
Cleveland Heights-University Heights City School District



REMOTE LEARNING PLAN

August
2020¹

¹ Revised November 2020

Disclaimer

The information contained in this document is subject *change* based on multiple factors, including the potential and likely movement across COVID-19 risk levels and guidance from the state of Ohio and the Cuyahoga County Board of Health.

Public notice of this document, which will include any amendments to it, will be posted on the Cleveland Heights-University Heights City School District home webpage.

Cleveland Heights-University Heights School District

Mission

Our schools provide a challenging and engaging education to prepare all our students to become responsible citizens and succeed in college and career.

Vision

P.A.S.S.A.G.E. - Preparing All Students for Success in A Global Economy

Core Values

The Cleveland Heights-University Heights City School District is deeply committed to **educational equity** and providing an **excellent education** for all of our students in every one of our schools.

Within a **culture of trust, respect and integrity** we are committed to our:

- **Students:** They know they are valued and can achieve.
- **Diversity:** It strengthens us.
- **Partnerships:** Collaborations that benefit our students are essential.
- **Responsibility:** Each of us is accountable for student success.
- **Stewardship:** Community resources are managed wisely.

Educational Equity addresses the policies, practices, programs, personnel and resources required to ensure access to educational opportunity and achievement for all students.

Excellent education means students have the academic knowledge, social-emotional skills and extracurricular experiences to succeed as lifelong learners.

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CHUH Leadership

Superintendent

Elizabeth Kirby

Superintendent's Cabinet

The Superintendent has a team of advisors whom she relies upon to discuss and determine action on critical issues facing the district. Every area of the district is represented in the Cabinet members.

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Board of Education

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Jim Posch, Vice President
Dan Heintz
Malia Lewis
Beverly Wright

In Ohio, remote learning should continuously support whole-child success and meaningful academic opportunities, while protecting the health and safety of students, parents, caregivers and educators. Cleveland Heights-University Heights school district (CH-UH) has developed this remote learning plan so our students can continue learning while our school buildings are closed to students. This plan represents CH-UH's commitment to making every effort to ensure that the learning of each and every CH-UH student continues to be successful. House Bill 197 provided schools the ability to use remote learning hours toward minimum instructional hours requirements during the 2019-2020 school year. Likewise, for the 2020-2021 school year, House Bill 164 allows schools to utilize remote learning for all students. The information shared in this document is a comprehensive review of the district's plan to implement remote learning for the 2020-21 school year.

The Remote Learning Plan

Remote Learning (one or a combination of)

- MySchool Online
- Ohio School Online
- Exact path/Edmentum
- Edgenuity
- Bi-weekly learning packets
- College Board classes and resources
- and/or other learning platforms as identified by the District

This plan is founded on the following principles: (1) supporting continuous instruction, (2) providing access for all students, and (3) maintaining connectedness to the community. Throughout school building closures for students, CHUH programming and CH-UH teachers, including our substitute staff, will continue to provide students with instruction that is designed to build upon the learning already established in the classroom. As determined by the District, our programming and teachers will do so using the blended (i.e., hybrid) and/or remote (i.e., when the student and educator, or source of information, are separated by time and/or distance and, therefore, cannot meet in a traditional classroom setting) learning options identified in this plan.

Blended learning

- PreK Hybrid AM/PM Model
- K-12 Hybrid A and B Cohort by last names

BLENDED LEARNING

A. Blended Learning-PreK

In order to provide a safe learning environment for our CH-UH preschool students, the school day for session one (AM only), session two (PM only), and half-day classes has been adjusted.

Blended Model for Instruction					
	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	AM	AM	Virtual	AM	AM
Weekly	PM	PM	Virtual	PM	PM

In PreK, **session 1 (AM)** begins at 8:30 am - 11:00 and **session 2 (PM)** begins from 12:30 pm - 3:00 pm. There is no school on Wednesday to provide planning for PreK and professional development for staff. The class sizes are 9 students per class (5 students with special needs and 4 peers) to provide a Inclusion model. The asynchronous day can be arranged in the school week to accommodate the agreed upon hybrid model.

B. Blended Learning Grades K-12

In order to provide a safe learning environment for our CH-UH elementary, middle and high school students, families are being provided with blended options.

Hybrid Blended Model for Instruction					
	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	A Day		Virtual	B Day	

In grades K-5, we are reviewing a modified schedule to accommodate student lab hours and incorporate specials remotely (music, art and gym). The school day for middle and high school students is to follow the current schedule.

Students in grades K-12 will attend school in a Hybrid Model according to the cohort group by last names. **Students in Group A** with last names A-K will attend on Monday/Tuesday and remote Wednesday to Friday. **Students in Group B** with last names L-Z are remote Monday to Wednesday and attend school Thursday/Friday.

Self-contained classes (Multihandicapped, Autism, and Emotional Disabilities) will attend school two to four days a week in person. On Wednesday, students will receive learning packets and work remotely with staff during scheduled times if changes occur due to board recommendation.

There is no school on Wednesday to provide planning for PreK and professional development for staff, necessary building meetings, student lab hours, and intervention/enrichment for students. The class sizes may vary from approximately 12 to 18 based on the size of the classroom (larger rooms may accommodate more students). The asynchronous day can be arranged in the school week to accommodate the agreed upon hybrid model.

During hybrid students' days learning from home, classwork will be required and counted for a class grade, even if that work constitutes review. Due dates will be assigned to help students

plan their work and to keep steady progress toward learning goals. While teachers will be more flexible with this work than they would with regular in-classroom work, they will still require students to complete the work to build a grade and show mastery. Teachers will provide feedback for this work, which will include both review material and new instruction. Student communication with teachers is essential to ensuring that this work is understood and completed.

During the days in which hybrid students are learning from home, the time students devote to learning activities will vary. The district recognizes this and encourages all teachers, students, and families to prioritize health, safety, and family needs. Despite these individual circumstances, CH-UH aims to provide clear structure and expectations to help everyone continue to learn. These structures and expectations are only guidelines for all and show what the district will provide to every student and family.

During the days in which hybrid students are learning from home, teachers are committed to providing live, recorded activities, and learning experiences that lead to active engagement with students. The active engagement could be reading, completing a worksheet, following through on a project, working with other students, participating in live sessions, or completing an assessment. Around that active engagement time, students will find themselves completing other tasks, like studying, reviewing, communicating, and more. Active engagement plus these other tasks should result in work close to a normal school day.

In order to maintain a connectedness to the community and support students and families the calendar outlines reopening planning activities.

	<p>Week 1 Aug. 3-Aug 7</p>	<ul style="list-style-type: none"> ● Aug 3-7 HS Chromebook Distribution 10am-1pm ● Aug 4-Full Online Parent Demo 6 pm ● Aug 3-Math Camp Begins for grades 7th-Algebra 2 ● Aug 3-7-Springboard Collaborative continues (rising 1st-4th grade)
	<p>Week 2 Aug 10-14</p>	<ul style="list-style-type: none"> ● Aug 10-14 Virtual Family Cafe's Begin ● Aug 10-14-MS Chromebook Distribution ● Aug 10-14-Math Camp Week 2 ● Aug 10-14-Springboard Collaborative ends ● Aug 10-14-Curricular consumable materials being delivered to buildings
	<p>Week 3 Aug 17-Aug 21</p>	<ul style="list-style-type: none"> ● Aug 17-21 Virtual Family Cafe's ● Aug 17-19-Elementary Chromebook Distribution ● Aug 17-C&I Instructional Specialists, Counselors, Social Workers, Psychologists return ● Aug 17-21-Math Camp Week 3 ● Aug 21-Convocation
	<p>Week 4 Aug 24-Aug 28</p>	<ul style="list-style-type: none"> ● Aug 24-Aug 27 District Professional Development for Staff ● Aug 28 Parent Orientation

REMOTE LEARNING

A. Remote Learning, Option 1: MySchool Online

With MySchool Online, students will attend school remotely, following the standard school schedule and bell times unless otherwise determined by the District. Depending on staffing availability for all features of this model as described in this section, this learning model will incorporate many of the features that parents and students valued most about instruction this past spring, such as regular virtual real-time interaction with teachers every day for every class. Parents can rely on teachers to facilitate and guide student learning. Students will have scheduled times, synchronous class meetings, and digital resources and assignments that can be completed at home; this learning model provides families the flexibility to choose an instructional model to meet their needs during these uncertain times and reflects CH-UH commitment to providing a high-quality instructional experience, no matter what the setting.

In Pre-K, a student in the MySchool Online learning model will meet remotely with staff in a whole group and one on one. If needed, based on staffing availability, students will receive learning packets. The learning packets will assist students with math and literacy, read alouds, kinesthetics, motor skills, and muscle movements.

With MySchool Online, when it is safe and secure to do so, MH/AU and ED students attend school between two to four days a week in person. During MySchool Online, students in MH/AU classes will receive learning packets when learning from home. When learning from home, staff will assist in supporting the curriculum and learning packets provided to families.

All CH-UH programming and teachers will continue to utilize the district-adopted curriculum during remote learning. As stated above and as stated more fully in this paragraph, when the regular classroom teacher/staff member is absent and/or not available, at the discretion of the administration, a District can utilize alternative learning platforms for student(s), including without limitation Edmentum Exact Path and Edgenuity learning platforms, in addition to take-home packets and work and as otherwise determined by the District. Pre-K and MH/AU Families will utilize at-home learning packets for instruction. In grades K-8, Edmentum Exact Path will provide instruction with staff support. In addition, in grades K-2, Exact Path and Superkids word work will provide instruction for daily instruction with staff support. In grades 3-8, the District will utilize Edmentum Exact Path for Math and English Language Arts instruction and will use Study Island for practice in science and social studies. In grades 9-12, among other instructional resources, the Edgenuity the online platform will support instruction in the remote environment. Electives for all grades bands K-12 may be provided by daily reading logs and student choice boards. This programming in effect when the regular classroom teacher/staff member is absent and/or not available is subject to change as determined by the District.

The Edmentum Exact Path Individualized Learning Solution is an online curriculum product that provides standards-based instruction in Reading, Language Arts and Math. Edgenuity offers a full suite of core curriculum, Advanced Placement, Honors, Electives, dual credit, and concept and credit recovery courses for middle and high school students. The Edgenuity online courses and curriculum are built using an instructional model grounded in research and are aligned to

state standards, the Common Core and the Next Generation Science Standards (NGSS).

Further, when the regular classroom teacher/staff member is absent and/or not available, at the discretion of the administration, Edgenuity may be used to support both AP and CTE courses. If the online platform does not offer compatible CTE courses, learning packets will be provided to students. Students in advanced Placement (AP) courses may utilize the Edgenuity learning platform and College Board resources. Further, Edgenuity will continue as the learning platform to support students in credit recovery courses. Students enrolled in credit recovery courses or the Options program will progress through the courses assigned based on transcript and credit requirements.

B. Remote Learning, Option 2: Ohio Online

Ohio Online is a partnership with CH-UH schools and the Educational Service Center. This virtual model of instruction allows for flexibility for students to work at their own pace through the curriculum. Students work independently and self-pace their learning once their online teachers share the resources. In this learning model, students often work on assignments during non-traditional hours and maintain contact with a certified teacher and classmates using web-based class sessions, email, text messages, and phone calls. The student learning platform for K-5 is provided through Lincoln Learning, and 6-12 is provided through Edgenuity.

Enrollment requires a semester-long or yearlong commitment, as well as an adult who can partner with the online teachers by serving as the learning guide for the student, especially at the elementary school level. Students participating in any virtual alternative are still required to participate in testing and data collection. Ohio School online options are available for students in Kindergarten through 12th grade through a fully online curriculum.

Best Practices for Remote Learning

General Guidance	Special Education Guidance
<p>PRIMARY GOAL: Provide students with opportunities to continue their learning (e.g., scope and sequence). This should consist of providing students with access to content, support, and feedback.</p> <p>ESTABLISH STRUCTURE: Begin by orienting students and families to the new environment and creating structure with a focus on maintaining interaction.</p> <p>CONTINUOUS IMPROVEMENT: Maintain a focus on continuous improvement. Practices should evolve and improve as we continue to learn.</p>	<p>The District has and continues to work diligently to meet the needs of students who receive special education services during this unprecedented time. We will continue to provide a Free Appropriate Public Education (FAPE) while protecting the physical, mental and emotional health and safety of students and staff. The necessary steps to protect the health and safety of students and staff will continue to be prioritized, and we will work collaboratively with our students and families during the 2020-2021 school year to continue to support students who receive special education services.</p>

SUPPORTING TEACHERS: School leaders should work to ensure all teachers and staff have the resources, support, and flexibility needed to promote student learning to the best of their ability. Support should include adjusting expectations based on the mental and physical health of our staff and their families.

SUPPORTING STUDENTS AND FAMILIES: Teachers and staff should be flexible regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across students.

In addition, the Ohio Department of Education has issued guidance on Students with Disabilities for the 2020-2021 school year, which can be found here:

<http://education.ohio.gov/Topics/Reset-and-Restart/Students-with-Disabilities>.

General Remote Learning Expectations:

For students in all grade levels, there is a standard set of expectations:

- CH-UH understands that every student and family will be in a different situation with differing levels of access to connectivity and schedules.
- CH-UH staff will make modifications and accommodations, as needed, to ensure that all students can engage in learning successfully.
- Where applicable, CH-UH students will receive their activities and live instruction directly from their teachers through their Seesaw and Google Classroom under ANNOUNCEMENTS.
- Where applicable, all K - 12 teachers will use this template with their teams to streamline communication with students and families and maintain consistent expectations for learning across schools, subject areas, and grade levels. Using the weekly plan will assist in eliminating excessive communication about assignments as well as make it easier for parents and students to manage weekly expectations.
- Preschool teachers: For MySchool Online, where applicable, all teachers will have a daily live virtual instruction session with their entire preschool class and then meet virtually with students through one on one or small groups for live specially designed targeted instruction. Staff will work together in a pod of three teachers to create cohesive weekly activities and video lessons that cover the ELDS and children’s IEP goals/ objectives. Each teacher would then plan their live virtual instruction session. Live virtual instruction sessions will include a Brain Smart Start, a Conscious Discipline activity and an interactive activity of their choice for synchronous learning. The last 10 minutes of each session should include an opportunity for children to share something, a pet, a toy, an art product from the recorded lesson, etc. The Get Set for School curriculum will be utilized for math and literacy lessons.
- For MySchool Online, where applicable, K-12 Teachers will plan and provide virtual instruction using district adopted materials and resources identified or developed

during their TBT and collaborative planning aligned to course academic standards.

- These expectations are subject to change by the administration and dependent upon the availability of staff.

Teacher Expectations for Remote Learning

To prepare students for an engaging and positive educational experience the teachers will for MySchool Online, where applicable:

1. Utilize Seesaw and Google Classroom and district tools to organize instructional materials and communicate with students.
2. Take daily attendance in Infinite Campus.
3. Provide activities and learning experiences that lead to active engagement with students. The active engagement could be reading, writing, completing a worksheet, following through on a project, working with other students, participating in live sessions, or completing an assessment.
4. When applicable, teach live lessons to students each day in alignment with traditional instructional expectations.
5. Provide and follow consistent guidelines for managing the online class.
6. Maintain a weekly calendar of assignments that is readily available to parents and students through the School's web page.
7. Monitor assignment submissions and communicate with students to remind them of missed and/or upcoming deadlines.
8. Provide timely and meaningful feedback on student work. Post grades in Infinite Campus bi-weekly.
9. Communicate to students in advance when they will grade and return all assignments and exams. Post all grades in Infinite Campus within two weeks of the due date. Scores can be exported from Google Classroom to Infinite Campus. Check out the [Getting Started Guide](#) for further details on how to set-up and begin exporting grades.
10. Use multiple forms of assessment. Students learn differently and therefore test differently as well. Assignments, discussion postings, presentations, quizzes, tests, activities, labs, projects, and other class work can be used as a means of assessment. Illuminate Education is the district's primary data and assessment system. Assessments and skill checks can be administered and scored remotely using Illuminate Education.
11. These expectations are subject to change by the administration and dependent upon the availability of staff.

Student Expectations for Remote Learning

To ensure remote learning is an educational and positive experience, students will:

1. Be school learning ready.
2. Be on time for the remote learning classes.
3. Refrain from leaving class early without prior communication with the teacher.
4. Understand that attendance is mandatory and will be taken during scheduled sessions.
5. Review all assigned work.
6. Complete all assigned work by the due date.
7. Where applicable, ask clarifying questions through Google Classroom and Meet, email,

- Remind, Class Dojo, or class chat, when you need help or do not understand materials.
8. Be respectful to themselves, teachers, and peers during class and scheduled lab hours.
 9. Maintain their Chromebook equipment in good, working condition.
 10. Notify the Technology Department of any technical issues or damage to school-owned devices immediately; this means no later than the next school day after the problem or concern is noticed. Call the Technology Support Line at (216) 397-5910.
 11. Charge the Chromebook each night to be prepared for remote classes.
 12. Communicate with teachers through the school-issued email account or Google Classroom. It is the student's responsibility to keep his or her password and other personal information confidential. (This includes their student identification number, passwords, or any additional information, which could conceivably compromise their privacy or lead to identity theft).

Parent and Caregiver Expectations

1. Establish daily routine and daily expectations for your child.
2. Make sure your child is dressed and prepared for learning.
3. Provide a learning space for your child to engage with the teacher and peer remotely and room to complete assignments.
4. Help your child plan the week's activities and work.
5. Check-in with your child regarding their work and engage them in a discussion of his/her work.
6. Help your child create an environment that is conducive to learning and free of distractions.
7. Support opportunities for your child to exercise or be outdoors or be involved in the arts.
8. Establish guidelines for your child's screen time. Reach out to your child's teacher, advisor or guidance counselor with concerns, questions, and for support.
9. Be a supportive partner with your child's teacher(s)

Students with Disabilities

Students with disabilities having an IEP will receive Special Education and Related Services in compliance with the Ohio Operating Standards for the Education of Children with Disabilities (Rules 3301-51-01 to 3301-51-09, 3301-51-11 and 3301-51-21 of the Administrative Code); to include Child Find requirements. Students with disabilities having a 504 Plan will receive accommodation in compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act.

When the regular classroom teacher/staff member is absent and/or not available, given the shortage of licensed special education substitutes, the District anticipates temporarily the possible need to pause special education and related services while the District continues efforts to secure substitutes licensed to provide special education and/or related services. If it becomes feasible to provide special education and/or related services, the District will notify families. The District recognizes the importance of the special education and related services outlined in Individualized Education Plans. Therefore, the District will track the number of

minutes of services missed during when the regular classroom teacher/staff member is absent and/or not available and will provide compensatory services equivalent to that number.

Supporting English Learners

Teachers or other staff will maintain linguistically appropriate communication between English Learners (EL) families for all instructional models (blended or remote). Communication is the first, and one of the most critical steps to engaging families and creating strong relationships. CHUH will explore and connect with community partners to use multiple methods of communication, including in-person, electronic (email, app, social media), and traditional resources, like newsletters and flyers. Staff will support the learning needs of EL students as follows, and in accordance with state guidelines:

- Reaching out to the EL students and families to discuss academic content and/or language development needs;
- CHUH will provide oral and written translation services and support to students and families
- Offering daily office hours by videoconferencing or phone;
- Utilizing Title I teachers in grades K-8 to support students and designated teacher in the high school, depending on staffing availability
- Holding parent meetings and virtual cafes to address the needs of EL families
- Helping EL students access language development resources from home; and
- Creating a Google page or other accessible medium to share instructional resources and communicate with students

Social Emotional Support

In the spring of 2020, as the coronavirus pandemic has led to school closures, online learning, delayed celebrations, postponed events, and social distancing, all school leaders and educators must think about the social-emotional support for students. Our CHUH support team has prepared a list of informational resources, articles, and guides to support our students during this difficult time. We intend to continue updating this list as we obtain relevant content.

We understand that some students may need additional emotional support this school year. The district is committed to implementing Positive Behavioral Intervention Supports (PBIS) in all schools. Staff will create support advisory systems in schools to provide student assistance both academically and emotionally along with ensuring students are adhering to the expectations during remote learning.

CH-UH wants to see every student achieve success. Counselors, social workers, and/or trusted adults are available to assist families and students during the times when they may experience stress, confusion, fear, anger, sadness or anxiety. Students and concerned family members may request additional emotional support by completing this [Request for Emotional Support Form](#). We will continue to utilize the requested emotional support form and work

closely with families with assistance regarding orientation of learning platforms, expectations for work and grading, assistance and support for intervention and enrichment activities, and support to assist with the social emotional needs of students and families.

Instructional Needs of Students

Teachers and administrators will analyze data from multiple sources to determine the instructional needs of our students. The data will include, but not be limited to the following: Dibels (Acadience), KRA-R, NWEA-MAP, national, state and district common assessments, individual and classroom diagnostic assessments. Data collected during the Spring 2020 COVID-19 closure may also inform instruction for the 2020-2021 school year. Mapping of the standards by the curriculum department, teachers and grade level team will continue, with a focus on any content/learning gaps from the previous year and concentrating on priority learning standards. Materials and resources for remote learning will align to the curriculum needs. Individual Education Plans (IEP) will be reviewed, as the data is analyzed and instructional mode selected. Identification of Gifted Learners through screening and assessment will be provided to the extent that is permissible by testing guidelines and considering whether the instructional staff member is absent and/or not available. Other individual instructional plans, such as, RTI, RIMPS, WEPs, and instructional services for English Learners (EL) will also be adjusted for the mode of instructional delivery. Scheduled support and consultation will continue in a remote environment through remote communication such as videoconferencing or online collaboration.

Monitoring Student Progress and Grading

CH-UH will use the Ohio Standards for learning to design instruction and assess students regularly to determine their competency. Educators will monitor student progress through formative and summative assessments throughout the school year utilizing the resources available through Schools PLP and their own teacher created assessments. Students will be given traditional grades, credit will be awarded, and grade promotions will be made in accordance with current applicable learning practices and applicable board policies.

Grading and monitoring progress in a remote learning is based on the quarter grading system for all grade levels. The grading and monitoring expectations for remote learning is that teachers

- Develops clear, consistent criteria and standards for content-based assessments
- Develops clear, consistent, criteria and standards particularly when grades are based on summative assessments and/or products.
- Give students multiple opportunities to demonstrate mastery
- Collaborate utilizing standards to develop clear, consistent criteria among teachers, grade levels and schools in which grades are based on assessments and/or products that provide students multiple opportunities to demonstrate mastery
- Utilize district assessments to assess progress of students based on Ohio Learning Standards

- Ensure grades and feedback are used to support learning and not to negatively impact students during remote learning.
- Utilize ongoing, formative assessments to evaluate student progress and learning.
- Provide feedback to students and families that is specific and actionable to promote growth and learning.
- Utilize modified and/or differentiated rubrics to support the needs of all learners.
- Utilize feedback to support the mastery of essential skills and content.
- Differentiate feedback based upon student circumstances/needs.
- Grade students using the Ohio online, Edmentum, Study Island and who have received learning packets on completion of assignments.
- Grade students using Edgenuity students on completion of units, as described below.

Grades K-2

Staff will provide students and maintain standards-based grading in grades K-2 with Satisfactory and (*) to provide comments. K-2 grading is normally entered by trimester. The grading will be completed and aligned to the quarter grading system during remote learning. In MySchool Online grades and Blended Learning will be based on completion of assignments, evidence of participation, logins, and interactions with teachers and class. Electives for grades K-2 may be provided by daily reading logs and student choice boards, unless otherwise determined by the District.

Grades 3-12

Staff will provide grades on a quarterly basis according to the remote learning expectations for grading. The grading is based on the Board Policy 5410, unless otherwise determined by the District. In MySchool Online and Blended learning grades will be based on completion of assignments, evidence of participation, logins, and interactions with teachers and class. Students will receive letter grades of A, B, C, D or F. Students in grades 3-8 receive a pass, fail or incomplete when using the Edmentum and Study Island or other alternative platforms. Students in grades 9-12, will complete units, tutorials, and quizzes in courses and complete an assessment when using Edgenuity. Grades are calculated through the Edgenuity platform and students must receive a score of 60% or higher for passage. Electives for grades 3-12 may be provided by daily reading logs and student choice boards, unless otherwise determined by the District.

Promotion of Students

Board policy 5410 specifies grade promotion and placement. In addition to course grade, a team decision may need to be involved to discuss the student's completed course and state-mandated requirements at the presently assigned grade(i.e. did the student demonstrate sufficient proficiency to permit him/her to move ahead in the educational program of the next grade.)

Retention

A student may be retained at his/her current grade level when s/he has scored below proficient level on any state-mandated test. A student may be placed at the next grade level when

retention would no longer benefit the student. The Superintendent shall develop administrative guidelines for promotion, placement, and retention of students that:

- A. require that parents are informed in advance of the possibility of retention of a student at a grade level;
- B. assure that efforts will be made to remediate the student's difficulties before s/he is retained;
- C. assign to the principal the responsibility for determining the promotion, placement, or retention of each student;
- D. provide parents the opportunity to appeal the decision about their child's promotion, placement, or retention.

Attendance in Remote Learning

Attendance in the blended learning will be taken through our data management system (Infinite Campus). In teacher-led remote learning (MySchool Online), teachers will mark attendance based on student participation in the daily schedule.

Remote Learning Delivery Method: Attendance tracking may require multiple approaches to account for the differences between *in-school activities*, *teacher-led remote learning* and *self-directed remote learning*.

- A. **Teacher-led remote learning (synchronous):** Attendance will be entered in Infinite Campus based on Board Policy 5200 and adhere to state requirements.
- B. **Self-directed remote learning (asynchronous): Attendance will be determined by evidence of participation** (or lack thereof) based on remote learning expectations for students. Evidence of participation may include, but is not be limited to:
 - Daily logins to Google Classroom or Google Meet (learning management system) and/or any CLEVER based application and/or other learning application or program.
 - Daily interactions with the teacher to acknowledge attendance.
 - Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.
 - Assignment completion.

Tracking Absences: Absences must be entered into Infinite Campus based on their occurrence.

- Excused absences: Any circumstances for which an excuse is received—regardless of whether the particular time frame covered by the excuse is part of an in-school experience or a remote experience—should be recorded based on past practice.
- No evidence of exposure, engagement or participation: If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student should be marked with an absence for the hours for that remote learning activity.
- Remote learning cannot be used to make up absences from in-school learning: In most cases, participation in remote learning should not be used to give credit for time the

remote learning plan requires a student to be in school. For example, if students are on a staggered schedule of in-school learning on Monday and Tuesday and remote learning Wednesday through Friday, students absent from in-school learning on Monday cannot make up those hours later in the week for attendance purposes with additional remote learning hours. (This may be possible in cases where in-school learning is only discretionary or on an “as-needed” basis or in cases when an otherwise healthy student is under quarantine or isolation.)

Equitable Access to Technology

Many families participated in our Chromebook distribution opportunities on March 16, 17, and 18. We distributed over 1300 devices. In the fall of 2020, the district is committed to provide 1:1 integration technology in grades kindergarten to twelfth grade. The CH-UH holistic approach to access includes ensuring all students’ needs are taken into account, and are provided with the necessary resources and tools during remote learning.

SUPPORT DURING REMOTE LEARNING:

- Continuing to provide computers to all CH-UH students that need one.
- Continuing to provide hotspots to CH-UH families that still need internet access and do not yet have the ability to access.
- Remotely translating learning family resources into languages to meet the needs of our community.
- Holding parent Town Halls to engage in dialogue with families.
- Conducting surveys with internal and external stakeholders regarding implementation, and progress of remote learning.
- Providing orientation to students and families regarding the learning management systems for accessing student work
- Implementing comprehensive progress monitoring measures to assess, evaluate, and continuously improve student access to remote learning.

CHUH has issued about 1500 Chromebooks to our students as requested in the spring. When school reopens, we will provide all preK-12 students with their own Chromebook to use at school and home. The distribution of Chromebooks will eliminate barriers for students and provide digital equity. In the event of another district shutdown, preschoolers would be issued devices as requested. CH-UH will continue to offer WiFi hotspots to families without home Internet access as requested and as available.

When students return to school in September, the classroom/homeroom teacher will issue the Chromebooks or second period teacher (out of the classroom carts) if one has not yet been assigned. If students are participating in the fully online option, they will have an appointment to pick up a Chromebook from Delisle IT in August or early September.

To keep everyone safe, all students will use only the technology devices (mostly Chromebooks) that are issued to them. Families will be encouraged to periodically wipe down the Chromebooks at home with Clorox/disinfectant wipes. Computer labs will be temporarily closed for the 2020-2021 school year. High schoolers using CTE labs will be asked to clean their own keyboards and mice before using the technology. Teachers will use their own teacher laptops. Staff members without technology can still access the desktop computers in the staff workrooms, but they will be advised to sanitize the technology before using it.

Professional Development for Staff

On July 27, the CH-UH Board of Education voted to move the first day of class for students to Wednesday, September 2. By postponing the start date by two weeks, staff members will have additional time to appropriately prepare for the changes and expectations related to the upcoming academic year.

August 24-September 1, 2020 will be district-wide professional development days with the district leaders, teachers, and operations staff facilitating sessions. The professional development is divided into four blocks to address the needs for The Block 1 and 2 sessions, which are outlined below to address assessment, curriculum and instruction, communication with families, equity, health and safety for COVID, human resources, social-emotional needs, special education, and technology. Block 3 and 4 sessions consist of collaboration, help sessions for Block 1 and 2, IEP training, and technology support. Schools are grouped to attend sessions in the block format. All professional development sessions will be held in person, or virtually. If the professional development is held in-person staff are asked to wear a mask and 6 feet of social distancing will be practiced. Please review the [schedule and group rotation by building](#). Paraprofessionals/aides will attend training with their building. Please review the schedule for [classified staff by department](#).

Reopening Committees-Superintendent Advisory

The superintendent advisory group is composed of cabinet leaders, two board members, union leaders, teacher leaders, and community partners. The superintendent advisory team seeks to minimize risks to public health, address impacts on student learning and well-being, recognize the importance of the local public school to the community, and they will seek to optimize operational readiness.

Reopening Committee-Elementary and Secondary Reopening Committee

The formation of the elementary and secondary reopening committee began to ensure plans for children to return to school. The committee meets weekly and is led by the Assistant Superintendent of Ed. Services. The committee brings together internal stakeholders from the both educational, human resources and business services to discuss and collaborate on reopening recommendations and plans. Both the elementary and secondary committees meet weekly to discuss district, local and state updates, review subcommittee recommendations, and discuss reopening plans based on five areas.

As the district has done since all school buildings closed in March, the district continues to closely follow guidance from Governor DeWine, the Ohio Department of Education, Centers for Disease Control and Prevention, and local health officials in crafting our plans for the fall. We are committed to taking every precaution possible to ensure the highest level of health and safety for our students, their families and our staff. As such, our plans will closely align with the state's COVID-19 [risk assessment guidelines](#).