Instructional Options for Reopening School

Ivy Hawn
Charter School of the Arts

2020 - 2021
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Appendix A

Appendix B
Section 1: Purpose

On July 6, 2020, Emergency Order (EO) 2020-06 was released by Florida Commissioner of Education Concoran that included an opportunity for charter schools to submit their own reopening plans that will best meet the needs of their schools. Ivy Hawn has included the necessary assurances as required for specific circumstances. In mid-March last year, Ivy Hawn was required to close due to the pandemic and finish out the academic school year through distance learning. Many lessons were learned throughout that process and have provided valuable insights as to how the school will plan to reopen safely in the fall.

Ivy Hawn is grateful to the teachers, parents, students, board members, district specialists, local health officials, and medical personnel that have taken time to meet with administration over the past few months, representing a wide variety of backgrounds to assist in planning for the return to school for the upcoming 2020 – 2021 school year. The Ivy Hawn administrative team has researched and studied the reopening plans of various charter schools throughout the state as well as surrounding school districts including Orange, Seminole, Flagler Counties, and the district of Volusia County (in which the majority of our students and faculty reside). Many of these ideas and best practices have served as important guidelines for writing a comprehensive plan that best meets the academic, health, and safety needs of our students, staff, and families at Ivy Hawn Charter School of the Arts.

Ivy Hawn recognizes that while most students will return to school face to face, some parents may need to continue their child’s education through an alternative learning environment due to the medical vulnerability of the child or another family member who resides in the same household. In order for families to make the best choice for their children and their circumstances, Ivy Hawn will provide two instructional options for students to return to school in the 2020 -2021 school year. In order to avoid any unnecessary hardships for our families, Ivy Hawn will align its back to school plan to the greatest extent possible with Volusia County Schools. VCS directly impacts Ivy Hawn’s beginning start date along with services that it provides such as transportation and food (Assurance 2).
Section 2: Policies and Procedures Applicable to Reopening

On July 22, 2020, Ivy Hawn Charter School of the Arts will submit a proposed reopening plan to comply with the deadline set forth by its Local Education Agency, Volusia County Schools. Ivy Hawn has developed a narrative plan that is consistent with the school’s mission statement “to foster intelligence, individuality, and artistry for a lifetime” and vision to promote the essential role of the arts in enabling every student to succeed. The plan includes two instructional models: Face to Face and Innovative Learning through Classroom Connect.

The governing board recognizes that the school must consider options to support students and families with health concerns by implementing a pathway for adherence to essential state laws without sacrificing quality, equity and opportunity for all students (Assurance 2). The governing board also recognizes Ivy Hawn’s reopening plan is subject to approval by the Local Education Agency and the school may request assistance if needed from the Florida Department of Education to resolve any disputes over a sponsor’s approval of the charter school’s reopening plan.

Furthermore, Ivy Hawn acknowledges that the plan submitted is subject to advice and orders from the Florida Department of Health, the Volusia County Department of Health, Executive Order 20-149 and subsequent executive orders (Assurance 1).
Section 3: Reopening Date and Schedule

3.1 Re-opening Date and Calendar (Assurance 1)

3.2 Weekly schedules for Elementary and Middle School (Assurance 1)

Ivy Hawn Middle School Block Schedule

<table>
<thead>
<tr>
<th>MONDAY / THURSDAY</th>
<th>WEDNESDAY</th>
<th>TUESDAY / FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st – 4th</strong></td>
<td>Early Release</td>
<td>Full Day</td>
</tr>
<tr>
<td>1st</td>
<td><strong>7:50 – 9:31</strong></td>
<td><strong>7:50 – 8:30</strong></td>
</tr>
<tr>
<td>2nd</td>
<td><strong>8:33 – 9:13</strong></td>
<td><strong>8:41 – 9:27</strong></td>
</tr>
<tr>
<td>4th</td>
<td><strong>1:26 – 3:00</strong></td>
<td><strong>12:38 – 1:18</strong></td>
</tr>
<tr>
<td>7th</td>
<td><strong>1:20 – 2:00</strong></td>
<td><strong>2:16 – 3:00</strong></td>
</tr>
</tbody>
</table>
## Kindergarten and 1st Grade Classroom Schedule

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Type of Instruction</th>
<th>Allocated Time</th>
<th>Planning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 am - 9:50 am</td>
<td>Whole Group Reading and Guided Centers</td>
<td>120 Minutes</td>
<td></td>
</tr>
<tr>
<td>9:50 am – 10:30 am</td>
<td>Social Studies</td>
<td>40 Minutes</td>
<td></td>
</tr>
<tr>
<td>10:30 am – 11:00 am</td>
<td>Lunch</td>
<td>30 Minutes</td>
<td></td>
</tr>
<tr>
<td>11:00 am – 11:50 pm</td>
<td>Math</td>
<td>50 Minutes</td>
<td></td>
</tr>
<tr>
<td>11:50 pm – 1:15 pm</td>
<td>Arts Block</td>
<td>85 Minutes (2-40 Minutes Sessions with transition time in between)</td>
<td>Teacher Planning</td>
</tr>
<tr>
<td>1:15 pm - 2:15 pm*</td>
<td>Writing and Science</td>
<td>60 Minutes</td>
<td></td>
</tr>
<tr>
<td>1:20 pm – 2:00 pm (E/R)</td>
<td></td>
<td>40 Minutes</td>
<td></td>
</tr>
<tr>
<td>2:15 pm – 2:50 pm*</td>
<td>Rti</td>
<td>35 Minutes</td>
<td></td>
</tr>
<tr>
<td>2:50 pm - 3:00 pm*</td>
<td>In Class PE and Pack Up</td>
<td>10 Minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Blocks gone due to E/R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2nd and 3rd Grade Classroom Schedule

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Type of Instruction</th>
<th>Teacher A Allocated Time</th>
<th>Teacher B Allocated Time</th>
<th>Planning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 am – 9:20 am</td>
<td>Reading / Math 1</td>
<td>Reading 90 Minutes</td>
<td>Math 90 Minutes</td>
<td></td>
</tr>
<tr>
<td>9:20 am – 10:45 am</td>
<td>Arts Block</td>
<td>85 Minutes (2-40 Minutes Sessions with transition time in between)</td>
<td>Teacher Planning</td>
<td></td>
</tr>
<tr>
<td>10:45 am – 11:05 am</td>
<td>Rti- Social Studies</td>
<td>20 Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:05 am – 11:35 pm</td>
<td>Lunch</td>
<td>30 Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:35 am – 1:05 pm</td>
<td>Math / Reading 2</td>
<td>Math 90 Minutes</td>
<td>Reading 90 Minutes</td>
<td></td>
</tr>
<tr>
<td>1:05 pm – 1:50 pm</td>
<td>Science / Writing 1</td>
<td>Science 45 Minutes</td>
<td>Writing 45 Minutes</td>
<td></td>
</tr>
<tr>
<td>1:50 pm - 2:35 pm</td>
<td>Writing / Science 2</td>
<td>Writing 45 Minutes</td>
<td>Science 45 Minutes</td>
<td></td>
</tr>
<tr>
<td>2:35 pm - 3:00 pm</td>
<td>Rti-Social Studies</td>
<td>25 Minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### E/R WEDNESDAY

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Type of Instruction</th>
<th>Teacher A Allocated Time</th>
<th>Teacher B Allocated Time</th>
<th>Planning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 am – 9:25 am</td>
<td>Reading / Math 1</td>
<td>Reading 95 Minutes</td>
<td>Math 95 Minutes</td>
<td></td>
</tr>
<tr>
<td>9:25 am – 10:45 am</td>
<td>Arts Block</td>
<td>85 Minutes (2- 40 Minutes Sessions with transition time in between)</td>
<td>Teacher Planning</td>
<td></td>
</tr>
<tr>
<td>10:45 am – 11:05 am</td>
<td>Rti – Social Studies</td>
<td>20 Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:05 am – 11:35 pm</td>
<td>Lunch</td>
<td>30 Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:35 am – 1:05 pm</td>
<td>Math / Reading 2</td>
<td>Math 90 Minutes</td>
<td>Reading 90 Minutes</td>
<td></td>
</tr>
<tr>
<td>1:05 pm – 1:35 pm</td>
<td>Science / Writing 1</td>
<td>Science 30 Minutes</td>
<td>Writing 30 Minutes</td>
<td></td>
</tr>
<tr>
<td>1:35 pm – 2:00 pm</td>
<td>Writing / Science 2</td>
<td>Writing 25 Minutes</td>
<td>Science 25 Minutes</td>
<td></td>
</tr>
</tbody>
</table>

### 4th Grade Classroom Schedule

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Type of Instruction</th>
<th>Teacher A Allocated Time</th>
<th>Teacher B Allocated Time</th>
<th>Planning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55 am - 9:20 am</td>
<td>Arts Block</td>
<td>85 Minutes (2- 40 Minutes Sessions with transition time in between)</td>
<td>Teacher Planning</td>
<td></td>
</tr>
<tr>
<td>9:20 am – 10:50 am</td>
<td>Reading / Math 1</td>
<td>Reading 90 Minutes</td>
<td>Math 90 Minutes</td>
<td></td>
</tr>
<tr>
<td>10:50 am – 11:35 am</td>
<td>Writing / Science 1</td>
<td>Writing 45 Minutes</td>
<td>Science 45 Minutes</td>
<td></td>
</tr>
<tr>
<td>11:35 am – 12:05 pm</td>
<td>Lunch</td>
<td>30 Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:05 pm – 1:35 pm</td>
<td>Math / Reading 2</td>
<td>Math 90 Minutes</td>
<td>Reading 90 Minutes</td>
<td></td>
</tr>
<tr>
<td>1:35 pm – 2:25 pm</td>
<td>Science / Writing 2</td>
<td>Science 50 Minutes</td>
<td>Writing 50 Minutes</td>
<td></td>
</tr>
<tr>
<td>2:25 pm – 3:00 pm</td>
<td>Social Studies - Rti</td>
<td>35 Minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5th Grade Classroom Schedule

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Type of Instruction</th>
<th>Teacher A Allocated Time</th>
<th>Teacher B Allocated Time</th>
<th>Planning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55 am - 9:20 am</td>
<td>Arts Block</td>
<td>85 Minutes [2- 40 Minutes Sessions with transition time in between]</td>
<td></td>
<td>Teacher Planning</td>
</tr>
<tr>
<td>9:20 am – 10:55 am</td>
<td>Reading / Math 1</td>
<td>Reading 90 Minutes</td>
<td>Math 90 Minutes</td>
<td></td>
</tr>
<tr>
<td>10:55 am – 11:45 am</td>
<td>Writing / Science 1</td>
<td>Writing 45 Minutes</td>
<td>Science 45 Minutes</td>
<td></td>
</tr>
<tr>
<td>11:45 am – 12:10 pm</td>
<td>Social Studies - RtI</td>
<td>25 Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:10 pm – 12:40 pm</td>
<td>Lunch</td>
<td>30 Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:40 pm– 2:10 pm</td>
<td>Math / Reading 2</td>
<td>Math 90 Minutes</td>
<td>Reading 90 Minutes</td>
<td></td>
</tr>
<tr>
<td>2:10 pm – 3:00 pm</td>
<td>Science / Writing 2</td>
<td>Science 50 Minutes</td>
<td>Writing 50 Minutes</td>
<td></td>
</tr>
</tbody>
</table>

### E/R WEDNESDAY

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Type of Instruction</th>
<th>Teacher A Allocated Time</th>
<th>Teacher B Allocated Time</th>
<th>Planning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55 am - 9:20 am</td>
<td>Arts Block</td>
<td>85 Minutes [2- 40 Minutes Sessions with transition time in between]</td>
<td></td>
<td>Teacher Planning</td>
</tr>
<tr>
<td>9:20 am – 10:55 am</td>
<td>Reading / Math 1</td>
<td>Reading 90 Minutes</td>
<td>Math 90 Minutes</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Grade</td>
<td>Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>K and 1st</td>
<td>Outer Cafeteria and Cafetorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:05 – 11:35</td>
<td>2nd and 3rd</td>
<td>Outer Cafeteria and Cafetorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:35 – 12:05</td>
<td>4th Grade</td>
<td>Outer Cafeteria and Cafetorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:10 – 12:40</td>
<td>5th Grade</td>
<td>Outer Cafeteria and Cafetorium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Middle School**

<table>
<thead>
<tr>
<th>Time</th>
<th>Grade</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: 11:50 – 12:20</td>
<td></td>
<td>B: 12:05 – 12:35</td>
</tr>
<tr>
<td>C: 12:30 – 1:00</td>
<td></td>
<td>Full Day Wednesday (May):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lunch A: 11:09 – 11:39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lunch B: 12:00 – 12:30</td>
</tr>
</tbody>
</table>

**Arts and Special Area Teachers**

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Type of Instruction</th>
<th>Allocated Time</th>
<th>Planning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55 am - 9:20 am</td>
<td>4th and 5th Grade</td>
<td>85 Minutes</td>
<td>2 (40 minute)</td>
</tr>
<tr>
<td>9:20 am – 10:45 am</td>
<td>2nd and 3rd Grade</td>
<td>85 Minutes</td>
<td>2 (40 minute)</td>
</tr>
<tr>
<td>10:45 am – 11:00 am</td>
<td>Planning</td>
<td>15 Minutes</td>
<td></td>
</tr>
<tr>
<td>11:05 am - 11:35 am</td>
<td>Lunch Duty (3rd Grade)</td>
<td>30 Minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary Cafeteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 am – 11:50 am</td>
<td>Planning</td>
<td>20 Minutes</td>
<td></td>
</tr>
<tr>
<td>11:50 am – 1:15 pm</td>
<td>K and 1st Grade</td>
<td>85 Minutes</td>
<td>2 (40 minute)</td>
</tr>
<tr>
<td>1:15 pm – 3:00 pm</td>
<td>Lunch and Planning</td>
<td>Lunch</td>
<td>Elective Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 Minutes</td>
<td>75 Minutes</td>
</tr>
<tr>
<td>2:20 pm – 2:50 pm*</td>
<td>RII: K – 2nd</td>
<td>30 Minutes</td>
<td></td>
</tr>
<tr>
<td>2:50 pm – 3:00 pm*</td>
<td>Planning</td>
<td>10 Minutes</td>
<td>Elective Planning</td>
</tr>
</tbody>
</table>

*Blocks gone due to E/R
Section 4: Instructional Models for the 2020-2021 School Year

4.1 Option 1: Face to Face (Brick and Mortar)

4.2 Option 2: Innovation Learning through Classroom Connect

Section 5: Option 1 Face to Face

5.1 (Option 1) Face to Face

Face to Face in-school learning for students will be provided all day beginning August 31, 2020 and continue in accordance with the approved Volusia County Schools student calendar. Families will be required to adhere to health and safety guidelines outlined in this plan which is aligned to the re-opening plan by Volusia County Public Schools. Face to Face instruction is traditional in-school learning aligned to state standards and Ivy Hawn’s Instructional Learning Plan. Elementary students will learn from teachers following a Plus 1 school day than runs from 7:50 am to 3:00 pm. Middle school students will learn from teachers following the regular school day on an alternating block schedule from 7:50 am to 3:00 pm.

(Assurance 1)

5.2 Health and Safety Protocols on Campus

Ivy Hawn Charter School of the Arts will offer a traditional classroom setting and provide for the proper attention to health, safety, and other educational matters relating to the welfare of students in order for families to feel safe sending their students back to Ivy Hawn Charter School. This allows students to learn at school, receive face to face lessons, follow a standard bell schedule and follow the health and safety guidelines in place (Assurance 2).

- Face coverings for faculty, staff, students, and visitors will help to reduce the spread of a virus and/or the ability to transmit it to others.

- Parents will ensure that their children, prior to leaving home, are not sick and will keep children home if sick.

- In order to avoid communal sharing to the greatest extent possible amongst students in the classroom, parents will make every effort to ensure their students come prepared each day with individual materials and supplies needed for learning in the classroom. Such items include but are not limited to materials used by the student for classroom instruction (personal notebooks, pencils, pens, crayons, etc.) Additionally, students will come prepared each day with any instructional materials provided by the school.
5.3 School – Parent Communication:

School-parent communication has been enhanced this year, through the purchase of a campus-wide, friendly user app entitled School-Pass which allows families to communicate back and forth with school personnel in a variety of ways especially during this time when health and safety concerns are subject to changing parameters, School Pass will allow the school to communicate more efficiently in real time.

- **Emergency Management**: Fully customizable alerts and distribution lists for any drill or emergency. Teachers and staff can quickly mark students and anyone else as accounted for. Administrators can view accurate, real-time emergency attendance statuses for the entire campus.

- **Campus Security**: Enhance student safety and campus security by screening vehicles using automated license plate cameras and RFID/toll tag readers for arrival and departure from campus. Security personnel can be notified when unwanted vehicles arrive on campus.

- **Carline Automation**: Parents are automatically identified, and students are organized for dismissal based on license plates, RFID/toll tags, GPS on their phones or mobile entry onsite. Staff use this information to manage efficient and faster dismissal.

- **Student Arrival and Dismissal Changes**: Empower parents via a mobile app to manage and communicate dismissal changes such as late arrival, playdates and afterschool activities. All changes are communicated in real-time to administrators, teachers and affiliated parents. Front office manual work is reduced by up to 85%.

- **Bus Boarding and Notifications**: Ensures we have the right students on the right buses. Produces real-time bus manifests and maximizes bus capacity allowed. Notifies parents and administrators when buses leave campus and for field trips.
- **Afterschool Activity Management**: Manages afterschool activities online including activity and attendance. Provides activity coordinators real-time rosters, parents with accurate attendance notifications and the main office with attendance reports for additional support and accuracy.

- **Visitor Management**: Screen, tracks and manages all campus visitors through a robust visitor management solution. Screens all new visitors, prints badges, sends notifications – all from one solution. Easily integrates late arrivals and midday dismissal changes when parents drop-off/pick-up students. The school can enhance student safety with tracking and documentation to facilitate accountability every day.

### 5.4 Schoolwide Risk Reduction Strategies

The school will apply additional risk reduction strategies throughout all stages of the school day for students and staff through the following (Assurance 1):

- Multiple controlled entry points
- Temperature checks (staff and students)
- Use of face coverings
- Maximize social distancing to the greatest extent possible
- Utilize signage throughout the school
- Limit movement where possible
- Minimize Campus Visits
  - Ivy Hawn will limit all non-essential visitors, volunteers and activities involving other groups (e.g., mentors, vendors, family visits, including breakfast & lunch with students)
  - Parents stay in vehicle while picking up/dropping off their child(ren), with exception
  - For primary grades, teachers will clean desks throughout the day, with a final clean at the end of the day. For intermediate grades and middle school, students will clean their own desk and areas.
  - Custodians will do extra cleaning throughout the day and in the evening
    - Cleaning and Disinfecting
    - Reinforce cleaning practices
    - Prioritize disinfecting frequently touched areas
    - Reduce sharing of common spaces and frequently touched objects
    - Use an EPA-approved disinfectant against COVID-19
    - Keep disinfectants out of the reach of children

- Addition of a School Nurse and Clinic: A full-time school nurse will be on staff to assist students with health/medical needs.
- Students must wear masks upon entering the clinic
- Temperature checks for all students
- Large clinic equipped with medical supplies
- Private bathroom access complete with sink and toilet
- Assist students who need pre-arranged medicine on file with the school
- Students will maintain 6 feet distance
- Cots with room dividers for privacy
- Extra sanitation between each student visit

5.5 Common Areas

- Limit Large Group Settings
- Use of communal areas such as the cafeteria, gym, and auditorium will be used under specific conditions and only when social distancing can be maintained
- Whole school or grade level assemblies will be conducted through the use of Zoom
- Outdoor classroom opportunities will be provided whenever possible
- Face coverings will be worn in all areas when social distancing is limited
- The school will no longer provide large holding areas for students prior to doors opening before class begins or after school: This includes the use of the theatre, cafetorium, or multi-purpose rooms and/or students waiting in large groups on campus sidewalks.
- Students will go directly to their classroom in the morning and will be dismissed directly from their last class in the afternoon using SCHOOL-PASS. (see photo below)

5.6 Student Arrival and Dismissal Procedures through 

Parent Pick-Up and Drop-Off

Arrival to school in the morning via bus and parent drop-off will happen in stages and in many locations. Parents will drop off students between 6:30 and 7:15 am for Before Care in the back of the school (these times are flexible for parents as needed). Parent drop off in the front of the school will be staggered at 7:20am, 7:30am, or 7:40am in front of the school according to their assigned zone in order to streamline morning drop off and to provide car-side temperature checks. Upon arrival, students will get their temperature checked by a staff member in the car loop, checked for a face covering, and then sent to homeroom or 1st period. This will allow for student arrival to run with greater efficiency. Ivy Hawn will no longer send students to wait in supervised large group waiting areas in the cafeteria or theatre before school begins. All students will report to their homeroom or first period class when they arrive at school. Students who are eating breakfast in the cafeteria must arrive no later than 7:35 am in order for staff to have sufficient time to sanitize prior to the start of school at 7:50 am.

Afternoon Dismissal from school will occur in the classrooms and not in holding areas or large group gatherings on the sidewalk. When a parent arrives and turns into the parent loop off of Pleasant Street,
School-Pass will immediately alert school personnel. Teachers will send their students down to their cars as these notifications occur. Students will be at their designated zone as the parent pulls up in front of their pickup area. This will provide a no-contact drop off and dismissal with less congestion on sidewalks.

Best practices include:

- Face coverings are required for both arrival and dismissal
- Documented procedures for students with a fever above 100.4 upon entry
- Supervision staff will monitor compliance with face coverings and social distancing guidelines as they enter and exit the building
- Arrival and dismissal procedures using the green and pink zones will remain the same. Parents with multiple children will continue to use the zone of the youngest child in their family.
- Directions for using color zones will be posted online and sent through Remind at a later date

5.7 Transportation

- Face covering requirement while riding the bus allows up to 2 students per seat
- There will only be seats allotted for 46 students rather than 72 and spaced out
- CDC recommendations for cleaning and sanitizing of buses will be followed.
- Bus drivers and monitors will use Personal Protective Equipment (PPE) while on bus
- Disposable masks will be available for any students without a face covering.
- Buses will transport students with windows and vents open to increase airflow
- Upon boarding the bus in the morning, the first stop will go all of the way to the back of the bus, followed by all other stops in pick up order
- When boarding the bus in the afternoon, students will sit according to bus stop drop off order. Students will load the bus in the order of their bus stop; the first stop sitting in the front, the last stop sitting in the back. By having student loading the bus in this manner, there will be no students entering or exiting in front of other students, promoting social distancing

5.8 Extended Day

- Before and After Care Programs
- Health and safety guidelines will be followed
- During morning program check in, child’s temperature taken upon arrival prior to signing in
- To maximum extent possible, the same staff will be assigned to the same group of students throughout the week to minimize exposure
• Students will be assigned to various rooms to ensure social distancing with specialized activities offered from a menu of options provided to parents prior to the start of the school year
• Extended Day teachers and parents can use School-Pass for attendance and communication
• Pro-Care will still be used to offer parents easier payment options.

5.9 Transitions Throughout the School Day
• Students will be required to wear protective face covering during transitions
• Main hallways will be one-way
• Supervision staff will monitor compliance with face coverings during class transitions and actively encourage students to follow social distancing guidelines
• The middle school alternating block schedule cuts the number of transitions for students in half during the school week.
• The school does not provide lockers which eliminates the need for hallway use across multiple areas of the building and allows for additional walking space during transitions.
• All hallways will be used for one-way traffic only with appropriate signage to stay 6-feet apart. Elementary K-3 students will move in counter-clockwise direction (Green colored hallways). Grades 4 - 8 will move in clockwise direction (Pink, Gray, Beige colored hallways)
• All restrooms will be cleaned throughout the day
• Husky paw prints will be on all floors to show students and staff the directionality of the hall (see bottom left photo). Water fountains will be re-fitted into no contact water bottle filling stations (16 campus-wide) Students will not be able to drink from these directly (see photo below

Above Photo: One Way Traffic Patterns
Photo Right: No Contact Water Bottle Stations
5.10 Safeguards for Classrooms

The look and layout of the classroom has undergone changes to increase social distancing, wider travel space throughout the room and allows students to collaborate with each other on classroom activities. (Assurance 5)

- Non-essential classroom furniture will be minimized (see collaboration station picture below)
- Student workstations will be separated to the greatest extent possible (4’ to 6’)
- Teachers will be wearing protective face coverings throughout the day
- Students will be wearing protective face coverings during all transitions or in areas where minimal space requirements cannot be met (4’ to 6’). This reduces hand-mouth-nose contact.
- Each teacher has been supplied with their own PPE kit, which includes disposable gloves, disposable masks, 1 gallon of hand sanitizer, 1 gallon of student-safe disinfectant, and spray bottle
- Student protective face coverings may be any color or design as long as these provide the proper coverage for the student’s health and safety and do not contain commercial logos, offensive language/symbols and/or advertisements. “The only thing advertised at Ivy Hawn is “Ivy Hawn”. Ivy Hawn Huskies washable/reusable masks will be provided at cost in the school store if students wish to purchase these.
- No communal backpack storage areas or “cubbies” will be utilized in classrooms. Personal belongings, protective equipment or instructional supplies will be located directly at student collaboration stations for easier access and convenience.
- Each classroom will have a hand-sanitizing station for students to use between each activity, along with no contact hand-sanitizing stations throughout each hall.
- Classroom desks for K – 8th will be arranged in a square or diamond format for classroom activities. This configuration provides increased space between each student group and provides greater travel space around the classroom rather than a rank and file set up (rows of desks). This also allows students to participate in small groups behind an additional layer of protection with sneeze-guards that enable students to work academically in small teams, participate in peer discussion on topics and collaborate on group activities. Additionally, Ivy Hawn believes this set up offers students the ability to engage with each other and fulfills their social and emotional learning needs (See photo below)
• Cohort groups of 4 in the classroom minimizes crossover amongst children and adults within the school and assists with contact tracing if necessary.
• In addition to desk layout, teachers will also remove all non-essential items in the room including furniture that would entail communal sharing. This will help keep the room clean and allow more space for teachers and students to move around the room as needed.
• Students will keep their own supplies with them rather than using “sharing baskets” in each room. This includes pencils, markers, glue, paper, etc. Hands-on instructional materials such as manipulatives will be individually bagged for students to avoid cross contamination. The use of other shared instructional materials will be reduced to the greatest extent possible.
• Disinfection of desks/technology before the end of each use or at the end of a class period if no more than 1 student works with a device.
• Small group instruction that cannot be conducted within the 4 to 6 ft. requirement will require both teacher and students to wear his/her protective face coverings.
• Backpacks will remain with students at their desks at all times for their convenience and personal health and safety.
• Any section in the room that is used for small group activities that can cannot meet the minimum space requirements will no longer be utilized.

Computer stations will be placed throughout the room for individual student use. Computers will be disinfected after student use and/or between class periods.

Cleaning of high touch areas, outside the classroom will be completed while students are in class.

• Physical Education classes will be conducted outside whenever possible following social distancing guidelines. Additionally, there will be no-contact activities until further notice.
• Students in the performing arts will be provided additional options for outdoor rehearsals.
• Elementary recess will be highly supervised for social distancing.

5.11 School Cafeteria and Cafetorium

Every effort has been made to ensure students have proper space and safety during breakfast and lunch.

• Seating arrangements for social distancing & contact tracing to the greatest extent possible for breakfast and lunch.
• Signs will be placed on sections of tables where seating is off limits and extra chairs will be removed.
• Hand washing encouraged before meals; sanitizer available in the line.
• Traffic flow & social distancing signs and markers.
• Face coverings during transitions & in the line required.
• Cleaning between lunch periods as usual; deep clean nightly.
• Hand sanitizing stations will be located in several locations in both the cafeteria and Cafetorium.
• No food share tables.
• Menus will be simplified and food will be individually wrapped.
- Extended eating areas will be utilized, to include outdoor seating, if possible based on campus layout and supervision for students

5.12 **Other Special Considerations**
- Meet the Teacher and Open House will be designed with less population at a given time
- Volunteers and parents wanting to eat lunch with their students will be suspended at this time in order to lower the risk for the school population as a whole until further notice
- Field trips will be on hold and determined at a later date

*(Assurance 1)*

**Section 6: Option 2- Classroom Connect**

Note: Parents selecting this option must notify the school no later than July 31st in order for their students to be enrolled in Option B for the first semester. A survey will only be sent for confirmation after parents have contacted Mrs. Till, school registrar at extension 101

6.1 **Option 2: Ivy Hawn Classroom Connect**

Ivy Hawn will continue to utilize the *Classroom Connect* page located on our school website to provide innovative at-home learning through real-time connection to the classroom. Ivy Hawn has purchased a digital platform that will be used both in the classroom and through innovation learning from home. All lesson plans, activities, assignments and assessments will be offered through a single sign on and user-friendly platform to enable students to transition between the classroom and learning from home, as well as enabling a seamless return back to the physical classroom setting (Assurance 3).

6.2 **Enhanced Synchronous Learning from Home**

- *Classroom Connect* learning is aligned to state standards and follows Ivy Hawn’s Face to Face instructional learning plan and pacing guides.
- Students are required to follow a normal school day schedule using technology and other instructional resources to learn from their classroom teacher. Families who are in need of assistance with learning devices will be accommodated
- Classroom teachers presenting live lessons through direct instruction in classrooms to students learning from home to the extent possible.
- Attendance will be taken daily
- Elementary and middle school schedules will follow traditional brick and mortar bell schedules: 7:50 am – 3:00 pm
6.3 **Additional Online Support by Certified Teachers Throughout the Day**

- Student participation and completion of assignments/activities will be monitored and recorded daily (Assurance 3).
- Specialized instruction and other services for students with IEPs will be provided by the ESE committee (Assurance 4).
- English Language Learners will receive supports from the ELL committee (Assurance 5).
- Progress monitoring will be provided to all students who are not making adequate progress. Students receiving instruction through *Classroom Connect* will be provided additional support and the opportunity to transition to another teaching method if they fail to make adequate progress (Assurance 3).
- Students designated gifted are served under the umbrella of IDEA and require an active Education Plan (EP). Gifted students will be supported by gifted endorsed teachers who will work to provide enrichment and guided inquiry activities to deepen gifted students’ knowledge and understanding of content. EPs will be monitored by a gifted endorsed teacher.

6.4 **Professional Training for Classroom Connect Teachers**

- All teachers will participate in Classroom Connect training during preplanning to ensure preparation for this type of instruction should the need arise for schools to temporarily close.
- Follow up training for teachers as needed when issues or concerns arise regarding end-user navigation, student participation, and/or submission/grading of work.
- Professional training for parent conferences regarding the sharing of feedback on how the program is working and any concerns regarding the implementation of student support services.

6.5 **Seamless Transition for Students to Return Face to Face**

- Students will have the option to return to Face-to-Face in-school learning after the first semester with the same teacher(s) to the extent possible.

6.6 **Other Special Considerations**

- Meet the Teacher and Open House will be offered virtually through Innovation Learning Teachers.
- Student participation in extra-curricular activities can be attended virtually to the extent possible.
- As with the Face to Face model, field trips will be on hold and determined at a later date. When these become available, students learning through *Classroom Connect* may participate virtually to the extent possible.
In the event of an individual classroom, school-wide, or district crisis, Ivy Hawn’s Classroom Connect will act as the default instructional platform

Students will have the option to return to Face-to-Face in-school learning after the first semester with the same teacher(s) to the extent possible

(Assurance 2)

Section 7: Specialized Supports for Unique Populations

7.1 Protecting Vulnerable Populations

Through Brick and Mortar/face to Face and live Classroom Connect synchronous learning, all students will have the ability to interact with teachers and peers. Students will receive the same curriculum and instructional hours whether in person or at home. The school will address the need for additional resources for low-income, ESE, ELL, and struggling students.

Ivy Hawn Charter School of the Arts will provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. Our first priority opening this fall will be reintegrating students into school. We will be using a variety of diagnostic tools with i-Ready and other district diagnostic assessments in order to understand where each student is academically and determine each child’s social emotional learning (SEL) needs. We will use these assessments to provide relevant actionable diagnostic information for teachers and parents, especially for our most vulnerable population, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, students who are English Language Learners (ELL’s) and students directly affected by Covid-19. We will continue to use our Problem-Solving Team (PST) process as well as our Multi-Tiered System of Supports (MTSS) to identify, evaluate, support and provide services for those students in need. These services include in-person instruction, Classroom Connect Innovative Learning and specialized instruction for students with an Individual Educational Plan (IEP).

Students who have a disability and receive support through an Individual Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA) received services through a temporary distance learning plan established in consultation with parents during school closure in the 4th quarter of the 2019-2020 school year due to COVID-19. At the initiation of the 2020-2021 school year, student data will be gathered using curriculum-based assessments and other universal screening measures as well as data collected on IEP goals to determine a 2020-2021 baseline present level of performance. This student data will be compared to similar measures from the middle to end of the 2019-2020 school year to determine student progress and skills acquisition. Based on this data, students demonstrating regression on IEP goals or are showing a loss of previously acquired skills as a result of school closure, an IEP team meeting will be held to discuss the provision of Extended School Year (ESY) services to be provided during the school year. The schedule for these services may include Wednesday afternoons, and other school breaks, as determined by the IEP team in collaboration with the parent/guardian. We will continue to follow a student-centered approach in providing consistent specialized instruction, and related services to our students based on their
individualized education program (IEP) as well as work to close any gaps students are experiencing due to the interruption of face to face instruction. As a school wide responsibility, we encourage parents and our team of educators and administrators to collaborate creatively to continue to meet the needs of students with disabilities.

Ivy Hawn Charter School of the Arts will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Ivy Hawn will ensure that appropriate identification of English skills has been noted and that the school has the resources to implement additional interventions and strategies.

Cases regarding students with a medical vulnerability will be assessed on an individual basis. Ivy Hawn will provide equitable opportunities to students to ensure they have direct access to their teachers and peer-to-peer learning opportunities.

- Families should consult a family doctor if there is a concern and establish a medical care plan if needed
- If needed, a student can attend Classroom Connect for a semester with additional support from both core and Innovation Teachers
- If applicable, students will receive ESE support via interactive sessions
- IEP’s and Medical Plans will be reviewed and adjusted accordingly
- Robust monitoring of IEP goals and objectives to ensure tiered support to students not making progress (Assurance 3)
- IEP teams will determine if there is any regression due to the interruption of face to face learning in the 2019-2020 school year. Data collection will enable teachers to explore transition to other methods/platforms of instruction (Assurances 3 and 4)
- Daily subject specific schedule including consideration for OT/PT/SLP
- Service delivery completed live via Zoom
- Supports and accommodations will be met
- Provide extended learning opportunities when needed
- ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Ivy Hawn will ensure that appropriate identification of English skills has been noted and implement additional interventions and strategies (Assurances 3 and 5)
- Professional learning to infuse Social Emotional Learning strategies into the curriculum
- Small group support by school counselor through referrals, face to face or virtual sessions
- Character Counts classes for 4th and 5th grade
- Individual counseling by school counselor
- Well-being check-in to support students, families, and teachers (Assurance 4)
Section 8: Progress Monitoring

Ivy Hawn Charter School of the Arts will provide robust progress monitoring to all students; tiered support will be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods and fails to make adequate progress, the student will be provided additional support and the opportunity to transition to another teaching method.

Ivy Hawn’s face-to-face learning model and innovation model through Classroom Connect will utilize a variety of progress monitoring systems aligned to the Florida State Standards in order to assess student learning. These progress monitoring systems will help support seamless transitions between the two learning models and ensure data driven decision-making regarding student progress. The outlined progress monitoring system below will be utilized in order to identify students for academic intervention, in addition to monitoring students who are receiving Tier 2 and Tier 3 interventions by our student support team.

See Appendix A for Progress Monitoring Tools
(Assurance 3)

Section 9: Responding to Covid-19

9.1 Face Coverings for Students and Staff

COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Studies and evidence on infection control report that these droplets usually travel around 6 feet (about two arms lengths).

Face coverings may slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others. Face coverings, as used in this plan, mean a uniform piece of material that securely covers a person’s nose and mouth and remains affixed in place without the use of one’s hands, whether store bought or homemade, concurrent with Volusia County Health Department guidelines. All Ivy Hawn staff members and adults visiting Ivy Hawn school buildings will be required to wear face coverings in alignment with current state and local guidance, including, when they are unable to be 6 feet away from others. A face covering shall not be required for the following individuals: (a) persons under the age of 2 years; (b) persons for whom a face covering would cause impairment due to an existing health condition or disability and a determination is made that an accommodation is not reasonably available; (c) persons engaging in high intensity physical exertion in an in-door open facility or outside (e.g. exercising during PE, recess, etc.); (d) persons eating or drinking; (e) public safety, fire, and other life safety and health personnel who are on Ivy Hawn’s campus, as their personal protective equipment requirements will be governed by their respective agencies; and (f) persons communicating with someone who is hearing-impaired and must see the mouth of someone wearing a face covering in order to communicate and a determination is made that an accommodation is not reasonably available.
Some staff members may be required to wear additional PPE (i.e., health-related, custodians, specialized positions) when directed to do so by school/district protocol or by an employee’s supervisor. Training on how to properly take on and off PPE gear will be provided to appropriate staff members. Elementary students (grades K-5) are required to wear a face covering while walking in hallways, riding bus transportation, waiting in line in the cafeteria. Students may remove face coverings during high intensity outdoor activities and while seated for dining within the cafeteria.

Secondary students (grades 6-12) are required to wear face coverings when they are not able to be 6 feet from others, are in hallway transitions/class changes, in large common areas, when riding the bus and when they are in line in the cafeteria area. Face coverings may be removed for high intensity outdoor activities and when seated at the dining tables for eating.

Accommodations for face covering protocols can be made for students/staff based on their individual health needs.

9.2 Screening for Illness

Ivy Hawn will employ a combination of self-screening and observational screening protocols for universal screening of illness of staff and students. The school will communicate information to parents and employees about the symptoms of COVID-19 and require them to self-screen before coming to school. Students and employees exhibiting symptoms of COVID-19 without being otherwise explained, are prohibited from coming to school, and if they do come to school, they should be sent home immediately.

According to current Florida Department of Health guidance, symptoms may appear 2-14 days after exposure to the virus. Employees and students will be trained to recognize the following COVID-19-related symptoms:

- Fever (100 degrees or greater) or chills and/or feeling feverish
- Cough and/or chest pain
- Shortness of breath or difficulty breathing
- Fatigue
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
This list does not include all possible symptoms. Volusia County Health Department will continue to update the list as they learn more about COVID-19.

In addition, the school may take the temperature of students and employees in situations where there is reason to believe that the person may be ill. Touch-free thermometers will be utilized and will be provided for use in clinics, at front desks, and in classrooms or other areas on campus where a team has determined a specific need.

9.3 Clinic Spaces and Isolation Procedures

Ivy Hawn has a designated clinic spaces on campus and a full-time registered nurse. Ivy Hawn staff will distinguish students/employees being evaluated for symptoms related to COVID-19 and those who have other medical or injury needs. In all clinic spaces, students/employees must wear face coverings. A record will be kept of all persons who enter the clinic and the room will be disinfected several times throughout the day. Strict social distancing of six feet is required in the clinic. Designated staff must wear appropriate PPE.

Students who do not display symptoms of COVID-19 can be seen and treated in the clinic located in the main building. These would include students who are injured during the school day or students with special health care needs such as those with chronic health conditions (i.e., diabetes or asthma), those requiring medical treatments and those with individual health plans.

A separate quarantined area is set apart for a student exhibiting potential COVID-19 related symptoms along with access to a private bathroom until parents arrive. Parents who will be picking up a student due to illness will be expected to call the front office when they arrive at the school and remain in their vehicle. A staff member will walk students who are ill out of the building to their parent’s vehicle, check the identification of the parent, and sign the student out of school.

9.4 Quarantine from School and Protocols to Return to School After Home Isolation

Students and employees should be isolated from school if they test positive for COVID-19. Determinations about the need for home isolation and the length of the isolation period will be made in collaboration with families, the school-based administrator, the health services team, and the Volusia County Health Department. Once a student or employee is isolated from the school environment, he/she may return if he/she satisfies the recommendations of the Volusia County Health Department. The school will continue to collaborate with Volusia County Schools and the Volusia County Health Department to refine and implement COVID-19 protocols to assess risk and respond to school-specific matters based on all relevant factors and current information.

9.5 Confirmed Case of COVID-19 on School Property

When there is confirmation that a person infected with COVID-19 was on Ivy Hawn property, the school COVID-19 point of contact will complete/update the “Illness Report Log” and immediately submit to the Volusia County Health Department and Volusia County Schools. The school will work diligently to partner with the Volusia County Health Department to assess factors such as the likelihood of exposure to
employees and students in the building, the number of cases in the community, and other factors that will determine next steps for the school.

The school will collaborate with Volusia County Schools and Volusia County Health Department to contact the person confirmed with COVID-19, inform direct contacts of their possible exposure, and refer those involved with a confirmed case, including siblings and other household members, to their primary care physician and CDC website at CDC.gov regarding self-quarantine and exclusions. The individual who tested positive will not be identified in communications to the school community at large but will be identified to the Volusia County Health Department for contact tracing.

As soon as the school becomes aware of a student or employee who has been exposed to or has been diagnosed with COVID-19, the custodial staff will be informed, so that impacted building or bus areas, furnishings, and equipment are thoroughly disinfected.

9.6 Employees with COVID-19 Symptoms in School

For any employee with COVID-19 symptoms, the following action plan is proposed:

**Have a Designated COVID-19 Point of Contact**

- A designated staff person will be responsible for responding to COVID-19 concerns. All school staff will be advised of who this person is and how to contact him/her at a moment’s notice. Staff members will receive training.

**Isolate Those Who are Sick**

- Training will be provided to staff so that they are aware that they should not report to work and should notify school administration (e.g., the designated COVID-19 point of contact) if they or their household members become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone currently symptomatic with COVID-19

- Advise an employee who is sick that they are not to return to work and to contact their primary care physician a healthcare and follow Volusia County Health Department guidance for caring for oneself and others who are sick.

- The school will complete an “Illness Report Log” and submit to appropriate district health personnel.

- Identify areas needing closure, cleaning and disinfection. Coordinate cleaning and disinfection of spaces with custodial designee.
# Appendix A Progress Monitoring Tools

## Face to Face and Classroom Connect ELA Progress Monitoring Systems

<table>
<thead>
<tr>
<th>Progress Monitor</th>
<th>Grade Level</th>
<th>Description</th>
<th>Purpose</th>
<th>Frequency</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>iReady</td>
<td>Grades: K-8 (all students)</td>
<td>Diagnostic, Formative</td>
<td>iReady is an adaptive online reading assessment program that provides teachers with student performance data in the following key areas of literacy instruction: Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension. The diagnostic assessment provides teachers with standards-based data for each individual student. After the diagnostic is administered, students are placed in lessons that help them remediate the standards they are underperforming in. iReady provides students with personalized instruction and intervention to develop skills necessary to close learning gaps quickly while integrating assessment with instruction. These lessons include formative assessment checks along the way to monitor student progress on the standards. Teachers will utilize this information on a weekly basis in order to inform instruction, plan instructional groupings, monitor student growth, and provide tier 2 and tier 3 interventions. In addition, growth checks are measured in benchmarked periods to help determine IEP present academic levels, needs, goals, and specially designed instruction for students with IEPs.</td>
<td>Administered in August, December, and May</td>
<td>Computer Based</td>
</tr>
<tr>
<td>District Progress Monitoring Assessments</td>
<td>Grades: K-8 (all students)</td>
<td>Diagnostic, Formative, Summative</td>
<td>Volusia County creates and administers progress monitoring assessments across all grade levels for ELA. Ivy Hawn will participate in all available district progress monitoring assessments, including, but not limited to, VLTs (Volusia Literacy Tests), SMTs (State Monitoring Tests), and DIAs (District Interim Assessments). These assessments are given at the end of units or at the end of quarters in order to provide teachers with standards-based progress monitoring data. Ivy Hawn teachers will utilize this data in order monitor student mastery of the curriculum. In addition, these assessments will be used in conjunction with other assessment data to establish RTI groups for</td>
<td>Quarterly</td>
<td>Paper Based (Grades K-6) and Computer Based (Grades 7-8)</td>
</tr>
</tbody>
</table>
Florida State Assessments and End of Course Exams | Grades: 3-8 (all students) | Summative | The FSA assessments are standards-based, criterion referenced assessments which provide us with an understanding of student and school performance related to the attainment of proficiency of the academic standards. Ivy Hawn students will participate in all state assessments. In addition, the data from these assessments will be disaggregated and analyzed over the summer in order to prepare for the upcoming school year. Specifically, the data will be analyzed by ESSA subgroup, lowest quartile, and by each individual student in order to plan instructional and curriculum changes for the upcoming year. The teachers will be given this data on their students for the next year in order to help them begin standards-based instruction from day one. In addition, this data is utilized by our support facilitators and ESE department in order to plan remediation and support for our students with IEPs. | April and May | Paper Based (Grades K-6) | Computer Based (Grades 7-8)
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<tr>
<th>Progress Monitor</th>
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<tr>
<td>iReady</td>
<td>Grades: K-8 (all students)</td>
<td>Diagnostic, Formative</td>
<td>iReady is an adaptive online assessment that provides teachers with student performance data broken down by math sub-skills. These sub-skills include numbers and operations, algebra and algebraic thinking, data and measurement, and geometry. The diagnostic assessment provides teachers standards-based data on each individual student. After the diagnostic is administered, students are placed in lessons that help them remediate the standards they are underperforming in. iReady provides students with personalized instruction and intervention to develop the skills necessary to close learning gaps quickly while integrating assessment with instruction. These lessons include formative assessment checks along the way to monitor student progress on the standards. Teachers will utilize this information on a weekly basis in order to inform instruction, plan instructional groupings, monitor student growth, and provide tier 2 and tier 3 interventions. In addition, growth checks are measured in benchmarked periods to help determine IEP present academic levels, needs, goals, and specially designed instruction for students with IEPs.</td>
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<td>Grades: K-8 (all students)</td>
<td>Diagnostic, Formative, Summative</td>
<td>Volusia County creates and administers progress monitoring assessments across all grade levels for math. Ivy Hawn will participate in all available district progress monitoring assessments, including, but not limited to, VMTs (Volusia Math Tests), SMTs (State Monitoring Tests), and DIAs (District Interim Assessments). These assessments are given at the end of units or at the end of quarters in order to provide teachers with standards-based progress</td>
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</table>
monitoring data. Ivy Hawn teachers will utilize this data in order monitor student mastery of the curriculum. In addition, these assessments will be used in conjunction with other assessment data to establish RTI groups for the students who need remediation or enrichment.

| Florida State Assessments and End of Course Exams | Grades: 3-8 (all students) | Summative | The FSA assessments are standards-based, criterion referenced assessments which provide us with an understanding of student and school performance related to the attainment of proficiency of the academic standards. Ivy Hawn students will participate in all state assessments. In addition, the data from these assessments will be disaggregated and analyzed over the summer in order to prepare for the upcoming school year. Specifically, the data will be analyzed by ESSA subgroup, lowest quartile, and by each individual student in order to plan instructional and curriculum changes for the upcoming year. The teachers will be given this data on their students for the next year in order to help them begin standards-based instruction from day one. In addition, this data is utilized by our support facilitators and ESE department in order to plan remediation and support for our students with IEPs. | April and May Paper Based (Grades K-6) Computer Based (Grades 7-8) |
Assurance 1: Upon reopening in August, the charter school or charter school network will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: pages 5, 6, 7, 13, 19

-Assurance 2: The charter school or charter school network must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: Pages 4, 5, 7, 21

-Assurance 3: The charter school or charter school network will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods and fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: Pages 19, 20, 22, 23

-Assurance 4: The charter school or charter school network will work with IEP teams to determine needed services, including compensatory services for students with disabilities. Charter schools must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: Pages 20, 21, 22
☑ Assurance 5: The charter school or charter school network will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Charter schools should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: Pages 17, 20

☑ Assurance 6: Progress monitoring data must be shared regularly by the charter school with its sponsoring school district, in a manner prescribed by the Department. Page: Appendix A