



School City of Mishawaka (7200)

District or Charter School Name

Section One: Delivery of Learning

1. Describe how you will deliver continuous learning opportunities for all students, including special student populations.

The COVID-19 pandemic and subsequent closure of schools changed education as we know it at School City of Mishawaka (SCM). We operationalized remote learning in the span of 72 hours to provide the best learning opportunity possible for our students during this time of uncertainty. At the time of closure, SCM had not yet conducted any form of virtual, remote, or eLearning and did not have devices for every student. Through collaborative efforts of staff, students, families, and community we were able to provide the best learning experience possible at that time. However, we recognize the need to improve. The experience magnified our need to address persistent equity and access issues.

School City of Mishawaka (SCM) began the 2020-21 school year in a virtual learning environment beginning August 12, 2020 until September 18, 2020. Per the recommendation of the St. Joseph County Department of Health SCM elementary students returned to in person learning September 21, 2020. Secondary students returned for Hybrid in-person instruction beginning Oct. 5, 2020. Parents/Students were also offered an all virtual model. We will continue to monitor St. Joseph County data closely and will consult with the St. Joseph County Department of Health to inform our next steps.

Learning Options K-6

LEARNING OPTIONS



IN-PERSON INSTRUCTION

This option provides students 5 days of face-to-face learning opportunities and routines with teachers and peers in the traditional classroom setting while also accommodating the needs for social distancing and procedures to maintain a healthy and safe learning environment.



LIVE VIRTUAL LEARNING

This option provides students 5 days of live virtual participation in real time during the traditional school day, including teacher to student and student to student interaction and learning. This option requires a commitment of at least through the end of the first semester.

Learning Options 7-12

LEARNING OPTIONS



50/50 HYBRID INSTRUCTION

This option is a blend of face to face instruction and virtual learning. In order to achieve reduced capacity, students are cohorted into smaller groups and only attend in-person on days according to their assigned schedule. On days students do not attend in-person, they engage in virtual learning.

- Students will be divided alphabetically by **last name** and assigned a schedule to attend school.
- Families will be scheduled to attend school on the same day regardless of their grade level or building.
- Students assigned to **Group A (A-L)** will be on-site Monday and Tuesday and alternating Wednesdays.
- Students assigned to **Group B (M-Z)** will meet on-site on Thursdays and Fridays and alternating Wednesdays.



LIVE VIRTUAL LEARNING

This option provides students 5 days of live virtual participation in real time during the traditional school day, including teacher to student and student to student interaction and learning. This option requires a commitment of at least through the end of the first semester.



ADDITIONAL INFORMATION

- On-site students will follow their typical daily schedule.
- Virtual students will follow their typical daily schedule.
- Each teacher supports their virtual students with a live simultaneous lesson.

50/50 HYBRID INSTRUCTION	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
GROUP A	Monday Tuesday Wednesday	Monday Tuesday	Monday Tuesday Wednesday	Monday Tuesday	Monday Tuesday Wednesday
GROUP B	Thursday Friday	Wednesday Thursday Friday	Thursday Friday	Wednesday Thursday Friday	Thursday Friday

In addition there have been alterations to the school day to allow time for teachers to better support virtual learners, connect with families and support students in need of remediation.



Proposed Schedule

		Student		Teacher		Student		Teacher
		START	END	START	END	LENGTH OF DAY / MIN	INST. TIME	TOTAL / MIN
		ELEMENTARY SCHOOLS	M - F	8:45 AM	2:15 PM	8:00 AM	3:30 PM	5hr30min
	FLEX	2:15 - 3:30 PM						
MIDDLE SCHOOL	M - F	8:05 AM	2:35 PM	7:45 AM	3:15 PM	6hr30min	6hr	7hr
	FLEX	2:35 - 3:15 PM						
HIGH SCHOOL	M - F	8:00 AM	2:30 PM	7:40 AM	3:10 PM	6hr30min	6hr	7hr
	FLEX	2:30 - 3:10 PM						

For more detailed explanation of our total reopening plan please access the [SCM Roadmap to Reopening Plan 2020](#).

To ensure all students have access and equity during Phase II Learning, SCM provides specific support to special student populations as outlined below:

Exceptional Learners

- Adhering to State and Federal guidelines and timelines, case conferences and annual case reviews continue to be held. Participate options include: phone and teleconference.
- Evaluations that were paused during the school closure during the 2019-2020 school year are being completed in person.
- FAPE: Special education services and accommodations supported by resource teachers are provided through virtual learning ensuring students with disabilities have access to SCM's Phase II Learning.
 - TORs are following the IDOE Strategic Accommodation Framework
 - Establish/Restore Competence, Adapt the Context, Alter the task, Prevent Future Difficulties
- Technology accessibility, need for parent and student training, and effectiveness of adopted technology is routinely monitored.
 - Individual devices delivered
 - AAC devices and switches delivered
 - Student headphones required for specific classes were ordered and delivered
 - Access to speech to text, and text to speech- Don Johnston accessibility tools
- Related Services and Speech Language services-Options for service delivery
 - Individual and group sessions are offered virtually for students who have access
 - In person therapies are offered through the case conference process
 - Goal Driven activities/lessons are provided to parents who do not agree to

in-person or virtual learning options by the speech, occupational, and physical therapists

Students with 504 Plans

- Students who have 504 plans will continue to have access to core instruction with applicable services and accommodations listed in their individual plans.
- Supplemental instructional materials will also be available via the SCM Canvas Learning Management System.
- Services and accommodations will be provided by students' general classroom teachers unless specified otherwise in the 504 Plan.

English Language Learners

- Students identified as English Language Learners will continue to have access to core instruction with appropriate accommodations and supplemental instructional materials available via the SCM Canvas Learning Management System (LMS).
- Services and accommodations for English Learners are provided by licensed ENL teachers through SCM's virtual learning.
- Additional supports in the form of regular communication and programmatic resources are also provided to ensure students with language barriers receive appropriate instruction and timely support.

High Ability

- Students identified as high ability continue to have access to core instruction.
- Enrichment, differentiation, and accelerated learning opportunities are provided through virtual learning.

2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.

SCM has a dedicated website with up-to-date information on COVID-19 and resources/guidance to support our virtual learning and services. In an effort to share information and answer questions, the website contains a FAQ section that is continuously updated based on questions and communication.

SCM has made several regular communication updates to the Board of School Trustees as follows:

1. PLAN FOR REOPENING OF SCM SCHOOLS AND OFFICES - [Jun 10, 2020](#)
2. PLAN FOR REOPENING OF SCM SCHOOLS - [Jul 08, 2020](#)
3. ROADMAP TO REOPENING PLAN UPDATE #3 - [Jul 29, 2020](#)
4. ROADMAP TO REOPENING PLAN UPDATE #4 - [Aug 05, 2020](#)
5. ROADMAP TO REOPENING PLAN UPDATE #5 - [Sep 09, 2020](#)
6. ROADMAP TO REOPENING PLAN UPDATE #6 - [Sep 23, 2020](#)
7. ROADMAP TO REOPENING PLAN UPDATE #7 - [Oct 14, 2020](#)

SCM provides regular updates regarding any changes to the altered student schedule through multiple modes of communication including: School Messenger (automated phone calls), email, website, social media, LMS, SIS, and communication tools such as a Remind or Class Dojo. Communication is coordinated at the district and school level to ensure information is accurate and manageable, i.e. we do not want to overwhelm students and families or communicate mixed messages.

Each communication pathway has a Google Form where interactions are recorded. This ensures students and families are helped in a timely manner. It also allows the SCM District Administration team to see overall needs and trends.

Finally, SCM recognized the need to create new opportunities to reach students most in need and are asking each school to develop a plan to support students' academic, college/career, and social-emotional needs during this period of school closure. Social workers and Counselors have developed comprehensive plans to support student needs during this time of closure.

3. Describe student access to academic instruction, resources, and supports during continuous learning.

To support continuous learning, SCM supports students in accessing instruction, resources, and supports as follows:

Access to Instruction (*and the Internet*)

- All live instruction is accessible to students participating live in the classroom
- All SCM virtual learning lessons are accessible on our Canvas LMS.
 - Stakeholders were provided with a short video tutorial on how to access student materials and daily lessons, to access the tutorial .
- SCM understands that students are not expected to have Wifi access at home, and families may not have access to a device. We have additional supports in place for students who do not have home Wifi access.
 - For families without Internet access, we are able to provide internet access through Comcast Internet Essentials.

Resources and Supports

School City of Mishawaka Website

The School City of Mishawaka serves as the primary location for resources and support for students and families.

Virtual Learning Daily Lesson Plans

Each daily lesson plan outlines optional extended learning opportunities for students in addition to a section designated for accommodations and modifications. Teachers are encouraged to provide supplemental resources designed to support learning while ensuring all student accommodations are offered.

Virtual and Hybrid Professional Learning Support

The SCM Curriculum and Instruction Department communicates with teachers targeted recommendations and suggestions to improve or enhance the quality of or facilitation of instruction during Phase II Learning. The content of this communication reflects FAQs as well as new resources that are available for staff and students.

4. What equipment and tools are available to staff and students to enable your continuous learning plan? Please list.

SCM provides devices, learning management systems, and digital tools to support the implementation of this continuous learning plan.

Devices

- K-6 teachers use a Chromebook and iPad
- 9-12 teachers use a MacBook and iPad
- 7-8 teachers use a Chromebook
- KDG-12 grade students use a Chromebook

Learning Management Systems

- KDG-12 students and teachers use Canvas Learning Management System (LMS)

Digital Tools

Teachers are encouraged to use district-provided digital tools and resources that are familiar to students. Digital tools include:

- G-Suite for Education
- Family communication applications such as Class Dojo
- Screencastify
- i-Ready
- Read 180/System 44
- Nearpod
- Textbook adoption digital resources such as HMH, Pearson
- Educational Applications on Clever such as Reading Eggs and Moby Max

5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.

SCM expects educators and support staff to connect with students and families on an ongoing basis. The following guidance has been shared with all stakeholders and posted on the SCM website.

Expectations for All Teachers: [Click Here](#)

Additional Expectations for Virtual Teachers [Click Here](#)

Expectations for Support Staff

Support Staff will:

- report to assigned work site location and complete duties
- support the TOR in the creation and compilation of educational materials for students with disabilities (Program Assistants)
- participate in virtual learning lessons/instruction under the direct supervision of the TOR (Program Assistants)
- communicate with students and families via G-Suite, text, email, or phone calls (Program Assistants)
- continue to support the evaluation process by conducting parent interviews, social developmental history, rating scales, etc. (School Psychologists)
- create social emotional lesson plans (School Psychologists)
- support student learning by providing school supplies to students at designated school lunch sites (Social Workers)
- create ways for students to reach out and communicate in times of need through phone message, or email (Social Workers)
- work closely with teachers to follow up on concerns they may have about individual students (Social Workers)
- contact parents of students who are identified “at-risk” (Social Workers)
- review attendance logs and reach out to families who are not logging attendance to offer support (Social Workers)
- assist food service in passing out lunches to students during meal pick-up time (Social Workers)
- prepare and provide daily nutritional meals to students on a daily basis at four different feeding sites (Food Service)

6. Describe your method for providing timely and meaningful academic feedback to students.

During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and communicating this to students, parents/guardians, and teachers in the form of grades.

SCM has formed guidance from the best practices and guidance shared by the Indiana Department of Education.

Work Collection Guidelines & Expectations:

- As much as possible, use procedures that are familiar to our students and families for work collection.
- Canvas LMS is used for all work collections
- Be flexible and reasonable in work collection
- Be explicitly clear on assignment expectations; if it could be perceived as a quiz, be proactive and address the fact that it is a check for understanding..
- Expect imperfect images/pictures.
- Be prepared to support students/families in working through challenges. This support could be specific to assistance in sharing work or navigating the submission process.

Feedback Guidelines & Expectations:

- Increase opportunities to interact by providing feedback and guidance to students on their work submitted.
- Use this opportunity to correct potential learning errors, extend or enrich thinking, connect to other learning, or affirm the good things you are seeing.

Grading Guidelines & Expectations:

- It is important during this time that we recognize the demands of our current situation and competing priorities for families.
- Grades can be recorded for completion, record something was turned in (participation), provide multiple opportunities to continue practicing a skill or content, or provide feedback on the quality of the work without recording a grade.
- Teachers establish and communicate due dates that help a student better understand the logical sequencing of how an individual task fits into the larger context of subsequent learning. As referenced previously, be flexible and reasonable in your expectations. Our goal is to provide additional learning opportunities not failing grades.

Section Two: Achievement and Attendance

7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.

SCM's continuous learning plan does provide an avenue for students to earn high school credits. The grading model, calculation method, and essential elements are outlined below:

Grading Model

- Standard letter grades "A+" to "D-" grades will be used for semester grades when a student meets or exceeds academic standards.
- "N" or "F" will be recorded for the semester grade for a student that has not met academic standards. This grade will not yield credit or be included in GPA calculations.
- Individual activities and assessments should be graded consistent with previous practice prior to the global pandemic, but should be mindful of current barriers and limitations.
- Dual credit classes will be graded in accordance with college/university requirements.
- High school students must earn credit to meet graduation requirements.

8. Describe your attendance policy for continuous learning.

The attendance policy for SCM provides specific guidance and expectations for students and teachers. This policy has been shared with all stakeholders and is posted on the SCM website.

Expectations for In-Person Student Attendance & Participation: [Parent Teacher Handbook](#)
Expectations for Virtual Student Attendance & Participation: [Virtual Learning Handbook](#)

9. Describe your long-term goals to address skill gaps for the remainder of the school year.

SCM has established plans to remediate skill gaps and create long-term goals using an universal screener and diagnostic assessment to identify strengths and gaps in skills of students, groups, grades, and schools. Based on the trends and needs, a multi-prong approach is used to address specific gaps in skills:

MTSS

For individual and group needs, SCM will continue to implement MTSS. In School City of Mishawaka, Multi-Tiered System of Supports (MTSS) is the integration of evidence-based instruction, interventions, and assessments to address the full range of student behavioral, academic, and social-emotional competencies included at all instructional tiers present in today's classroom. The roots of this work are School-Wide Positive Behavior Interventions and Supports (SWPBIS), Response to Intervention (RTI), and Social Emotional Learning (SEL).

Curriculum Maps/Pacing Guides

SCM Curriculum and Instruction Department collaboratively worked with grade levels to modify curriculum maps and pacing guides. Identification of priority standards through use of ILEARN blueprints and Indiana Academic Standards guided these changes.

Extended Learning Opportunities

For broader needs across schools and the district, SCM will strategically and systematically provide extended learning opportunities throughout the school year. Extended learning opportunities could possibly include summer school, protected remediation/enrichment periods throughout the school day, and before/after school learning opportunities.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

SCM created a professional learning plan for Phase II learning that provides multiple learning opportunities and types to meet the needs of all staff. Please see a summary of each type below:

SCM Virtual Learning Playbook

Teachers used a self-paced professional learning playbook to learn and prepare for implementation of SCM Phase II Roadmap to a Healthy Reopening. The playbook includes lesson guidance, examples, and best practices to use. In addition, each school leader was provided with a guide focused on their specific role.

On-Demand Virtual Professional Learning

Pre-Recorded Videos

The SCM Professional Learning Canvas course includes instructional videos. These videos provide step by step directions with video and voice-over. As requests are made or a need is identified, additional videos are created and shared.

Coaching Cycles

Staff can schedule individual and group coaching cycles with the SCM Curriculum Integration Specialist. The coaching cycles are based on need and request of staff.

Canvas and Google Certification

SCM is continuing to encourage staff to become certified in Canvas and/or Google by providing a stipend. Teachers can participate in self-paced learning experiences then take a summative assessment to show competency. Skills learned during the certification process directly impact their work during remote learning.

Professional Learning Communities (PLCs)

Each school leader and teacher leadership team is facilitating PLCs. These meetings not only serve as a meaningful way for the school community to stay connected, but include opportunities for professional learning and sharing.

In addition to school PLCs, school leaders are ensuring smaller communities are formed to learn and work together such as grade levels, departments, and teams.

Leadership Academy

To support school leaders, a leadership academy is facilitated virtually by the SCM District Administration team. The agenda is developed with input from all leaders. Topics have included: how to prioritize standards in curriculum, hybrid teaching practices, and .

District Leadership

SCM District Administration team is attending the IDOE webinars to stay up to date with important information and guidance. In addition, the individual team members attend other professional learning webinars facilitated by organizations such as EAB and ASCD. A representative from the team summarizes webinar information and shares with applicable stakeholders. Also, the team is seeking collaboration opportunities with other districts to inform their practice and learn.