

Mohawk Local School District

Continuity of Services Plan



PREFACE:

Governor DeWine has requested that schools and districts design plans that address the safe return to in-person instruction and continuity of services to meet the needs of all students. This plan was established to help students advance and make up for any learning that may have been lost or delayed because of the coronavirus pandemic.

Mohawk Local School District is committed to offering in-person learning/instruction to all students during the 2021-2022 school year. The Mohawk Board of Education, school administrators, and staff are convinced that students are more successful and that they (students) receive necessary interventions while physically attending school daily.

Mohawk Local Schools will implement in-person (traditional instruction) for all students during the 2021-2022 school year. Remote (online) learning will only be implemented should the pandemic directly impact school operations, which renders in-person education ineffective or impossible.

Schools will decrease the likelihood of infection with enhanced hygiene, cleaning, and safety protocols; but being in a public place has a certain level of risk that cannot be eliminated. Any student who attends school will incur some level of risk. District leadership, along with representatives from other area schools, North Central Ohio Educational Service Center and Vanguard-Sentinel Career and Technical Center, have worked to identify common practices for the continued operations of school facilities.

2021-2022 Educational Options

Primary Mode of Instruction

In-person Instruction Five-days of Week

Students will attend traditional school, while adhering to safety and health protocols.

Remote Learning

Student will attend school in a digital format and will only enter the school building with approval from building leadership.

If a student chooses this option, the placement will run for entirety of the semester.

(Students at home daily receiving instruction online with support)

The Mohawk Local School District will adhere to the following general principals when re-opening schools.

1. The District will implement recommended safety protocols and follow guidelines issued by the Wyandot County Department of Health to the highest degree possible.
2. The District will work closely with the Wyandot County Department of Health to promote safety in each school building.
3. The District will be transparent with all families and stakeholders that some level of risk will always be present when children and school district employees occupy school district facilities.
4. The District recognizes the need for consistency in operations with other Districts in the tri-county area while recognizing that some inconsistencies may exist.
5. The District is planning to maintain the 2021-2022 school calendar previously approved.

Students

In-person Instruction

(This plan may implement remote learning if the district is caused to close due to illness)

Transportation

- Wearing a mask or face shield while riding the bus is **optional**. This is a personal decision and will be respected by all students and staff.
- Maintain appropriate physical distances while at the bus stop, on bus lots, and while entering the building.
- Sit two or three per seat on the bus. Students residing in the same household will be seated together when possible.
- Remain seated, facing forward while riding the bus.

School Day

- Wearing a mask or face shield is **optional**. This is a personal decision and will be respected by all students and staff.
- Carry a water bottle as water fountain access may be limited.
- Follow all signage in the hallways and common areas.
- When possible, stay to the right when traveling down hallways and using stairs.
- Conduct a personal health screening prior to coming to a school building and do not come if you are running a fever higher than 100 or showing other symptoms.
- Sit in designated seats in the cafeteria and other common areas.

Remote Instruction

- Following a regular “school schedule” is recommended to help keep routines in place for students while working from home.
- Communicate questions and concerns immediately to teachers.
- Participate in virtual sessions with teachers as scheduled.
- Watch lessons provided by teachers and complete assignments according to timelines.

Teachers/Staff Members

In-person Instruction

(This plan may implement remote learning if the district is caused to close due to illness)

Transportation

- Wearing a face covering is optional while students are entering and exiting the bus.
- Students will sit in assigned seats.
- Provide reminders to students of bus expectations and rules
- Ensure the bus is disinfected following outlined safety protocols.

School Day

- Ensure classroom setup of desks provides physical distancing for students.
- Wear a mask or face shield is optional in the classroom, working one on one with students, or when circulating around the room and proper physical distancing cannot be maintained.
- Ensure students maintain physical distance whenever possible.
- Keep the classroom door open to maximize airflow and reduce the number of touches to door handles.
- Remove all materials and supplies that are not needed for instruction.
- Supervise hallways and common areas to ensure students are reporting immediately to class and not congregating in hallways or common areas and following safety protocols.
- Assist in supervision of restrooms, hallways, and common areas between classes.
- Assist in supervision of playgrounds during recess to maintain safety protocols. Plan structured recess activities when possible.

Remote Learning

(If state or local authorize a school closure, instruction will shift to remote learning)

- Create lessons that are engaging for students using a variety of strategies.
- Be available for office hours, one session will be available in the morning and one in the afternoon.
- Use Google Classroom as the platform for all assignments, links to resources, etc.
- Grade work in a timely manner and provide feedback to students on assignments.

Option 2 – Remote Learning
(Students at home daily receiving instruction online with support)

- Teachers will support students by assisting with use of the online platform, pacing, and providing feedback on assignments and assessments.
- Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with each other.
- Teachers will be available for support during office hours, Sessions will be available each morning and afternoon.
- Teachers will grade work in a timely manner.

Administration/Supervisors

In-person Instruction

(This plan may implement remote learning if the district is caused to close due to illness)

Transportation

- Reduce the number of transfers and overall time on buses for students.
- Monitor drop off and dismissal to ensure students do not congregate in groups.
- Provide consequences, including loss of privilege to ride the bus to those who violate rules.
- Ensure the buses are cleaned and disinfected on a scheduled basis.

School Day

- Ensure classrooms and cafeteria are arranged to create the maximum physically distancing possible for the space/room.
- Ensure classrooms, restrooms, cafeteria, and common areas are disinfected during the school day and after school.
- Ensure supplies are readily available for custodians and teaching staff.
- Provide reminders, issue warnings, contact parents/caregivers, and issue consequences to repeated expectation violators.
- Ensure adequate supervision is available on bus lots, in parking lots, and in common areas of the building.
- Ensure proper signage is installed in hallways and common areas.
- Limit or reduce parent and community volunteers to ensure safety and health of students and staff.
- Provide parents/caregivers with options for in-person, phone, or video conferencing.
- Ensure regular cleaning and disinfecting takes place in the office area.

Remote Learning

(If state or local authorize a school closure, instruction will shift to remote learning)

- Ensure each student has a device at home.
- Monitor and assist teachers in the delivery of content for students.
- Implement appropriate grading procedures and work from home guidelines for teachers.

Non-certified Staff

In-person Instruction

(This plan may implement remote learning if the district is caused to close due to illness)

Custodians

- Wear a mask or face shield when working is optional.
- Make sure teachers are provided with all supplies needed daily including disinfectant and paper towels, as needed.
- Disinfect classrooms, restrooms, cafeterias, and common areas during the school day and after school on a schedule provided by school administration.

Nurse

- Wear a mask or face shield when working is optional.
- Ensure the workspace is kept clean and sanitized.
- Communicate with families concerning when students may return to school after an illness.
- Ensure physical distancing protocols are followed whenever possible.
- Ensure doors to the clinic are open to minimize use of door handles and to ensure maximum air flow to the area.

Cafeteria Staff

- Wear a mask or face shield when working is optional.
- Clean and disinfect serving areas and tables between lunches.

Technology Department

- Provide assistance when technology issues occur.
- Ensure all students have access to a district provided device.

Remote Learning

(If state or local authorize a school closure, instruction will shift to remote learning)

Technology Department

- Provide assistance when technology issues occur.
- Ensure all students have access to a district provided device.

Learning Recovery & Extended Learning Plan

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

Please Note: Due to the ever-changing conditions, mandates, requirements, and regulations, this plan may change to directly address the needs of the students, staff, and the community.

Identifying Academic Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
Spring 2021	<p>The district will use multiple data points to identify our at-risk populations. Our data we will use to determine our most impacted students will include (but may not be limited to):</p> <ul style="list-style-type: none"> -IAT teams will review student data to suggestion tiered interventions. -Attendance Data: <i>Students whose attendance (in-person and remotely) has been negatively impacted by the pandemic. Loss of instruction is a serious concern.</i> -Academic Progress in Courses of Study: <i>Students who have not shown proficiency in or acceptable growth in core content areas, as determined by course grading.</i> -Lack of Progress on Diagnostic (iReady) or Locally Created Assessments: <i>Students who have not achieved proficient levels or made acceptable growth on District approved vendor assessments or locally created assessments.</i> -Students Who Have Demonstrated Social Emotional Concerns: <i>Students who have been enrolled in mental counseling, who have been identified through the use of Signs of Suicide (SOS) program, and/or have been requested mental health counseling.</i> -Vulnerable Populations: <i>Students who are identified (gifted, ESL, SWD, foster care/placed, low-economics status, justice involved, etc.) who demonstrate a gap in achievement or are not on track to meet their annual goals will be eligible for services. This will be based on data from iReady, state assessments, diagnostic assessments, and monitoring from IEPs/WEP/504s.</i> <p>Mohawk Partners: <i>North Central Ohio ESC, State Support Team 7, Building Leadership Teams, District Leadership Teams, PTO</i></p>

Summer 2021

The district will use multiple data points to identify our at-risk populations. Our data we will use to determine our most impacted students will include (but may not be limited to):

- IAT teams will review student data to suggestion tiered interventions.
- Attendance Data: *Students whose attendance (in-person and remotely) has been negatively impacted by the pandemic. Loss of instruction is a serious concern.*
- Academic Progress in Courses of Study: *Students who have not shown proficiency in or acceptable growth in core content areas, as determined by course grading.*
- Lack of Progress on Diagnostic (iReady) or Locally Created Assessments: *Students who have not achieved proficient levels or made acceptable growth on District approved vendor assessments or locally created assessments.*
- Students Who Have Demonstrated Social Emotional Concerns: *Students who have been enrolled in mental counseling, who have been identified through the use of Signs of Suicide (SOS) program, and/or have been requested mental health counseling.*
- Vulnerable Populations: *Students who are identified (gifted, ESL, SWD, foster care/placed, low-economics status, justice involved, etc.) who demonstrate a gap in achievement or are not on track to meet their annual goals will be eligible for services. This will be based on data from iReady, state assessments, diagnostic assessments, and monitoring from IEPs/WEP/504s.*

Mohawk Partners: *North Central Ohio ESC, State Support Team 7, Building Leadership Teams, District Leadership Teams, PTO*

2021 - 2022

The district will use multiple data points to identify our at-risk populations. Our data we will use to determine our most impacted students will include (but may not be limited to):

- IAT teams will review student data to suggestion tiered interventions.
- Academic Progress in Courses of Study: *Students who have not shown proficiency in or acceptable growth in core content areas, as determined by course grading.*
- State Assessment Scores: *Students who did not achieve a proficient level or who did not show at least one-year's growth on state assessments.*
- Lack of Progress on Diagnostic (iReady) or Locally Created Assessments: *Students who have not achieved proficient levels or made acceptable growth on District approved vendor assessments or locally created assessments.*
- Students Who Have Demonstrated Social Emotional Concerns: *Students who have been enrolled in mental counseling, who have been identified through the use of Signs of Suicide (SOS) program, and/or have been requested mental health counseling.*
- Vulnerable Populations: *Students who are identified (gifted, ESL, SWD, foster care/placed, low-economics status, justice involved, etc.) who demonstrate a gap in achievement or are not on track to meet their annual goals will be eligible for services. This will be based on data from iReady, state assessments, diagnostic assessments, and monitoring from IEPs/WEP/504s.*

Professional Development: *Staff members will receive training on using state and local data to identify learning needs of students and gaps in skill development. This includes iReady, diagnostic assessments, state assessments, and locally-created assessments.*

Mohawk Partners: *North Central Ohio ESC, State Support Team 7, Building Leadership Teams, District Leadership Teams, PTO*

2022 - 2023

The district will use multiple data points to identify our at-risk populations. Our data we will use to determine our most impacted students will include (but may not be limited to):

- IAT teams will review student data to suggestion tiered interventions.
- Academic Progress in Courses of Study: *Students who have not shown proficiency or acceptable growth in core content areas, as determined by course grading.*
- State Assessment Scores: *Students who did not achieve a proficient level or who did not show at*

<p><i>least one-years growth on state assessments.</i></p> <p><i>-Lack of Progress on Diagnostic (iReady) or Locally Created Assessments: Students who have not achieved proficient levels or made acceptable growth on District approved vendor assessments or locally created assessments.</i></p> <p><i>-Students Who Have Demonstrated Social Emotional Concerns: Students who have been enrolled in mental counseling, who have been identified through the use of Signs of Suicide (SOS) program, and/or have been requested mental health counseling.</i></p> <p><i>-Vulnerable Populations: Students who are identified (gifted, ESL, SWD, foster care/placed, low-economics status, justice involved, etc.) who demonstrate a gap in achievement or are not on track to meet their annual goals will be eligible for services. This will be based on data from iReady, state assessments, diagnostic assessments, and monitoring from IEPs/WEP/504s.</i></p> <p><i>Professional Development: Staff members will receive training on using state and local data to identify learning needs of students and gaps in skill development. This includes iReady, diagnostic assessments, state assessments, and locally created assessments.</i></p> <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Building Leadership Teams, District Leadership Teams, PTO</i></p>
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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>
Spring 2021	<p>Elementary</p> <ul style="list-style-type: none"> -The district will continue to provide online instruction for any students currently being educated remotely. -Math tutors have been hired to provide additional support. Students are identified through iReady or referred by a teacher. -Supplemental resources, materials, personalized instruction, and teacher assigned lessons are being provided to the students. -Title 1 teacher is identifying and serving students during the school day and offers supplemental materials for home. <p>Middle/High School</p> <ul style="list-style-type: none"> -A mentor will be assigned to meet with students who need additional support and assistance. -Online credit recovery program is used to assist students who are credit deficient and/or who need credit advancement. -Intervention classes are in place to offer support to students who are identified as off-track. <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
Summer 2021	<p>Elementary</p> <ul style="list-style-type: none"> -Summer school will be offered for the students identified as exhibiting a learning gap based on the criteria above. Certified educators will offer direct, standards-based, multi-sensory instruction designed to meet the needs of all learners. Transportation will be provided to all students upon their request. Breakfast and lunch will be offered to every child regardless of economic status. <p>Middle/High School</p> <ul style="list-style-type: none"> -A mentor will be assigned to meet with students who need additional support and assistance. -Online credit recovery program is used to assist students who are credit deficient and/or who need credit advancement. -Transportation will be offered for the program, per family request. <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
2021 - 2022	<p>Elementary</p> <ul style="list-style-type: none"> -Instead of reducing a teaching position (due to lower enrollment numbers), a teaching position will be created to offer additional supports to students and families. Services will be offered in full group, small group, or individually. -Supplemental resources and materials are being provided to the students. -Title 1 teacher is identifying and serving students during the school day and offers supplemental materials for home.

	<p>-iReady will be used in all grades K-8.</p> <p>Middle/High School</p> <ul style="list-style-type: none"> -A mentor will be assigned to meet with students who need additional support and assistance. -Online credit recovery program is used to assist students who are credit deficient and/or who need credit advancement. -Intervention classes are in place to offer support to students who are identified as off-track. -Creating and monitoring Student Success Plans for students who have are experiencing learning gaps, who are credit deficient, or who are exhibiting gaps in skill(s) development. <p>Professional Development: <i>Staff members will receive training on using explicit instruction to meet the needs of all students. Additional trainings will be offered in standards alignment, structured writing in all content areas, and multi-sensory instruction.</i></p> <p>Mohawk Partners: <i>North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
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<p>2022 - 2023</p>	<p>Elementary</p> <ul style="list-style-type: none"> -The teaching position created for the 2021-2022 school year will be continued. The teaching position will offer additional supports to students and families. Services will be offered in full group, small group, or individually. -Supplemental resources and materials are being provided to the students. -Title 1 teacher is identifying and serving students during the school day and offers supplemental materials for home. -iReady will be used in all grades K-8. <p>Middle/High School</p> <ul style="list-style-type: none"> -A mentor will be assigned to meet with students who need additional support and assistance. -Online credit recovery program is used to assist students who are credit deficient and/or who need credit advancement. -Intervention classes are in place to offer support to students who are identified as off-track. -Creating and monitoring Student Success Plans for students who have are experiencing learning gaps, who are credit deficient, or who are exhibiting gaps in skill(s) development. <p>Professional Development: <i>Staff members will receive training on using explicit instruction to meet the needs of all students. Additional trainings will be offered in standards alignment, structured writing in all content areas, and multi-sensory instruction.</i></p> <p>Mohawk Partners: <i>North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
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Approaches to Identify Social & Emotional Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
Spring 2021	<p>Mental Health</p> <ul style="list-style-type: none"> -Signs of Suicide will be used to identify students that may have mental health issues requiring additional services and supports. -Teacher and parent referrals will initiate a screening. <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
Summer 2021	<p>Mental Health</p> <ul style="list-style-type: none"> -Signs of Suicide will be used to identify students that may have mental health issues requiring additional services and supports. -Teacher and parent referrals will initiate a screening. <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
2021 - 2022	<p>Mental Health</p> <ul style="list-style-type: none"> -Signs of Suicide will be used to identify students that may have mental health issues requiring additional services and supports. -Teacher and parent referrals will initiate a screening. -Referrals to mental health experts from the IAT team. <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
2022 - 2023	<p>Mental Health</p> <ul style="list-style-type: none"> -Signs of Suicide will be used to identify students that may have mental health issues requiring additional services and supports. -Teacher and parent referrals will initiate a screening. -Referrals made to the Threat Assessment Team, which can be forwarded to mental health experts for further support. -Referrals to mental health experts from the IAT team. <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>

Approaches to Address Social and Emotional Needs

Approaches & Removing/ Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>
Spring 2021	<p>Mental Health</p> <p>-Counseling is offered to students during the school day. Additional supports are offered to families in need.</p> <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
Summer 2021	<p>Mental Health</p> <p>-Counseling is offered to students during summer. Counseling will be by appointment only, and will be conducted online or in-person.</p> <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
2021-2022	<p>Mental Health</p> <p>-Counseling is offered to students during the school day. Additional supports are offered to families in need.</p> <p>-Student/Family Liaison will be hired to mentor students during the school day and to communicate with families.</p> <p>-A therapy dog and a trained handler will provide support to students in individual, small group, and large group settings.</p> <p>-Grades K-6 will offer lessons provided by the guidance counselors.</p> <p>-Continued implementation of the Leader in Me program.</p> <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>
2022-2023	<p>Mental Health</p> <p>-Counseling is offered to students during the school day. Additional supports are offered to families in need.</p> <p>-Student/Family Liaison will mentor students during the school day and to communicate with families.</p> <p>-A therapy dog and a trained handler will provide support to students in individual, small group, and large group settings.</p> <p>-Grades K-6 will offer lessons provided by the guidance counselors.</p> <p>-Continued implementation of the Leader in Me program.</p> <p><i>Mohawk Partners: North Central Ohio ESC, State Support Team 7, Wyandot Counseling Associates, Mental Health and Recovery Board.</i></p>