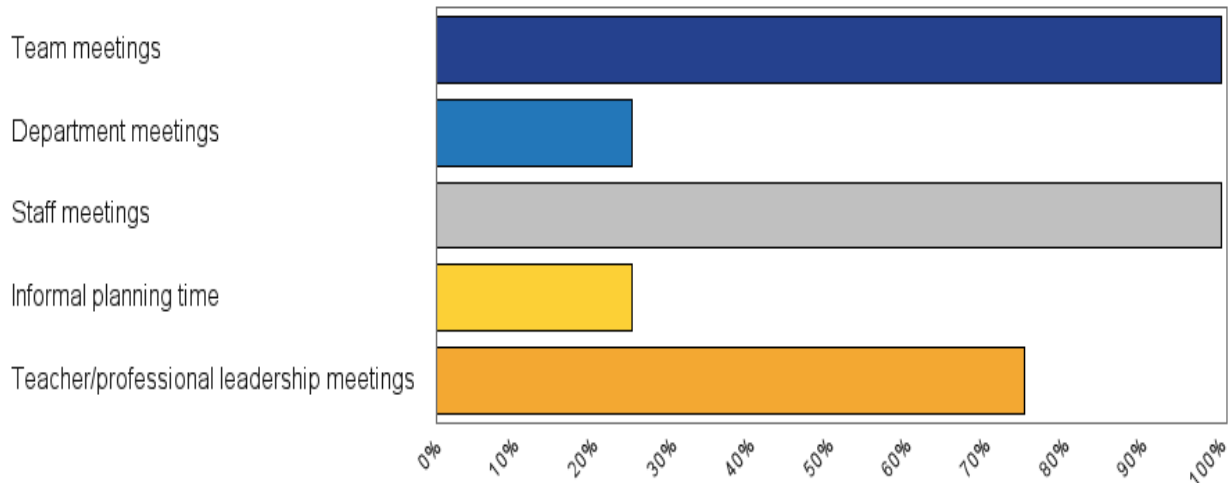
Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	100%	4	90%	1,739
Department meetings	25%	1	67%	1,297
Staff meetings	100%	4	80%	1,553
Informal planning time	25%	1	73%	1,419
Teacher/professional leadership meetings	75%	3	65%	1,257
Other	0%	0	5%	95

NYSED CSO Teacher Survey 2022

IVY HILL PREPARATORY CHARTER SCHOOL

4 RESPONSES

17% RESPONSE RATE

Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer
Ivy Hill has a long way to go with improving their academics. The curriculum is out dated not rigorous and does not engage children. Staff communication is also very inconsistent. They need to work on having clear expectations in emergency situations.

New York State Education Department

SY 2022-2023 Charter Term Renewal Guidelines and Application for Renewal Term beginning July 1, 2023

Only for New York State Charter Schools Authorized by the Board of Regents

The Regents of the University of the State of New York

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Posted June 2022

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Introduction and Overview

Please note: The school's board of trustees is not required to submit an application for renewal of the charter. Before applying for renewal, the board should carefully consider whether the school has met the criteria for renewal as set forth in the [Regents' Oversight Plan](#), including but not limited to, the [Charter School Renewal Policy](#) and the standards set forth in the [Charter School Performance Framework](#)[1]. If the board does not apply for renewal, the charter will not be renewed, and the school will close on June 30th of the final year of the current charter term.

NYSED, on behalf of the New York State Board of Regents ("Board of Regents" or "Regents"), is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice and response to community need are integral components of charter school decision-making at all levels. We expect to see evidence of community voice as well as a commitment to the principles of diversity, equity, and inclusion throughout your renewal application.

The New York State Education Department ("Department") Charter School Office ("NYSED CSO") renewal guidelines provide charter schools authorized by the Board of Regents the detailed requirements necessary to prepare and submit an application for charter renewal to the NYSED CSO and the New York State Board of Regents. These guidelines also include an overview of the charter renewal process.

The Board of Regents is obligated by law to conduct ongoing performance reviews of each charter school and to decide whether to renew the school's charter and for how long. In 2012, the Board of Regents adopted a [Charter School Renewal Policy](#), which guides the work of the NYSED CSO in overseeing the performance of Regents-authorized charter schools. The 2015 or 2019 Charter School Performance Frameworks are used by the NYSED CSO to evaluate school performance, and by the Board of Regents to make renewal determinations.

The 2015 and 2019 Charter School Performance Frameworks address three broad areas. By providing complete and accurate information and evidence under each of these three areas, the school has the opportunity to make its best case for charter renewal.

1. The school's academic success and ability to operate in an educationally sound manner;

2. The school's organizational viability and its ability to operate in a fiscally sound manner; and

3. The school's faithfulness to the terms of its charter and adherence to applicable laws and regulations.

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[1] Please note, there are currently two versions of the Charter School Performance Framework. The 2019 version will apply to all Board of Regents-authorized charter schools authorized or renewed during the 2019-2020 school year and thereafter. The 2015 version will apply to all other Board of Regents-authorized charter schools.

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Charter Renewal Process Summary

Submission of Application for Charter Renewal

Schools requesting a charter renewal term beginning on July 1, 2023, must submit a completed application for charter renewal, with the exception of the Benchmark 1 narrative, **no later than 5:00 PM EST on August 16, 2022[2]**

Renewal schools must submit all revision requests with their renewal applications to the CSO Online Portal: Revisions by the August 16 renewal application due date. The December 1, 2022 revision request submission due date is for non-renewal schools.

To determine a school's eligibility to submit an application, reference this list placed on the renewal application webpage: **Charter schools whose charter terms expire at the end of the 2022-2023 school year**.

The Benchmark 1 narrative based on data provided by the CSO prior to the due date, and other supplementary data that the school may choose to present, is to be submitted **no later than 5:00 PM EST on October 3, 2022.[3]** Prior to that date, the NYSED will provide Benchmark 1 data to the charter school, with the exception of the data required by the NYSED Local Assessment Plan [4] information, which the school should incorporate into its Benchmark 2 narrative.

Eligible school applicants will submit the complete renewal application solely through the NYSED CSO online portal**. The NYSED CSO will soon provide details about the renewal process, resources, and its online portal. Details will also be posted on the NYSED [CSO renewal application information page.](#)**

The submitted charter renewal application must be complete and align to the content and format guidelines set forth in this document.

Application Review

Once received on the NYSED CSO online portal, NYSED CSO staff review the submitted application to ensure that it is complete and clearly written. If it is incomplete or if sections are unclear, it may be returned to the school for revision. The NYSED CSO may also request additional information during its renewal site visit.

Renewal Site Visit

As delegated by the NYSED's Commissioner, a NYSED CSO renewal site visit team conducts a detailed review of the school's performance. This NYSED CSO site visit team will prepare a renewal site visit report summarizing its findings. Your NYSED CSO liaison will work with you on scheduling and conducting a fall 2022 renewal site visit. The NYSED CSO will provide details about the renewal site visit in its Renewal SV Protocol and post this document on its website.

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[2] In cases where a school's charter agreement indicates a different due date, these guidelines constitute CSO approval, on behalf of the Commissioner, for a non-material revision to the charter agreement to accommodate this new deadline.

[3] Deadline subject to change to a later date solely by the NYSED's CSO with advance notice.

[4] See http://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools.

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Opportunity for Response

Upon NYSED CSO's receipt of the school's renewal application and material revision requests (if applicable), it will send a notification letter to the school's district of location. This action prompts the district to hold a public hearing, at which time anyone may speak in favor or opposition of what is before them. Following the renewal site visit, and upon receipt of the NYSED CSO's final draft renewal report, the school may choose to provide the NYSED CSO with factual corrections to that version of the report. Once finalized, the school then has an opportunity to provide evaluative comments that become part of the school record and are posted on the NYSED CSO website, along with the final renewal site visit report. Other interested parties and members of the public are given the opportunity to submit written comments to the NYSED CSO regarding renewal of the school's charter.

Department Recommendation

The Department reviews data collected by the NYSED CSO through the renewal process. This data includes multiple sources of evidence throughout the charter term including, but not limited to, the school's application for charter renewal; site visit reports; annual reports; student achievement and enrollment data; and financial data. The Department, based on the aforementioned data, and in the context of the Board of Regents' Renewal Policy, prepares a renewal recommendation and a final renewal site visit report for the Board of Regents.

Board of Regents Vote

The Board of Regents votes to grant, modify, or deny the school's application for charter renewal. The Board of Regents also has the discretion to set forth terms and conditions for the school's charter renewal period. A school's renewal application is generally a summary of what the school has accomplished during the charter term and explains how the school has met the requirements of its charter. To the extent that the renewal application contains narrative or other items that conflict with the school's original or existing charter, and those items are not specifically approved by the Regents, they are deemed denied. In order for the school's revision requests to be considered for Regents' approval, the school must request these revisions to its charter using Section 4 of the renewal application. These revision requests are reviewed by NYSED CSO and, in the case of material revision requests, reviewed by the Regents at the time the renewal action is taken. If a revision request is not approved by the Board of Regents, the revision it is deemed to be denied.

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Application for Charter Renewal Submission Instructions

Submission Instructions and Deadlines:

All schools must complete all prompts in all sections of the renewal application. There are some prompts that read: "2019 PF ONLY." This means that all schools designated as following the 2019 Performance Framework must respond to this question. Schools under the 2015 Performance Framework should NOT respond.

- To determine your school's designation please reference this document posted on the CSO website (Renewal Application Process): ***Charter schools whose charter terms expire at the end of the 2022-2023 school year***.
- You can also look at look at sections 2.5 and 6.2 of your current initial or renewal charter agreement. If it just says "performance framework" the school is under the 2015 version. Otherwise, it will say "2019 performance framework."
- When on the CSO Online Portal, you follow the 2015 PF OR the 2019 PF pathway.

For your convenience, CSO hyperlinked several resource documents to its main CSO webpages. You may need to navigate through a page to find the referenced document. By doing so we hope to increase your chances of accessing the document, rather than finding broken links. However, if you encounter any problems, please email CharterSchools@nysed.gov or your CSO liaison.

While schools may opt to include supplemental information that supports the school's renewal narrative, the Department and NYSED CSO are not required to consider this optional supplemental information in its renewal recommendation

The submitted charter renewal application must be complete and aligned to the content and format guidelines set forth in this document.

Application for Charter Renewal Format:

- The completed Application for Charter Renewal may not exceed 45 pages, excluding cover letter, Section IV revisions, Benchmark 1 narrative, optional supplemental documents, and attachments.
- Please use the application completion checklist, below, to ensure that all required components are included.
- The text and attachments must use standard one-inch margins, be paginated, and use a clearly readable font no smaller in type size than 11-point.
- The text and attachments must be grammatically correct and free of jargon, undefined terms, and unexplained references.
- Tables, graphs, and other data (including student achievement data) must be clearly presented and explained, and directly relevant to the text.
- Do not include individual student-level data; or photographs, pictures, graphics, or news clippings that are not directly relevant to the text.
- All attachments must be clearly labeled, as designated in these guidelines. In a situation where an attachment is not applicable to your school's situation (such as Attachment I), please mark the attachment template as "Not Applicable" and upload it to the portal.
- The cover letter (one page or less) submitted by the school's board chair must be signed, dated, and approved by the board. In addition, the application for charter renewal must be certified.
- You can hyperlink resources in your narrative. You do not have to submit every resource; however, every hyperlink needs to be functional.

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Note: Education Law §2851(4)(c) requires the submission of copies of each of the annual reports of the charter school as part of the application for charter renewal. If the school has already submitted these annual reports to the NYSED CSO, the school is not required to resubmit them as part of this Application for Charter Renewal. Pursuant to the Education Law, all charter schools in their renewal term are also required to submit an Annual Report as directed by the Commissioner, and as would occur in any other year.

Application for Charter Renewal Completion Checklist

The Application for Charter Renewal must contain all of the information in this checklist, organized in accordance with the sections and subsections in this checklist. Review the instructions for each section to ensure that you submit exactly what is required.

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- ❑ Cover Letter from school's board of trustees' chair *(must be signed and approved by BoT chair)*
- ❑ Application for Charter Renewal Certification *(must be complete and signed by BoT chair*

Section 1. **Academic Success**
- ☐ Benchmark 1: Student Performance
- ☐ Benchmark 2: Teaching and Learning
- ☐ Benchmark 3: Culture, Climate, and Family Engagement

Section 2. **Organizational Soundness**
- ☐ Benchmark 4: Financial Condition
- ☐ Benchmark 5: Financial Management
- ☐ Benchmark 6: Board Oversight and Governance
- ☐ Benchmark 7: Organizational Capacity

Section 3. **Faithfulness to Charter and Law**
- ☐ Benchmark 8: Mission and Key Design Elements
- ☐ Benchmark 9: Enrollment, Recruitment, and Retention
- ☐ Benchmark 10: Legal Compliance

Section 4. **Proposed Charter Revisions (All revision requests are due August 16, 2022.)**

Section 5. **Attachments**
- ❑ Attachment A: School Calendar
- ❑ Attachment B: Master School Schedule
- ❑ Attachment C: Complaint Policy
- ❑ Attachment D: Student Discipline Policy / Code of Conduct, and DASA Policy
- ❑ Attachment E: Proposed Budget
- ❑ Attachment F: By-Laws and Code of Ethics
- ❑ Attachment G: Board of Trustees Information
- ❑ Attachment H: Organizational Chart
- ❑ Attachment I: Proposed Contract with Educational Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services[5]

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[5] See the NYSED policy on the definition of a Comprehensive Service Provider.

❑ Attachment J: Enrollment and Admissions Policy

❑ Attachment K: Projected Enrollment Table

❑ Attachment L: Certificate of Occupancy and Fire Inspection Report

❑ Attachment M: Fiscal Impact Table

❑ Attachment N: Narrative Outlining Innovative Aspects of the Charter School

❑ **Optional Supplemental Materials**: For example:

- **Evidence of District/Charter and/or Charter/Charter Collaboration** (This can be any type of collaboration such as shared professional development, operational collaborations, or any other type of effective practice sharing.)

- **Community Engagement** (e.g., Letters of Support).

- **Diversity, Equity, and Inclusion Plan** (strongly recommended).

- **Evidence and Considerations of Community-Based Authorizing** (strongly recommended). The Board of Regents is a community-based charter school authorizer with a commitment to diversity, equity, and inclusion. As such:

  o Define the community being served. Community is more than just the enrolled students, staff, and families the school serves. It also includes all the people and groups who are affected by your school activities and outcomes (including stakeholders in the area in which the school is located); those who have influence or power over the school's direction or have an interest in its successful or unsuccessful outcomes.

  o Describe the processes, practices, and policies by which community input and "voice" are to be included in school-level decision making and be represented on the school's board of trustees. Such processes, practices, and policies shall ensure a diverse set of voices are included in the operation of the school and adhere to the principles of diversity, equity, and inclusion.

  o Discuss how the school design, both academic and social-emotional, supports the needs of, and is responsive to, the community and how input to determine and respond to changing community need will be determined and implemented. This design should be from a strengths-based perspective where the school is aware of, and responsive to, leveraging the inherent strengths and assets of the community.

  o If the school plans to partner with a community-based organization, applicants must describe how that partnership will bolster or deepen student learning, both academic and social-emotional.

  o How will the school evaluate the effectiveness of community partnerships?

- Other supplemental information the school deems necessary such as, but not limited to, other academic data or analyses the school feels is important for consideration.

BoT Cover Letter and Application for Charter Renewal Certification

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<u>Please provide the following information</u>:

1. Upload a cover letter from the school's board of trustees' chair (one page or less). The letter must be signed, dated, and approved by the board. The contents of the letter must demonstrate how the school has met the criteria for renewal as set forth in the Regent's Oversight Plan and in the standards set forth in the school's 2015 or 2019 Charter School Performance Framework.

2. Complete this Application for Charter Renewal Certification information:

Charter School Name	
School Location (City/Town/Borough if NYC)	
Charter District of Location or Community School District if NYC	
District(s) Served or Community School Districts if NYC	
Date School Opened	
Charter Term History (list initial and all renewal charter terms)	
Enrollment on June 30, 2022	
Charter Approved Maximum Enrollment	
Charter Approved Grade Span	
Grades Served on June 30, 2022	

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall also not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, religion, or ancestry. I also certify that the board of trustees has reviewed the 2015 or 2019 Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the 2015 or 2019 Charter School Performance Framework benchmarks during the next charter term.

*Electronic Signature of Chair of Board of Trustees (or designated signatory)	
Date	
Print/Type Name	

*Electronic Signature of Chair of Board of Trustees (or designated signatory)	
Title (if designated signatory)	
Date of Application Approval by Board of Trustees	

*NOTE: NYSED permits the use of electronic signatures to execute most documents. Unless the school is using a system in compliance with the United States Electronic Signatures in Global and National Commerce (ESIGN) Act and the Uniform Electronic Transactions Act compliant system to apply the electronic signature (e.g., Adobe Acrobat certificate signature), schools wishing to make use of this option should sign documents by hand and then scan and send them to NYSED.

SECTION 1: ACADEMIC SUCCESS

Benchmark 1: Student Performance

2015 Charter School Performance Framework: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and for all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

2019 Charter School Performance Framework: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on all Grade 3-8 assessments. At the high school level, proficiency shall be defined as obtaining a Regents exam score of 65 or higher.

Highlights of updates from 2015 to 2019:
1. Updated language to reflect the New York State ESSA Plan;
2. Alignment of certain indicators with the New York State ESSA Plan; and
3. Grades 4 and 8 science exam outcome measures are included.

Overview:
- The NYSED CSO will provide schools with a comprehensive set of data tables including various analyses of the New York State Testing Program (NYSTP) 3-8 Assessments, Regents Exams, and graduation rates. Comparisons will be provided for any sending school district where more than 40% of the school's enrolled students reside or for districts that the school has a mission to serve pursuant to its charter. A school's Benchmark 1 narrative should reference its academic performance through the penultimate year (second to last) of the current charter term. ***Note: State assessment data was not available for the 2019-2020 school year; and the State assessment program looked differently in the 2020-2021 school year.***

- All schools must complete the Benchmark 1 narrative based on the most recent data that has been provided by the NYSED CSO. Although the NYSED CSO primarily uses the metrics in Benchmark 1 for the evaluation of charter schools eligible for renewal, schools can provide supplemental relevant data in the Supplementary section of this application.

- **While the Department may consider other assessment data as supplementary evidence for a school's performance, this data will not supplant the mandatory Charter School Performance Framework indicators.** Charter schools may include supplementary information and data in their Benchmark 1 narrative. For example, charter high schools serving over-age/under-credited students may choose to include supplementary student engagement or attendance data, among other metrics. However, this information is only supplementary and does not supplant the mandatory 2015 or 2019 Charter School Performance Framework indicators. Only the indicators enumerated in the 2015 or 2019 Charter School Performance Framework will be used to determine benchmark ratings. Appendix 1A lists indicators applicable to the 2015 Charter School Performance Framework. Appendix 1B lists indicators applicable to the 2019 Charter School Performance Framework.

- The indicators and measures presented in Appendix 1A and 1B are based on State assessments, metrics, and accountability requirements currently in use or planned. The Department reserves the right to revise these measures to accommodate changes in state assessments, metrics, or accountability requirements,

including any new U.S. Department of Education requirements that may be enacted during the charter term.

All schools are encouraged to refer to the Student Information Repository System (SIRS) Manual and the 2015 or 2019 Charter School Performance Framework for more information on the business rules for calculating these data points (particularly which students qualify to count as English language learners (ELLs) or students with disabilities (SWDs)). NYSED CSO specific business rules can be found in the 2015 and the 2019 Charter School Performance Framework in Appendix 1: Benchmark 1 Indicators and in Appendix 2: Benchmark 1 Data Guide. Schools that identify errors in their NYS Report Cards **CANNOT** have the errors adjusted after the report card is published and should be following all applicable business rules, data reporting deadlines, and quality control procedures as set forth by the Department. Careful data submission and verification throughout the school's charter term and prior to the closing of the NYSED data warehouse is key to ensuring renewals are brought to the Regents in an accurate and timely manner. The Department will continue to ensure that deadlines for data submission and verification are communicated to schools.

- The period of evaluation for the indicators and measures presented in Appendix 1 generally spans from the beginning of the charter term through the end of the penultimate year of the charter term. For example, if a school's charter term runs from July 1, 2018 through June 30, 2023, the data under consideration will end with the academic results through the end of the 2021-2022 school year. For renewal terms, the last year of the prior charter term will generally be considered as a baseline for the next renewal term. The Charter School Renewal Policy permits an examination of previous charter terms in making a renewal recommendation to the Regents.

- The general academic standards for a full-term renewal are[6]:
    - The school's outcomes on the NYSTP 3-8 math and ELA assessments meet or exceed the district and approach or exceed the state overall proficiency rate for the same grades.
    - For schools that serve high school grades, cohort Regents examination pass rate outcomes are expected to meet or exceed the state average.
    - For high school graduation results, the cohort graduation rate should meet or exceed the state graduation rate.

Directions for Completing the Benchmark 1 narrative: Referencing Appendices 1 and 2, applicable to your 2015 or 2019 Charter School Performance Framework, complete the Benchmark 1 narrative section of the renewal application on the NYSED CSO online portal by October 3, 2022[7]. The narrative should be aligned to the standards in the Performance Framework, and respond to the following:

For All Students, and then also for all applicable grade levels served by your school (Elementary/Middle School Outcomes and/or High School Outcomes), please provide a brief narrative describing trends, strengths, weaknesses; a brief rationale for these data outcomes; and strategies the school is employing to improve outcomes for all applicable benchmark standards.

Benchmark 2: Teaching and Learning
School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and

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[6] NYSED's renewal recommendation to the Board of Regents is based on the entirety of the 2015 or 2019 Charter School Performance Framework, the Board of Regents Renewal Policy, applicable laws and regulations, and other factors. This information is provided here as general guidance that may differ from school to school.

[7] This date is subject to being pushed back in the event that applicable state data is not released in a timely manner.

coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.

Please provide the following information:
1. Curriculum:
   a. Describe the documented curriculum in place at the school, explain how/if it is aligned to the NYSLS, and describe how the curriculum is systematically reviewed and revised.
   b. Describe the process used to ensure the curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades.
   c. Explain how the curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.

2. Instruction:
   a. Describe the instructional strategies used to engage all students in high-quality, rigorous instruction. In a bulleted list, identify strategies for each of these applicable to your school: ES, MS, and HS.
   b. Describe the process used for creating, revising, and sharing feedback on unit and lesson plans.

3. Assessment and Program Evaluation:
   a. Describe the school's assessment system, including formative, diagnostic, and summative assessments.
   b. Explain how the school uses qualitative and quantitative data to inform instruction and improve student outcomes, evaluate the quality and effectiveness of the academic program, and modify the program accordingly.

4. Supports for Diverse Learners:
   a. Describe the supports in place to meet the academic needs of all students, including SWDs, ELLs, and ED students. In a bulleted list, identify supports for each of these: SWDs, ELLS, and EDs.
   b. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate, and Family Engagement

2015 Charter School Performance Framework: *The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress, social-emotional growth, and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

2019 Charter School Performance Framework: *The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

Highlights of updates from 2015 to 2019:
1. Renamed Culture, Climate, and Student and Family Engagement;

2. Added standards to outline Department expectations for charter school policies and procedures pertaining to non-academic indicators of school quality; and
3. Added indicators to monitor charter school support of McKinney-Vento eligible students.

Please provide the following information:
1. **(This element is ONLY for those schools under the 2019 Charter School Performance Framework. 2015 PF schools go directly to Element 2: Behavior Management and Safety.)**: Culture, Climate and Student and Family Engagement:
    a. Describe the school's processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.
    b. Describe the school's processes and procedures in place to address out-of-school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.
    c. Describe the school's process, as identified in its policies, procedures, and charter, that are in place to measure and evaluate school climate and culture.

2. Behavior Management and Safety:
    a. Describe the school's approach to behavior management.
    b. Describe the systems in place to ensure that the environment is free from harassment and discrimination and that a safe environment is maintained.

3. Family Engagement and Communication:
    a. Describe how the school communicates and engages with families and the school community.
    b. Describe how teachers communicate with families to discuss students' strengths and needs.
    c. Provide the strategies the school uses to assess family and student satisfaction and explain how those results weigh into schoolwide decision-making.
    d. Describe the systematic process used to respond to family or community concerns.
    e. Explain how school-level academic data is shared with the broader school community to promote transparency and accountability among families, students, and school constituents.
    f. **(2019 CS PF ONLY):** Describe how the school shares its New York State assessment participation rate compared to the district of location.

4. Social-Emotional Supports:
    a. Describe the systems or programs, and curriculum in place to support the social-emotional needs of students. **(2019 PF also describe mental health systems).**
    b. Explain how school leaders collect and use data to track the social-emotional needs of students.
    c. Explain how school leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.
    d. **(2019 CS PF ONLY):** Describe how the school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
    e. **(2019 CS PF ONLY):** Describe the school's processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational programs.
    f. **(2019 CS PF ONLY):** Identify the McKinney-Vento Coordinator and describe the process in place for the staff to identify this person.
    g. Describe the health and food services provided to students attending the school.

SECTION 2: ORGANIZATIONAL SOUNDNESS

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

The NYSED CSO will provide a fiscal dashboard for each renewal school eligible applicant, outlining the fiscal metrics used by the NYSED CSO to evaluate the financial condition of the school, pursuant to 2015 or 2019 Charter School Performance Framework standards.

Please provide the following information:
1. Summarize the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.
2. Describe how the board provides fiscal due diligence and financial stewardship of the school.
3. Provide several examples of how the board has provided long-term fiscal direction to the school.
4. Describe how the board monitors the school's financial condition on a monthly basis.
5. Provide several examples of the documents the board reviews as part of the process to monitor the school's financial condition.
6. Provide any additional information the school wishes to convey regarding its financial condition.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Please provide the following information:
1. Describe several of the most challenging fiscal issues the school has encountered over the current charter term and how they were, or are, being resolved.
2. Describe several internal controls and procedures the school has changed over the current charter term. For each, include the reason for the change and the outcome, if applicable.
3. Complete Attachment E: Proposed Budget (see details in that section).
4. Discuss how the school incorporates the NYSED *Charter School Audit Guide* in the school's financial management and audit procedures[8].

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.

Please provide the following information:
1. Describe how the board recruits and selects board members with skills and expertise that meet the needs of the school; and describe the reason(s) for any board turnover which has occurred over the charter term.

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[8] Reference the NYSED Charter School Audit Guide.

2. Describe how the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.
3. Describe the ways in which the board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. School goals are set forth in the school's charter and progress towards these goals is reported each year by the charter school in the Entry 3 Progress Toward Goals section of the Annual Report.
4. Explain the processes and procedures for reviewing and updating school policies.
5. Describe the performance-based evaluation in place for the board to evaluate itself, the school, partners, and providers.
6. Describe how the board regularly and systematically assesses the performance of the school leader(s) against clearly defined goals and makes effective timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor school leadership.
7. Describe the process in place used by the board to maintain full awareness of its legal obligations to the school and stakeholders, including handling conflicts of interest.
8. Describe the process in place used by the board for conducting and publicizing monthly board of trustees' meetings at the charter school.
9. Describe the process in place followed by the board and/or school to promote parental and staff involvement in school governance.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Please provide the following information:
1. School Leadership:
    a. Describe the school leadership team and explain how it obtains staff commitment to a clearly defined mission and set of goals, allowing for continuous improvement in student learning. School goals are set forth in the school's charter and progress toward these goals is reported each year by the charter school in the Entry 3 Progress Toward Goals section of the Annual Report.
    b. Define the roles and responsibilities for leaders, staff, management, and board members.
    c. Describe how school leaders communicate with all members of the school community, including staff, parents/families, students, and other stakeholders. The response should summarize how school leadership solicits feedback, how school leadership shares important information regarding individual student and school-wide performance, and how school leadership shares information about school initiatives and programs.
    d. Describe the process used to successfully recruit, hire, and retain key personnel, and make decisions – when warranted – to remove ineffective staff members.

2. Professional Climate:
    a. Describe how the school is fully staffed with high quality personnel to meet all educational and operational needs, including the areas of finance, human resources, and communication.
    b. Describe the structures in place for collaboration among teachers.
    c. Describe how the school ensures that staff has the requisite training, skills, expertise, and professional development necessary to meet students' needs, including how school leaders monitor the effectiveness of professional development initiatives.

    d.   Describe the systems in place to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward improving instructional practice.

    e.   Describe the mechanisms in place to solicit teacher feedback and gauge teacher satisfaction.

3.   Contractual Relationships (*If Applicable*):

    a.   Describe how the board of trustees and school leadership establish effective working relationships with the charter management organization or [comprehensive management service provider.](#)

    b.   Describe any changes in the school's charter management or comprehensive management service provider contract, and if they comply with required charter amendment procedures.

    c.   Describe how the school monitors the efficacy of contracted service providers or partners.

SECTION 3: FAITHFULNESS TO CHARTER AND LAW

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements outlined in its charter.

Please provide the following information:
1. Provide your current NYSED-approved mission statement.
2. List your current NYSED-approved key design elements.
3. Describe how school stakeholders, including leadership, staff, the board of trustees, parents, and students, demonstrate a common and consistent understanding of the school's mission and key design elements outlined in the charter.
4. Describe how the school has fully implemented the mission and key design elements in the approved charter and in any subsequently approved revisions. ***Note: If the school seeks to change its mission and/or key design elements, it must seek request revisions and seek approval, as per Section 4: Charter Revisions.***

Benchmark 9: Enrollment, Recruitment, and Retention

2015 Charter School Performance Framework: *The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets as defined by the NYSED CSO (grade level comparisons to the school's district of location) for students with disabilities (SWDs), English language learners (ELLs), and students who are eligible applicants for the free and reduced priced lunch program (EDs); or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. For those schools previously renewed under the 2019 Performance Framework, the cohort-based persistence metric will be included here in Benchmark 9.*

2019 Charter School Performance Framework: *The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.*

Highlights of updates from 2015 to 2019:
1. Added specific language regarding the existing Department methodology to evaluate equity and access in charter school programs (See Appendices 1B and 2B.)

The NYSED CSO will provide to schools the data concerning the enrollment of subgroups and the retention of all students and subgroups as compared to the district of location. These will include up to five years of the school's and district's enrollment information. In addition, CSO will provide data for any sending school district where more than 40% of the school's enrolled students reside or for districts that the school has a mission to serve pursuant to its charter.

For charters previously renewed under the 2019 Charter School Performance Framework, the school's reported enrollment will be compared to its contracted enrollment. Should your school exceed or fail to meet the contracted enrollment, you should discuss the situation in your application.

Please provide the following information:

1. Discuss trends in enrollment of special populations over the current charter term.
2. If the school is not yet serving proportions of special student populations that are comparable to the district of location (or primary sending district), explain, in detail, the recruitment and retention strategies and program services that were implemented over the current charter term to attract and retain SWDs, ELLs, and ED students[9].
3. Describe the process currently used to <u>evaluate</u> recruitment and retention outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.
4. Discuss how the above recruitment and retention efforts (identified in prompt #2) resulted in an increase in enrollment for SWDs, ELLs and ED students, using the data provided by the NYSED CSO.
5. Describe in detail the recruitment and retention strategies and program services that will be implemented in the renewal term to attract and retain SWDs, ELLs and ED students.

Note: At a minimum, schools should plan to maintain the following records for possible on-site review at renewal:
- All recruitment efforts specifically targeting SWDs, ELLs, or ED students;
- Academic supports made available to meet the needs of SWDs, ELLs, or ED students;
- Recruitment mailings and mailing lists;
- Distribution of recruitment fliers and the reasons those locations were selected;
- Meetings with community groups/potential applicants; and
- Percent of open seats that were awarded to siblings/number of siblings in the applicant pool.

Such records will assist the school in presenting data to document that it is effectively implementing recruitment strategies to attract, and programmatic services to retain, the identified target student populations. Further, such records will assist the school in developing a systematic process for reviewing outreach and recruitment and retention practices and modifying those efforts as warranted.

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[9] Depending on the school's differentials to the district of location regarding its enrollment of all students, ELLs, SWDs, and/or ED students, the school may receive renewal conditions as its renewal recommendation is presented to the Board of Regents. The condition placed on the school is that it shall devise and implement a weighted lottery in consultation with the NYSED CSO no later than the first year of its renewal charter term.

Benchmark 10: Legal Compliance

The school has complied with applicable laws, regulations, and the provisions of its charter.

Please provide the following information:

1. Describe how the school ensures substantial compliance with applicable state and federal laws and the provisions of its charter. **Please note**: If the school has updated its mission, key design elements (including the descriptions of same), or policy documents, a revision request must be submitted for any changes that were not specifically approved.
2. Describe any corrective action taken, when needed, for issues that have arisen, and the safeguards implemented to maintain compliance with all legal requirements.
3. Summarize any formal complaints filed over the course of the charter term. Describe where the complaint was filed (to the school, board, or NYSED CSO), and information on how the complaint was resolved. Do not include personally identifying information.
4. List material and non-material charter revisions that were requested by the school and approved by the authorizer over the current charter term.
5. Describe how the school assures, on an ongoing basis, that its facility meets applicable state and federal requirements, is safe and secure, and is programmatically accessible to all persons with disabilities. **Please note:** If the school has acquired any facilities or properties for which it did not receive written approval from the NYSED CSO or the Regents, a revision request must be submitted as part of Section 4 of the application.
6. Describe the school's plan to address outstanding teacher certification issues. If N/A please note.

SECTION 4: CHARTER REVISIONS

Renewal schools must submit all revision requests with their renewal applications to the CSO Online Portal: Revisions by the August 16 renewal application due date. All requests must align to the Charter School Office [Charter Revision Guidance](). Once in the portal, you will be provided with specific instructions on submitting these requests. The December 1, 2022 revision request submission due date is for non-renewal schools.

- **Material Charter Revisions:**

  Material revisions to a school's charter must be approved by the Board of Regents before they may be implemented by a school.[10] If the school is proposing one or more material revisions to its charter, the school **must** submit each revision requests to the portal. Proposed material charter revisions will be considered on the basis of NYSED CSO review of all required documentation, as per the Charter Revision Guidance.

  The request for a material charter revision does not constitute automatic approval by the Board of Regents, as requests will be considered and approved on a case-by-case basis. Material revisions will be placed in the CSO notification letter sent to the school's district of location, along with the request for renewal. Material revision requests then being recommended by the Department will be included in the renewal item sent to the Board of Regents in the spring of 2023.

  If approved, material revisions submitted with renewal applications would go into effect in the 2023-2024 school year. If a material revision request does not appear in the BoR item for renewal/revisions, the request has not been forwarded to the BoR, and is therefore NOT approved. In order for a material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section. Any items not specifically approved by the Regents are deemed denied.

  All schools are asked to review their original charter and request a revision for any changes not specifically approved in writing by the Regents. The most common unapproved revisions are changes to the school schedule, key design elements, mission, vision, and organizational chart (adding or removing a reporting level).

- **Non-Material Charter Revisions:**

  Non-material revision requests to a school's charter must be approved by the NYSED CSO on behalf of the Commissioner before they are implemented by a school. If the school is proposing one or more non-material revisions to its charter, the school **must** submit each revision request to the portal. **In order for a non-material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section.**

  *Including a non-material charter revision request in the application does not constitute automatic approval by the NYSED CSO, as requests will be considered on a case-by-case basis. The CSO will send the school an approval/denial email regarding each non-material revision request **no later than when it informs the school leader/BoT chair of the BoR vote on the renewal recommendation***

  Note: In some instances, upon NYSED CSO review, while the school did not submit a revision request, the liaison may ask the school to submit a revision request should there be inconsistent information in the application, such as increasing enrollment in the budget and narrative, a different mission, a different organizational chart, different key design elements, etc. but the school did not submit a revision request.

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[10] Failure to specifically approve a revision request constitutes a denial.

SECTION 5: ATTACHMENTS

Provide the following documents, labeled with the attachment letters as shown. If an attachment is not applicable, submit the attachment template with the text "Not Applicable." For each attachment (with the exception of the proposed budget for next year, Attachment E), include ONLY the school's **current NYSED-approved** document. ***Note: If changes are being considered for the next charter term, please also submit redlined versions of the proposed revisions in Section 4: Charter Revisions following all instructions found in [the NYSED CSO Charter Revision Guidance](.).***

Attachment A: School Calendar. Schools must provide a 2022-2023 school calendar in the 2021-2022 Annual Report to indicate the start and end date of the instructional year and the total number of instructional days that were scheduled. That calendar will be used during your renewal site visit. In this renewal application, provide a school calendar for the first year of the proposed renewal charter term (2023-2024) that clearly indicates the total number of instructional days to be scheduled for each grade for each year (if the calendar is different for different grades) AND the number of instructional hours and instructional days for each month. **The calendar must be in grid format. Please note:** If the school is proposing a material or nonmaterial revision to its calendar in Section 4 of the renewal application, please *also* provide a proposed school calendar that reflects the revision request, and clearly label the calendars to differentiate them.

Attachment B: Master School Schedule. Provide the school's schedule for 2022-2023 (last year of the current charter term) and the schedule for 2023-2024 (first year of the proposed renewal charter term).

- Clearly detail the total hours of instruction to be provided and in which grade levels and/or courses. Where different grades have different schedules, all such schedules should be provided.
- Identify if the school's daily schedule differs from day to day (e.g., A, B, C days, or where special programs may be taught on Tuesdays and Thursdays only).
- Identify classrooms that include ELLs and SWDs.
- Identify the teacher(s) of each grade/course.
- If the school serves high school grades, submit a schedule that permits the NYSED CSO to determine if the high school has provided the number of instructional units each year as required by law and the NYSED Commissioner's Regulations, such that the school may award a terminal degree.

Please note: If the school is proposing a material or nonmaterial revision to its school schedule in Section 4 of the renewal application, please *also* provide a proposed school schedule that reflects the revision request, and clearly label each schedule provided to differentiate them.

Attachment C: Complaint Policy. Provide ONLY the school's **current NYSED-approved** complaint policy unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each complaint policy to differentiate them. **Please note**: NYSED requires that all complaint policies include contact information for the school's board of trustees. **NEW**: The complaint policy must clearly state that persons with formal complaints alleging a violation of the law or the school's charter may initiate complaints directly with the school's board of trustees, without going to school staff or leadership as a first step and may not include a deadline for filing complaints with the board of trustees.

Attachment D: Student Discipline Policy/ Code of Conduct and DASA Policy. Provide the school's **current NYSED-approved** student discipline policy and code of conduct unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each discipline policy to differentiate them. Provide a signed statement from the school's attorney that the policy follows all applicable federal and state laws. If the school's

DASA policy is not incorporated into the discipline policy / code of conduct, it must be submitted separately. **NEW**: The discipline complaint policy must clearly state that in the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student must immediately be permitted to return to the school, in lieu of beginning or completing the period of suspension.

Attachment E: Proposed Budget (Excel template). Use ONLY the budget template placed on the NYSED CSO online portal to submit the school's proposed budget for the renewal charter term. All assumptions or explanations should be identified in the far-right column. Ensure that the proposed budget aligns to all areas of the narrative as sufficient funding needs to be available in order to implement all aspects of the school's plan. *Note: Each school chartered or renewed during or after the 2018-2019 SY must have $100k in escrow for legal and audit expenses associated with dissolution. New schools must have the full $100k set aside by year 4 of the initial term, and renewal schools must add $25k to the $75k currently maintained by December 31 of year 2. Add a note under Assumptions describing the status of the school's escrow account.* The school's budget may not include student enrollment that exceeds what has been approved by the Board of Regents. However, to budget conservatively, the school may project enrollment that is no greater than 15% below authorized enrollment. **Please Note:** If the school is proposing material or nonmaterial revisions that affect the school's budget as part of section 4 of the renewal application, please *also* provide a budget that reflects the proposed revision(s), and clearly label each discipline policy to differentiate them.

Attachment F: By-laws and Code of Ethics. Provide the **current NYSED-approved** board of trustees' by-laws and code of ethics unless the school is proposing revisions to the by-laws as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed by-laws, and clearly label each document to differentiate them.

Attachment G: Board of Trustees Information. In addition to completing the table below, please provide a copy of the board's current strategic plan (if any).

Trustee Name and Email Address	Position on the Board (e.g., officers or constituent representatives)	Voting Member of the Board? (Y/N)	Committee Affiliation(s)	Areas of Expertise	Number of Terms Served including Duration of Each term (MM/DD/YY to MM/DD/YY)
Total members joining the board over the charter term:					
Total members leaving the board over the charter term:					
Total members at the beginning of the charter term:					
Total members at the end of the charter term:					

Attachment H: Organizational Chart. Provide an organizational chart for the last year of the current charter term (2022-2023) and for the first year of the proposed renewal charter term (2023-2024), including titles of key staff positions, names of key staff, and the school's reporting structure. The submission must be in chart format and cannot be a list of roles and supervisors. **Please note**: A revision request is required if the school has added or removed reporting lines since the organizational chart was last approved. If the school is proposing revisions to the organizational chart as part of section 4 of the renewal application, please *also* provide a redlined version of the proposed organizational chart, and clearly label each document to differentiate them.

Attachment I: Proposed Contract with Comprehensive Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services. If there is no such contract, upload the Attachment 1 template and label it N/A. If applicable, provide the school's **current NYSED-approved** contract with the educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term. If the school plans to continue to contract with an educational service provider, charter management organization, or other entity that provides comprehensive management services during the next charter period, include the fully negotiated (but not executed) management contract, together with evidence that the school's attorney has reviewed the contract and the board has approved its execution subject to the Board of Regents' renewal approval. If the contract has yet to be negotiated, provide an explanation along with a timetable for that process to be completed. Such timetable should, in all instances, allow sufficient time for the NYSED CSO to review the completed contract prior to the time that the NYSED CSO must make its recommendation on the Application for Charter Renewal. If the school intends to begin or discontinue contracting with an educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term, the school must submit information on these plans in response to the instructions in Section 4: Charter Revisions. Information regarding whether a contract may be deemed a contract for comprehensive management services may be found at NYSED Definition of an Entity that Provides Comprehensive Charter Management Services. **Questions should be directed to the NYSED CSO** at CharterSchools@nysed.gov. **Please note:** If the school's contract does not contain all of the terms and information required in Exhibit C of the charter agreement, the school must *also submit* a redlined version of the contract as part of section 4 of the renewal application and must clearly label each document to differentiate them.

Attachment J: Enrollment and Admissions Policy. Provide ONLY the school's **current NYSED-approved** enrollment and admissions policy unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each enrollment policy to differentiate them. Please ensure the policy includes the full non-discrimination statement set forth in the Uniform Application Form, along with information related to enrollment criteria, backfills, when and how to apply, enrollment preferences, weighted lotteries and set asides. **NEW:** The policy must clearly state that notice of the date, time, and place of the lottery will be provided in accordance with Public Officers Law section 104, and the lottery will be held in accordance with section 119.5 of the Commissioner's Regulations.

Attachment K: Proposed Enrollment Table. Using the table below, provide the proposed student enrollment for each year of the proposed charter renewal term. The total number of students served must not exceed the maximum number of students approved in the school's current charter, and grades served must correspond with those approved in the current charter term. ***Note: If the school is proposing an increase in maximum approved enrollment and/or a change in grades served, the school must request a material revision (see Section 4: Charter Revisions).***

Grade	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total					

Attachment L: Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). Except for schools in district space (co-locations), all schools must also provide a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022. ***Note: Do not submit a copy of your fire sprinkler or alarm inspection results. See [examples of required fire inspection reports required](#).***

Attachment M: Fiscal Impact Table. Please complete the table below for each of the five years represented.
Charter schools located in NYC should use the entire NYCDOE to gauge fiscal impact. *Please footnote your sources and assumptions.*

Projected Fiscal Impact upon District of Location

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g., SPED funds)	Total Projected Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	**Note:** Your Enrollment from the District	**Note:** Found at the 4th column at https://stateaid.nysed.gov/charter/html_docs/charter_1920_rates.htm	**Note:** Column B multiplied by Column C minus any additional aid received by the district from the state as enumerated in the last (6th) column at https://stateaid.nysed.gov/charter/html_docs/charter_1920_rates.htm multiplied by the students from the district.	**Note:** This amount can be found in the "Calculation of Public Excess Cost Aid Attributable to Parentally-Placed Nonresident and Charter School Students" excel tables found at the bottom of the page at https://stateaid.nysed.gov/charter/ or you can use the total special education funding amount that you received from the district this past academic year.	**Note:** This would be Column D plus Column E.	**Note:** This can be found on the school district's website.	**Note:** This would be Column F divided column G.

Attachment N: Narrative Outlining Innovative Aspects of the Charter School. Referencing the charter and key design elements, describe what makes the academic program of this school innovative and different from other options currently available in the district of location. What sets this school apart from others? These may be academic or operational components of the charter school. ***Note: Limit this narrative to one page.***

SECTION 6: APPENDICES

Appendix 1A: 2015 Performance Framework Benchmark 1 Indicators

Renewal is based on evidence that the following targets are generally met:

Indicator		Measure	Description	Minimum Expectations[11]	Target Outcome
1. All Schools					
1a.		**Accountability**			
All Students & Subgroups	**(i)**	ESEA Accountability Designation	Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status	Good Standing	Reward
1b.		**Similar Schools Comparison**			
All Students & Subgroups	**(i)**	Comparative Proficiency	Comparison of the performance of all schools in NYS with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners. Performance is based on schools' aggregate proficiency compared to the NYS average on 3-8 ELA and mathematics assessments and/or high school cohort ELA and mathematics outcomes.	At least 1 standard deviation above the mean	Greater than 1 standard deviation above the mean

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[11] With limited exception, all schools are expected to meet the minimum expectations. Meeting minimum expectations does not guarantee renewal. Further, the failure to progress toward target outcomes may adversely affect the renewal recommendation.

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Indicator		Measure	Description	Minimum Expectations	Target Outcome
2. Elementary/Middle School Outcomes					
2a.		**Trending Toward Proficiency**			
All Students	**(i)**	Aggregate Standards-Based Trend Toward Proficiency	% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each student's previous year's test scores.	Maintenance or increase in 75% of total tested students' proficiency levels	Maintenance or increase in 100% of total tested students' proficiency levels
Schools can track students' annual growth by determining the percent of the total student population who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; c) remained at level 3; d) moved from level 3 → 4; or e) remained at level 4.					
Subgroups	**(ii)**	Subgroup Standards-Based Trend Toward Proficiency	% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of students in the school who are economically disadvantaged, students with disabilities, and English language learners, compared to each student's previous year's test scores.	Maintenance or increase in 75% of total tested subgroup proficiency levels	Maintenance or increase in 100% of total tested students' subgroup proficiency levels
Schools can track students' annual growth by determining the percent of each student subgroup who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; c) remained at level 3; d) moved from level 3 → 4; or e) remained at level 4.					
2b.		**Proficiency**			
All Students	**(i)**	Aggregate School Level Proficiency	% of students who score proficiently on 3-8 state assessments for all students at the school level.	District Average	State Average
Subgroups	**(ii)**	Subgroup School Level Proficiency	% of students who score proficiently on 3-8 state assessments by subgroup at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and English language learners.	District Average	State Average
All Students	**(iii)**	Grade Level Proficiency	% of students who score proficiently on 3-8 state assessments for all students by grade level.	District Average	State Average

Indicator		Measure	Description	Target
3. High School Outcomes				
3a.		**Regents Testing Outcomes**		
All Students	**(i)**	Aggregate Annual Regents Outcomes[12]	Annual Regents testing outcomes for every tested subject for all students	State Average
Subgroups	**(ii)**	Subgroup Annual Regents Outcomes	Annual Regents testing outcomes for every tested subject by subgroup	State Average
All Students	**(iii)**	Aggregate Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History for all students	State Average
Subgroups	**(iv)**	Subgroup Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History by subgroup	State Average
3b.		**Graduation Outcomes**		
All Students	**(i)**	Aggregate Cohort Graduation Rate	4-year and 5-year graduation rate for all students *(6-year graduation rate for transfer schools only)[13]*. Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%
Subgroups	**(ii)**	Subgroup Cohort Graduation Rate	4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and English language learners *(6-year graduation rate for transfer schools only)*. Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%
All Students	**(iii)**	Aggregate On-Track to Graduate	% of all students in a cohort that have passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school *(transfer school cohorts will be measured by their 4th year of high school in passing 3 out of 5 Regents exams)*	75%
Subgroups	**(iv)**	Subgroup On-Track to Graduate	% of cohort by subgroup that has passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school *(transfer school cohort subgroups will be measured by their 4th year of high school in passing 3 out of 5 Regents exams)*	75%

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[12] Students are included in the Annual Regents Testing Outcomes if during the school year being reported, they had a Regents assessment score and were enrolled at the time the assessment was administered. In circumstances when a student takes the same assessment more than once during the school year being reported, only the highest score for that school year is reported.

[13] The state accountability graduation target is always set at 80%.

All Students	(v)	Aggregate Student Persistence[14]	% of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program *(6-year rate for transfer schools only).* Includes the August rate (except for the 6-year rate as this is not collected data).	85%
Subgroups	(vi)	Subgroup Student Persistence	% of students identified as economically disadvantaged, students with disabilities, and English language learners in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program *(6-year rate for transfer schools only).* Includes the August rate (except for the 6-year rate as this is not collected data).	85%

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[14] Persistence is defined as any student who enters the cohort in the 9th grade and remains enrolled in the school until graduating from the high school program. This measure should be calculated as the number of students who dropped out plus the number of those with unknown outcomes divided by the cohort enrollment as of June of the academic reporting year.

Guidelines for Submitting an Application for Charter Renewal – June 2022

Appendix 1B: 2019 Performance Framework Benchmark 1 Indicators

Renewal is based on evidence that the following targets are generally met:

Indicator		Measure	Description	Minimum Expectations[15]	Target Outcome[16]
1. All Schools					
1a.		**Accountability**			
All Students & Subgroups	**(i)**	ESEA Accountability Designation	Recognition, Good Standing, Targeted Support and Improvement, and Comprehensive Support and Improvement Schools.	Good Standing	Recognition

Indicator		Measure	Description	Minimum Expectations	Target Outcome
1b.		**Similar Schools Comparison**			
All Students & Subgroups	**(i)**	Comparative Proficiency	Comparison of the performance of all schools in NYS with similar grade configurations and similar population of students identified as students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students. Performance is based on charter schools' aggregate proficiency compared to similar schools (district schools and/or charter schools) on 3-8 ELA, math, and science assessments and/or high school cohort graduation rate outcomes.	At least the mean	Greater than the mean

Indicator		Measure	Description	Minimum Expectations	Target Outcome
2. Elementary/Middle School Outcomes					
2a.		**Trending Toward Proficiency (Growth)**			
All Students	**(i)**	Aggregate Standards-Based Trend Toward Proficiency – Math and ELA	The % of students in the school maintaining a proficient testing level (3 or 4) or trending toward proficiency from one year's test administration to the next.	Maintenance or increase in 60% of total tested students' proficiency levels	Maintenance or increase in 80% of total tested students' proficiency levels
Schools can track students' annual growth by determining the percent of the total student population who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; or c) remained proficient at either a level 3 or 4.					

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[15] With limited exception, all Board of Regents-authorized charter schools are expected to meet the minimum expectations as set forth in this document. Failure to do so may adversely affect the renewal outcome up to and including non-renewal. Meeting minimum expectations is not a guarantee of renewal.

[16] Failure to progress toward target outcomes may adversely affect the renewal outcome.

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Subgroups	(ii)	Subgroup Standards-Based Trend Toward Proficiency – Math and ELA	The % of students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students in the school maintaining a proficient testing level (3 or 4) or trending toward proficiency from one year's test administration to the next.	Maintenance or increase in 60% of total tested subgroup proficiency levels	Maintenance or increase in 80% of total tested students' subgroup proficiency levels
			Schools can track students' annual growth by determining the percent of the total student population who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; or c) remained proficient at either a level 3 or 4.			

2b.		Proficiency			
All Students	(i)	Aggregate School Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for all students at the school level.	District Proficiency Rate	State Proficiency Rate
Subgroups	(ii)	Subgroup School Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments by subgroup at the school level compared to the subgroup. Includes students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students.	District Proficiency Rate	State Proficiency Rate
All Students	(iii)	Aggregate Grade Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for all students by grade level. [17]	District Proficiency Rate	State Proficiency Rate
Subgroups	(iv)	Subgroup Grade Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for each subgroup by grade level.[18]	District Proficiency Rate	State Proficiency Rate

Indicator	Measure	Description	Target
3. High School Outcomes			
3a.	**Regents Exam Outcomes**		
All Students (i)	Aggregate Total Cohort Regents Testing Outcomes	4-year, 5-year, and 6-year cohort Regents testing outcomes for ELA, Mathematics, Science, Global History and Geography, and US History and Government, or a NYSED approved equivalent, for all students with an emphasis on the final testing outcome	State Passing Rate

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[17] Inclusive of annual Regents outcomes for 7th and 8th grade students, when applicable, as described in the Notes above.
[18] Inclusive of annual Regents outcomes for 7th and 8th grade students, when applicable, as described in the Notes above.

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			for students.[19] Passing shall be defined as obtaining a Regents exam score of 65 or higher.	
Subgroups	(ii)	Subgroup Total Cohort Regents Testing Outcomes	4-year, 5-year, and 6-year cohort Regents testing outcomes for ELA, Mathematics, Science, Global History and Geography, and US History and Government, or a NYSED approved equivalent, by subgroup with an emphasis on the final testing outcome for students.[20] Passing shall be defined as obtaining a Regents exam score of 65 or higher.	State Passing Rate
All Students	(iii)	Aggregate College and Career Readiness	4-year cohort Regents testing outcomes for ELA and Mathematics, or a NYSED approved equivalent, for graduating students.[21] College and career readiness shall be defined as obtaining a Regents exam score of 75 or higher on the ELA Regents test and 80 or higher on any Regents Math test.	State College and Career Readiness Rate
Subgroups	(iv)	Subgroup College and Career Readiness	4-year cohort Regents testing outcomes for ELA and Mathematics, or a NYSED approved equivalent, for graduating student subgroups.[22] College and career readiness shall be defined as obtaining a Regents exam score of 75 or higher on the ELA Regents test and 80 or higher on any Regents Math test.	State College and Career Readiness Rate

3b.	Graduation Outcomes			
All Students	(i)	Aggregate Cohort Graduation Rate	4-year (August), 5-year (August), and 6-year (June) graduation rate for all students with an emphasis on the final graduation outcome for students.	State Graduation Rate
Subgroups	(ii)	Subgroup Cohort Graduation Rate	4-year (August), 5-year (August), and 6-year (June) graduation rate for students identified as students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students with an emphasis on the final graduation outcome for students.	State Graduation Rate
All Students	(iii)	Aggregate On-Track to Graduate	% of all students in a cohort who have passed 3 out of 5 Regents exams, or a NYSED approved equivalent, required for graduation by August of the end of the student's 3rd year of high school (overage/under-credited school cohorts will be measured by their 4th year of high school in passing 3 out of 5 Regents exams by August of that year).	State Graduation Rate Percent

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[19] Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

[20] Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available.

[21] Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

[22] Annual Regents exam outcomes will be substituted for Subgroup Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

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Subgroups	(iv)	Subgroup On-Track to Graduate	% of cohort by subgroup that has passed 3 out of 5 Regents exams, or a NYSED approved equivalent, required for graduation by the end of the student's 3rd year of high school (overage/under-credited school cohort subgroups will be measured by their 4th year of high school in passing 3 out of 5 Regents exams).	State Graduation Rate Percent

2019 Performance Framework Benchmark 9: Enrollment, Recruitment, and Retention

Indicator		Measure	Description	Minimum Expectations	Target Outcome
1.All Schools					
1a.	**Enrollment**				
All Students	(i)	Aggregate Enrollment	Comparison of a charter school's reported enrollment vs. their contracted enrollment for that year.	At least 85% and no more than 100% of contracted enrollment	100% of contracted enrollment
Subgroups	(ii)	Subgroup Enrollment	Comparison of a charter school's enrollment of students with disabilities, ELL/MLLs, and economically disadvantaged students with the district of location's enrollment of the same subgroups.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
1b.	**Retention**				
All Students	(i)	Aggregate Retention	Percentage of students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
Subgroups	(ii)	Subgroup Retention	Percentage of students with disabilities, ELL/MLLs and economically disadvantaged students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
1c.	**High School Persistence**[23]				
All Students	(i)	Aggregate Cohort Graduation Persistence Rate	The % of students who start in the 9th grade in the 4-year (August), 5-year (August), and 6-year (June) graduation cohort and remain enrolled in the school until they graduate from the high school program.	85%	

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[23] Persistence is defined as any students who enters the cohort in the 9th grade and remains enrolled in the school until graduating from the high school program.

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Subgroups	(ii)	Subgroup Cohort Graduation Persistence Rate	The % of students in sub-groups who start in the 9th grade in the 4-year (August), 5-year (August), and 6-year (June) graduation cohort and remain enrolled in the school until they graduate from the high school program.	85%

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Appendix 2A: 2015 Performance Framework Benchmark 1 Data Guide

Academic information is most useful to schools when they can track, compare, and predict their own data. Benchmark 1 is designed and intended to be a tool that schools can use to make programmatic decisions as well as track their academic standing each year of the charter term leading to renewal. Below is a guide for accessing these data indicators. While a school may be able to access school-level data reports, district and statewide data needed for comparisons may not be available until a later date. Schools should closely monitor public data release dates from the Office of Information and Reporting Services and the IRS Portal announcements as this will determine when comparative data can be accessed. The Charter School Office may update these links periodically as data reporting information changes.

1a.(i)	ESEA Accountability Designation	
	http://www.nysed.gov/accountability/essa-accountability-designations	*School Data*
1b.(i)	Comparative Proficiency	
	http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html	*School Data &*
	NYS Report Card Data	
		Similar Schools
2a.(i)	Aggregate Standards-Based Trend Toward Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)	*School Data*
2a.(ii)	Subgroup Standards-Based Trend Toward Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)	*School Data*
2b.(i)	Aggregate School Level Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*
	NYS Report Card Data or	*District/State Data*
	NYS 3-8 Data Release	
2b.(ii)	Subgroup School Level Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*
	NYS Report Card Data or	*District/State Data*
	NYS 3-8 Data Release	
2b.(iii)	Grade Level Proficiency	

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L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report		*School Data*
NYS Report Card Data or *NYS 3-8 Data Release*		*District/State Data*

3a.(i) Aggregate Annual Regents Outcomes
L2RPT Report SIRS-309: Annual Regents Report *School Data*

NYS Report Card Data *State Data*

3a.(ii) Subgroup Annual Regents Outcomes
L2RPT Report SIRS-309: Annual Regents Report *School Data*

NYS Report Card Data *State Data*

3a.(iii) Aggregate Total Cohort Regents Testing Outcomes
L2RPT Report SIRS-202: Total Cohort – Assessment Summary *School Data*

NYS Report Card Data *State Data*

3a.(iv) Aggregate Total Cohort Regents Testing Outcomes
L2RPT Report SIRS-202: Total Cohort – Assessment Summary *School Data*

NYS Report Card Data *State Data*

3b.(i) Aggregate Cohort Graduation Rate
L2RPT Report SIRS-201: Total Cohort – Summary or
NYS Report Card Data *School Data*

3b.(ii) Subgroup Cohort Graduation Rate
L2RPT Report SIRS-201: Total Cohort – Summary or
NYS Report Card Data *School Data*

3b.(iii) Aggregate On-Track to Graduate
L2RPT Report SIRS-202: Total Cohort – Assessment Summary *(Student Level)* *School Data*

3b.(iv) Subgroup On-Track to Graduate
L2RPT Report SIRS-202: Total Cohort – Assessment Summary *(Student Level)* *School Data*

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3b.(v)   Aggregate Student Persistence
L2RPT Report SIRS-201: Total Cohort – Summary   *School Data*

3b.(vi)   Subgroup Student Persistence
L2RPT Report SIRS-201: Total Cohort – Summary   *School Data*

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Appendix 2B: 2019 Performance Framework Benchmark 1 Data Guide

Academic information is most useful to schools when they can track, compare and predict their own data. Benchmark 1 is designed with this in mind and is intended to be a tool that schools can use to make programmatic decisions as well as track their academic standing each year of the charter term leading to renewal. Below is a guide for accessing these data indicators. While a school may be able to access school-level data reports, district and statewide data needed for comparisons may not be available until a later date. Schools should closely monitor public data release dates from the Office of Information and Reporting Services and the IRS Portal announcements as this will determine when comparative data can be accessed. The NYSED Charter School Office may update these links periodically as data reporting information changes.

1a.(i)   ESEA Accountability Designation
http://www.nysed.gov/accountability/essa-accountability-designations   *School Data*

1b.(i)   Comparative Proficiency
http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html   *School Data &*
NYS Report Card Data   *Similar Schools*

2a.(i)   Aggregate Standards-Based Trend Toward Proficiency – Math and ELA
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*
(Student Level)

2a.(ii)   Subgroup Standards-Based Trend Toward Proficiency – Math and ELA
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*
(Student Level)

2b.(i)   Aggregate School Level Proficiency – Math, ELA, and Science
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*

NYS Report Card Data or   *District/State*
NYS 3-8 Data Release   *Data*

2b.(ii)   Subgroup School Level Proficiency – Math, ELA, and Science
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*

NYS Report Card Data or   *District/State*
NYS 3-8 Data Release   *Data*

2b.(iii)   Aggregate Grade Level Proficiency – Math, ELA, and Science
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*

	NYS Report Card Data or	*District/State*
	NYS 3-8 Data Release	*Data*

2b.(iv) Subgroup Grade Level Proficiency – Math, ELA, and Science

	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*
	NYS Report Card Data or	*District/State*
	NYS 3-8 Data Release	*Data*

3a.(i) Aggregate Total Cohort Regents Exam Outcomes

	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*

3a.(ii) Aggregate Total Cohort Regents Exam Outcomes

	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*

3a.(iii) College and Career Readiness

	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*

3a.(iv) College and Career Readiness

	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*

3b.(i) Aggregate Cohort Graduation Rate

	L2RPT Report SIRS-201: Total Cohort – Summary or	*School Data*
	NYS Report Card Data	

3b.(ii) Subgroup Cohort Graduation Rate

	L2RPT Report SIRS-201: Total Cohort – Summary or	*School Data*
	NYS Report Card Data	

3b.(iii) Aggregate On-Track to Graduate

	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*

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(Student Level)

3b.(iv)   Subgroup On-Track to Graduate

L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*
(Student Level)

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