

OPERATIONS MANUAL



IVY TEST PREP
2015-2016

www.ivytp.com

1. PURPOSE

The information in this manual is designed to be a source of information for employees regarding Ivy Test Prep's history as well as current practices. The purpose of this manual is to ensure that there is consistency in and understanding of the following: company values; terminology used when referring to program offerings; and admission, placement, and tutoring policies and procedures, including policies and procedures to identify and address the needs of students with special needs.

2. COMPANY VALUES

All employees should be familiar with the basic mission, vision, and history of Ivy Test Prep as outlined below:

- **Mission:** To enable K-12 students at all levels of achievement to reach their full learning potential in a safe, family-like atmosphere. Regardless of a particular student's level of achievement Ivy Test Prep recognizes that each student has his or her own needs, strengths, and learning styles. We work with each student accordingly by providing him or her with the customized scaffolding he or she needs to climb the academic ladder to success.
- **Vision:** To relentlessly pursue innovation in education in order to accommodate, captivate, and motivate learners in the Northeastern United States.
- **History:** Ivy Test Prep, a division of Apple Educational Services, Inc., was founded by a group of innovative educators in 2006. These dedicated professionals recognized the need for a tutoring company based on high standards of integrity, family values, and dependability, where employees and students alike could expect to be treated with respect in a safe learning atmosphere.

These educators opened the first Ivy Test Prep site in East Rutherford, New Jersey, which remains the company headquarters as well as an active tutoring location. Ivy Test Prep has since opened a site in Brooklyn, New York, and also provides services in a variety of school settings in New Jersey, New York, Pennsylvania, Maryland, California, and New Hampshire.

With an initial focus on providing tutoring for standardized test preparation in order to help high school students gain admission to the country's top colleges, Ivy Test Prep has since expanded to include a variety of educational services for students in grades K-12. These services now include academic tutoring, study skills programs, admission essay coaching, supplemental education services, and summer enrichment programs.

3. PROGRAM OFFERINGS

The following is a list of the tutoring programs currently offered by Ivy Test Prep. Employees should take care to use the same, consistent terminology when referring to particular program offerings (i.e., “Our Academic Skills Program includes tutoring in subjects such as math and reading.”)

Tutors should be aware of the general programs offered by Ivy Test Prep in case parents or students have a basic question, or if tutors need to refer students for additional assistance. For more detailed information about the program offerings listed below, tutors should check with an administrative/secretarial staff member.

Program Name	Summary	Grades Served
Academic Skills Program	<p>For students who are struggling in a particular subject area, or with a particular skill set, in school. Tutoring may include the following subjects:</p> <ul style="list-style-type: none"> • ESL • Foreign Language • Math • Reading • Science • Social Studies • Writing • Study Skills (non-standardized tests) 	Elementary – High School
Homework Help Program	<p>For children who need a safe and educational place to stay after school in the early evening hours to complete homework in any subject.</p>	Elementary – Middle School
Test Prep Program	<p>For individuals who want to improve their performance on one or more standardized tests. Tutoring/enrichment services may include the following tests:</p> <ul style="list-style-type: none"> • State Tests (NJ ASK, HSPA) • School Entrance Exams (ISEE, SSAT, SHSAT, Bergen County Academies) • College Entrance Exams (ACT, HSPA, PSAT, SAT) 	Elementary – High School
College Prep Program	<p>Two services are offered through this program, of which students may choose one or both:</p> <ul style="list-style-type: none"> • Admission Essay Coaching • Guidance Services <p>Admission Essay Coaching is designed for students who want help crafting a personal statement that will enable them get accepted to college.</p> <p>Guidance Services include customized guidance counselor assistance with: activities and coursework for every year that the student is in high school; deciding which colleges to apply to; completing and submitting college applications; and preparing for college</p>	High School

	interviews.	
Summer Enrichment Program	Course offerings vary each year, but the aim is to increase student interest and competence in academic subjects, as well as recreational activities.	Elementary – High School

4. STUDENT ADMISSION/PLACEMENT POLICIES & PROCEDURES

The following steps are designed to serve as an outline for the order in which admission/placement policies and procedures should take place. Modifications may need to be made depending upon individual circumstances.

Overview of Forms

The following is a brief overview of the documents that will be discussed in this section:

<u>Document Name</u>	<u>Purpose</u>
1. Registration Form	To be filled out by the parents/student to specify background information and area(s) of concern
2. Supplemental Student Background Information Form	Only for students with disabilities, to provide additional information on accommodations
3. Diagnostic Payment Policies Form	To specify fees, payments, and terms & conditions of diagnostic testing
4. GRADE Score Report	A report that is automatically generated by GRADE once tutors type in score info
5. Student Learning Plan	To report results of the diagnostic evaluation, as well as recommendations for what to work on in future tutoring sessions
6. Policies & Parent/Guardian Agreement Form	To specify fees, payments, and terms & conditions of tutoring that parents must adhere to
7. Parental Consent to Release Information Form	For parents to complete when they want Ivy Test Prep staff to speak with a child’s teacher or other “outside” individual
8. Student Code of Conduct	To describe rules for student behavior
9. Group and/or Individual Tutoring Log Forms	For tutors to track student progress during tutoring
10. Timesheet Forms	For tutors to track their hours

Step 1: Registration Form & Parent/Student Interview

- ***Registration Form & Supplemental Student Background Information Form:*** The student and/or parents must fill out the Registration Form; if the student has any disabilities and/or a history of being “classified” in school, the student and/or parents should also fill out the Supplemental Student Background Information Form.
- ***Interview:*** An interview with the parent and/or student (depending upon the student’s age) should be conducted to discover why tutoring services are being sought and which subject area(s) are of concern; ideally, this interview should take place immediately after the Registration Forms have been completed. The interviewer (a staff member) should use this time to go through each section of the Registration Form in order to ask the parents/student follow-up questions, clarify responses, or address any portions of the form that have been left blank. See Section 5 for additional sample interview questions.
- ***Evaluation Scheduling:*** Parents must set up an appointment for a diagnostic evaluation and fill out the Diagnostic Payment Policies Form.

Forms (be sure to make a copy of all forms for both the center as well as the parents):

1. Registration Form*
2. Supplemental Student Background Information Form* (students with disabilities only)
3. Diagnostic Payment Policies Form

***An additional copy of these forms needs to be given to the student's tutor AND Diagnostic Evaluator (if different from the person who conducted the interview). This is very important because the Tutor/Diagnostic Evaluator needs to be aware of any allergies, medical concerns, etc.**

Step 2: Administration of the Diagnostic Evaluation*

- The Diagnostic Evaluator needs to administer the appropriate diagnostic test according to the parents'/student's stated subject area of concern:
 - + Reading/Writing for PreK-8 ⇨ Administer GRADE
 - + Math for K-8 ⇨ Administer GRADE
 - + Standardized Test Prep (i.e., SAT) ⇨ Administer the appropriate standardized test (i.e., SAT)

*A specific diagnostic test may not be used in cases where the student is seeking tutoring in a subject area for which there is no diagnostic test (i.e., a foreign language). In these cases, informal assessments may need to be used (i.e., detailed student interview, analysis of the student's previous tests, classwork, and/or homework in school, etc.). Parents/students may need to be notified in advance to bring in these additional documents to the diagnostic session.

Step 3: Analyze Results of Diagnostic Evaluation & Makes Recommendations

- *Completing a Student Learning Plan:* Regardless of the test/evaluation that is administered, the Diagnostic Evaluator must analyze and use these results, as well as information obtained from the Registration Form, Supplemental Student Background Information Form (if applicable), and interview, to fill out a Student Learning Plan. Students with disabilities may require certain accommodations (i.e., preferential classroom seating), to be included in the Student Learning Plan.
 - + GRADE will generate a Score Report discussing areas of strength and weakness once score responses are typed in, so parents should be given a copy of this report, as well. Note that a Student Learning Plan will still need to be filled out in order to specify recommendations for frequency and duration of tutoring.
- *Determining Program Placement:* The information obtained above should be used to determine program placement. Where possible, students with similar abilities and scores should be grouped together.

Forms (be sure to make a copy of all forms for both the center as well as the parents):

1. GRADE Score Report (for GRADE test-takers only)
2. Student Learning Plan

Step 4: Meet with Parents to Fill Out Paperwork (if parents decide to proceed with tutoring):

- *Discussing Student Learning Plan:* A staff member will meet with parents/student to discuss the proposed Student Learning Plan and make changes as necessary.
- *Policies & Parent/Guardian Agreement Form:* A staff member will meet with the parents/student to fill out the Policies & Parent/Guardian Agreement Form and explain the policies.
- *Parental Consent to Release Information Form:* A staff member will ask the parents if they want Ivy Test Prep to contact their child's teacher(s) for additional input. If the parents do want this, have them fill out the Parental Consent to Release Information Form.

- Student Code of Conduct Form: A staff member will give parents/student a copy of the Student Code of Conduct and explain the policies.

Forms (be sure to make a copy of all forms for both the center as well as the parents):

1. Student Learning Plan
2. Policies & Parent/Guardian Agreement Form
3. Parental Consent to Release Information Form (if parents want us to contact the student's teacher(s))
4. Student Code of Conduct

Step 5: Future Tutoring Sessions

- Confirming Appointments: Secretarial staff should regularly call parents to confirm tutoring appointments at least 1-2 days in advance, and notify tutors if scheduling has changed.
- Regular Evaluations: Administrators should ensure that tutors are regularly evaluating students as noted in the Student Learning Plan, in order to chart progress.
- Timesheet Submission: Administrators should ensure that tutors are regularly submitting timesheets every week.

5. NEW TUTOR--GOLDEN RULES

In order to ensure student and tutor safety, tutors must abide by the following rules, in addition to the rules noted in the Personnel Handbook:

- If tutoring in a student's home, there must be an additional adult present at all times
- Never give students rides
- All student information is private and confidential—do not share it with anyone!
- Do not contact students or parents outside of tutoring sessions unless you have been given permission by an administrator to do so. This includes not giving parents or students your personal contact information unless an administrator has authorized you to do so. Secretaries and administrative level staff will generally take care of appointment scheduling.

6. TUTOR EVALUATION PROCEDURES

In order to ensure that quality instruction standards are being met, administrative level staff will be responsible for observing and evaluating tutors/instructors at least 2 times per term. One of these observations will be scheduled with the tutor by the Assistant Director, and the other observation will take place on an unscheduled, walk-in basis. However, administrative level staff can perform walk-in observations of tutors/instructors at any time for any reason. Administrative level staff will be responsible for completing the teacher observation rubric and sharing results and suggestions with tutors after each evaluation.