



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## **2020-21 Florida's Optional Innovative Reopening Plan**

**The Schools of McKeel Academy  
(#1671, #1682, #1692)**

\*Updated 11/10/21

## 2020-21 Florida's Optional Innovative Reopening Plan

### Purpose

The purpose of this document is to support charter schools and charter school networks in the development and submission of their Innovative Reopening Plan for the Fall 2020 school semester. This document will assist schools in aligning their plan with required assurances, or serve as the actual template for schools without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

### Directions

Charter schools and charter school networks shall complete this form and submit it electronically to their sponsoring school districts for review and approval *by the time specified by the district* (All plans are due to the Department by July 31). Charter schools have **two options** in the submission of an Innovative Reopening Plan:

**Option 1:** The charter school or charter school network provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in that plan (captured next to Assurances 1-5 below). The charter school's Innovative Reopening Plan must accompany this template upon submission. *(Note: charter school networks may submit one plan that covers multiple schools within their respective networks, provided that each participating school is identified.)*

**Option 2:** The charter school or charter school network completes the Department's template provided later in this document.

### Proposed Innovative Model (Required for Option 1 and Option 2)

The charter school or charter school network shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: \_\_\_\_\_

The Schools of McKeel Academy (TSMA) is recognized by the Florida Department of Education as a High Performing Charter School System. TSMA serves students in grades K-12 across three campuses. TSMA has a focus on technology and provides iPads for every student. Teachers have the ability to deliver instruction from a digital platform; Seesaw (grades K-3), Canvas (grades 4-12).

As stated in Florida Department of Education document, Reopening Florida's Schools and Cares Act, schools are designed to bring people together, creating shared learning spaces, enabling teachers to connect with students in person, empowering students to collaborate and maximizing the value of a shared educational journey.

TSMA will provide students two options for the 2020-2021 academic school year. The enrolling parent must select one option by the designated date to secure their child's spot. Election choice is for a full semester (August-December). TSMA first day of school for both options is Thursday, August 6. Both options will run five days a week.

**Option 1: Traditional**

This model represents a return to the designated school campus where students will interact daily with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all core classes and other subject areas. In short, it represents a return to the traditional school environment – with several significant changes involving enhanced health and safety precautions. The goal is to create an environment that provides an opportunity for students to return to the traditional school experience, while providing effective safeguards to protect the health and safety of students and staff.

\*see Attachment #1, Health and Safety Guidelines that each campus will implement

**Attendance-** In person attendance is important and conducive to learning. TSMA will work with families whose student may contract COVID-19 and will develop a comprehensive care plan for returning to school.

**Option 2: McKeel Virtual**

This full time virtual school experience is ideal for students who wish to have more control over their learning path and pace and for whom a flexible daily schedule is important. In this learning model, students often work on assignments during hours that work best for the student. The student maintains contact with their McKeel teacher(s) using web-based class sessions, email, and phone calls. Students MUST participate in all required state assessments and meet the deadlines for assignments. Attendance will be taken weekly. Students can demonstrate attendance by students logging into an online platform, participating via Zoom session, communicating with the teacher,

McKeel Virtual will provide synchronous and asynchronous instruction with the same curriculum and expectations of that offered by the traditional model. Students will be able to collaborate and interact with their teacher and other students through the Learning Management Systems and Zoom.

Students with disabilities, 504 plans, designated as gifted, ELL, students from low-income families, etc. will receive services from their designated instructor through our traditional or virtual model depending on the needs of the student.

\*Beginning the 21-22 school year, TSMA will only offer a traditional learning option. Students who wish to remain virtual may enroll in Polk Virtual or Florida Virtual.

**Reopening Plan Assurances (Required for Option 1 and Option 2)**

The charter school or charter school network must agree to ALL of the assurances by checking the corresponding boxes.

**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: \_\_\_\_\_

**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: \_\_\_\_\_

**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 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: \_\_\_\_\_

**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: \_\_\_\_\_

**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: \_\_\_\_\_

**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.



Template Option for Reopening Plan (Option 2)

**Plan for Implementation of Assurance 1**

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school 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. Also, provide the charter school's reopening date and schedule.

The Schools of McKeel Academy will reopen their campuses to all K-12 students on August 6, 2020 for five days of school per week unless noted otherwise on our adopted school calendar. The campuses will remain open to all students selecting the traditional (brick-and-mortar) option subject to the advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders.

Distribution of iPads and instructional material for students electing to participate in the McKeel Virtual option will take place during the week of August 3, 2020.

**Plan for Implementation of Assurance 2**

- In the box below, describe the plan for a 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 and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

The Schools of McKeel Academy will provide the full array of services that are required by law, including in-person instruction, specialized instruction for students with IEPs and those from vulnerable populations.

Staff across the different departments will work collaboratively to address the individual needs of each student. Clothing, food, social/emotional and specific educational needs will be addressed on an individual one to one basis.

Students who qualify for the meal program will continue to have access to breakfast and lunch.

Any student identified as falling behind will be provided ample opportunity through multiple pathways to achieve grade level benchmarks including tutoring, small group instruction, re-teaching and extended learning opportunities.

IEP teams will review students with disabilities and 504 plans and make decisions based on present level of performance data to determine if there are additional needs.

Students designated gifted 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. The gifted endorsed teacher will monitor EPs.

The ELL committee will review student data to determine if additional or supplemental ESOL services are needed once school has been in session for a period of time.

Social Emotional Learning (SEL) lessons and appropriate Mental Health education will be scheduled ongoing throughout the school year.

### Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

A variety of formative and summative assessments will be administered throughout the year. These assessments are intended to track and show student growth throughout the school year. All assessment results should be used to guide planning and instruction. Types of assessments that could be administered are; STAR assessments, High Frequency Words (K-2), IRI, priority standard assessments, standards based quarterly assessments, etc. All assessments will be given to traditional and virtual students.

The STAR assessment (ELA & Math) will be administered for students in grades K-6 five times a year. The first assessment will be administered within the first two weeks of school. The first assessment will be used to establish the baseline data. The remaining four assessments will be administered at the end of each quarter.

Students and families in grades K-6 are provided formative feedback throughout the year via our standards-based grading system.

Students in grades 7-12 will be assessed quarterly to ensure they are meeting benchmark course requirements.

Stakeholders (teachers, counselors, administrators, support staff) will meet quarterly or more if needed to analyze trends in quarterly progress monitoring measures. Students identified in need of intervention and/or tiered support will have a plan-developed specific to meet their needs. During these meetings stakeholders will also review data and gather teacher input regarding any students that may need counseling and/or mental health services.

**Plan for Implementation of Assurance 4**

- In the box below, describe how the charter school will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

TSMA ESEs Facilitators will update or initiate a student's IEP and plan for accommodations and needed compensatory services for individual students with disabilities. The ESE Facilitators are responsible for ensuring that services and accommodations are provided as identified during the IEP planning meeting. Both traditional and virtual students will receive all identified services and accommodations. Any student with disabilities identified as falling behind will be provided ample opportunity through multiple pathways to achieve grade level benchmarks including tutoring, small group instruction, re-teaching, and extended learning opportunities.

**Plan for Implementation of Assurance 5**

- In the box below, describe how the charter school 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.

Students identified as qualifying for supplemental ESOL instruction, would be provided instruction by an ESOL endorsed traditional or virtual teacher. If a student who qualifies for ESOL services is identified as falling behind, the student will be provided ample opportunity through multiple pathways to achieve grade level benchmarks including tutoring, small group instruction, re-teaching, and extended learning opportunities.


**Assurance 6 and 7 do not require an additional narrative.**



## 2020-21 Florida's Optional Innovative Reopening Plan

### Acknowledgement

The charter school or charter school network verifies the information in this form.

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
Michele Spurgeon, Assistant Director of Instruction
<b>Contact information: email, phone number</b>
<a href="mailto:michelespurgeon@mckeelschools.com">michelespurgeon@mckeelschools.com</a>
<b>Date submitted</b>
7/21/20
<b>Superintendent Signature (or authorized representative)</b>




# The Schools of McKeel Academy

## Reopening Plan

### Health & Safety Measures

*These health and safety measures are subject to change based on local and state mandates as well as updated recommendations and guidance from the Florida Department of Education, CDC and local health department.*

## I. HEALTH & SAFETY MEASURES

**Health Screenings-** Health screenings will be conducted regularly for individuals on TSMA property. Parents/guardians should conduct their own screenings at home each morning before the school day and must keep their child home if ill. All staff will perform a symptom self screen prior to leaving for work and will stay home if ill. Temperature checks are not mandated and therefore will not be conducted on or by TSMA staff or students as an initial screening method. Instead, wellness check questions will be used for staff and students. Wellness check questions:

- a. Has your student(s) or a member of your household received a positive COVID-19 test result or awaiting test results? If so, please keep your student home and contact our COVID Coordinator.
- b. Have you had a fever (100.4° or higher) or felt feverish in the last 72 hours?
- c. Are you experiencing any new respiratory symptoms including a runny nose, sore throat, cough, or shortness of breath?
- d. Are you experiencing any new muscle aches or chills?
- e. Have you experienced any new change in your sense of taste or smell?

**Sick Individuals-** Sick individuals will be refused entry into schools or buildings to reduce the risk of contamination. Employees presenting with sickness, symptoms or answering yes to any of the screening questions shall not be permitted to enter facilities. Parent/guardians presenting with sickness symptoms shall be denied entry into facilities. Students who show symptoms of sickness must be picked up from school immediately. Please contact our COVID Care Coordinator if you believe your student has been exposed or is presenting COVID-19 symptoms.

### **Face Coverings-**

Students and staff may wear masks or facial coverings as a mitigation measure; however it is not required.

**Directional Traffic Flow** - Directional hallway traffic will be implemented whenever possible.

**Classrooms-** When feasible, classrooms will be arranged so that all desks face the same direction. Students will not share supplies. Supplies should be kept in an individual student container. If supplies need to be shared, they will be disinfected.

**Cleaning-** TSMA will educate stakeholders on COVID cleaning standards and post signage through the campuses. Education campaigns will include methods, frequency of cleaning, classroom protocols, and staff efforts to reduce risk, hand washing/sanitizing and physical distancing expectations.

Cleaning protocols and chemical handling are intended for employee use only and will be provided to all facilities. Cleaning/disinfecting will take place on all high touch areas throughout each school day.

Hand sanitizer will be made available in all schools, facilities and busses. Since proper hand sanitizing will disinfect germs present on a dispenser, touch-less sanitizer dispensers should not be necessary. The presence of sanitizer shall be prioritized over the dispenser type.

COVID-10 Prevention Strategies-

- Hand Washing (at least 20 seconds)
- Hand Sanitizer available in classrooms, throughout the campuses, and on school busses
- Respiratory Etiquette (Cover coughs and sneezes with a flexed elbow or tissue-wash hands afterwards)
- Utilize the McKeel Symptom Checker each morning
- Avoid touching face, eyes, mouth, or nose
- Do not share water bottles or food with others
- Encourage students to create appropriate hand signals to replace shaking hands, hugging, or giving high fives

Drinking fountains will be sanitized daily but staff and students are encouraged to bring their own water bottle to minimize the use and touching of water fountains. Water bottles must be labeled with student name.

**Visitors-** TSMA will not permit lunch visitors for the foreseeable future. Volunteers may be approved as needed.

**Recess-** Recess times will be staggered and teachers will encourage games that limit physical contact. High touch areas on playground equipment will be disinfected between the uses of each class.

**Physical Education Class-** Students will disinfect their hands coming in and out of PE class. PE equipment will be disinfected frequently and teachers will limit equipment when possible.

## **II. BUS TRANSPORTATION**

TSMA will disinfect school busses after morning and afternoon routes.

## **III. ARRIVAL/DISMISSAL**

Hand sanitizer stations will be set up at the entrance of each campus for students to sanitize their hands before they enter the campus. To decrease congregating in one location students will be encouraged to practice social distancing. Individual schools will have a plan to space students out.

MAC Preschool parents are the only parents allowed to walk up to the campus to drop off and pick up their Preschool student and siblings of the Preschool student.

## **IV. FOOD SERVICE/CAFETERIA**

TSMA cafeteria seating will resume at 50% capacity. The remaining 50% of students being served during their designated lunchtime will eat in their classroom or utilize outdoor space. The individual campuses will share school specific plans. TSMA will enhance the cleaning of surfaces between service times. TSMA will prohibit food-sharing activities

## **V. EXTRA CURRICULAR ACTIVITIES/MEETINGS**

**Sports-** TSMA will seek guidance from the Florida High School Athletic Association (FHSAA) and local health department as it relates to sports activities.

**Field Trips-** Student travel will be handled on a case-by-case basis.