



Remote Learning Plan

District Name:	Cuyahoga Heights Local Schools
District Address:	4820 East 71st Street, Cuyahoga Heights, Ohio 44125
District Contact:	Mr. Thomas Evans, Superintendent
District IRN:	046557

The mission of the Cuyahoga Heights Schools is to provide a safe, secure, and nurturing learning environment that graduates students who are college and career ready, are critical thinkers, are culturally aware, and are prepared to be successful citizens of the 21st century. As a result of the COVID-19 event, we have a renewed commitment to our mission for all students in any learning environment.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

The goal of the Cuyahoga Heights Schools Remote Learning Plan is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

In addition, this plan is complementary to the educational considerations, the students educational experience and learning, educator readiness, social emotional and health considerations, and operational considerations as set for by the Ohio Department of Education's *Reset and Restart - Planning Guide for Ohio Schools and Districts* document.

How will instruction take place? (check all that apply)

- ✓ Teacher-student interaction through a variety online learning and communication applications
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students



Remote Learning Plan

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> ✓ Instructional Sequencing ✓ Aligned Instruction to Learning Standards ✓ Gap Analysis for ELA, Math, Science, and Social Studies ✓ Created a plan for IEP and students with disabilities ✓ Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>Cuyahoga Heights educators (teachers and administrators) will determine the instructional needs of our students through the analysis of multiple forms of quantitative and qualitative data. Data will include, but not be limited to the following: Survey Results, OST and Value Added, Vendor Diagnostic and Progress Monitor Assessments/Tools, Formative Assessments, and Observations. Through the use of gap analysis tools, such as those provided by the Ohio Department of Education, educators will assess learning needs resulting from the stay-at-home order during Spring 2020. An inventory of the standards taught prior and during the pandemic will occur and shared amongst horizontal and vertical teams and content areas. Considerations for students with IEPs and WEPs will be reviewed as data are analyzed.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> ✓ Clear instructional plans have been created ✓ Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>Educators will work collaboratively on adjusting curriculum maps, pacing guides and lesson plans, taking into consideration both priority standards and those identified through gap analysis studies. Instructional plans will be adapted for the most appropriate remote learning delivery method possible. Consistent use of resources and applications will complement engaging and targeted instruction. Instructional plans, achievement and growth will be communicated to families and stakeholders through consistent means.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>In addition to the communicated actions above, other actions may be necessary based on recommendations and requirements of the Governor, the Ohio Department of Education, and the Ohio or Local Departments of Health.</p>	



Remote Learning Plan

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to determine competency for remote learning? ✓ Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Competency success criteria will be defined by staff and communicated to students/families. Staff members will continue to utilize the district approved grading guidelines and formative and summative assessments to measure achievement and growth against Ohio’s Learning Standards and expectations for mastery, rigor, and district expectations. Teachers, individually, in teams or as departments, will analyze data to inform instructional practice, interventions and enrichment.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning? ✓ Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>Educators will either develop lessons that are adaptable to school-based and remote learning or will utilize a district chosen online curriculum platform aligned to Ohio Learning Standards. Lessons may be delivered using pre-COVID methods or by remote-friendly methods, such as live streaming, video lessons, flipped lessons, or by other innovative means. Educators will apply various resources (rubrics, feedback on formative assessments, online gradebook, summative assessment results) to provide feedback to students, parents, and stakeholders. Successful completion of the expectations of these collective practices, in line with current or modified district grading practices, will inform the granting of credit.</p>	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Successful completion of course requirements resulting in promoting students to a higher grade will remain consistent in a remote learning model as they would in a school-based or pre-Covid model. This includes completion of requirements as demanded by our Ohio Learning Standards, meeting college, career and life readiness expectations, maintaining passing academic standing, implementing the district approved or modified grading scale, and fulfilling educator and family expectations for academic and social emotional</p>	



Remote Learning Plan

readiness. Online gradebook and communication methods will be the primary modes of disseminating information achievement and progress. Multiple meeting methods with students and families will be considered and utilized for those identified with at-risk behaviors.

Attach any Additional Documentation or Notes (if necessary):

In addition to the communicated actions above, other actions may be necessary based on recommendations and requirements of the Governor, the Ohio Department of Education, and the Ohio or Local Departments of Health.

SECTION THREE	ATTENDANCE AND PARTICIPATION
---------------	------------------------------

Resource Link(s):	Communications Planning
--------------------------	---

Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <ul style="list-style-type: none"> ✓ Created a communication and attendance plan for staff and students
--------------------------------	---

Address Attendance Requirements Here:

A focus on student attendance will be balanced with a priority for keeping students and employees safe and healthy. Measures that encourage consistent attendance or consistent participation in schoolwork, but not at the expense of health, will be implemented. Student attendance will be documented through a variety of methods. These may include: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations. Specifics for the remote learning attendance will be communicated to students, staff, and caregivers. Follow up methods will be implemented for students not engaging in the remote learning platform.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <ul style="list-style-type: none"> ✓ Created a plan for documenting student participation in remote learning ✓ Communicated the plan with families and other stakeholders
-----------------------------------	--

Address Student Participation Requirements Here:

Student participation may be evaluated by the following: engagement at online meetings or classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers, accessing of provided resources through the remote learning platform.

Attach any Additional Documentation or Notes (if necessary):

In addition to the communicated actions above, other actions may be necessary based on recommendations and requirements of the Governor, the Ohio Department of Education, and the Ohio or Local Departments of Health.



Remote Learning Plan

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <ul style="list-style-type: none"> ✓ Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p>Educators (teachers and administrators) will analyze both quantitative and qualitative data from a variety of assessment sources - formative, summative, rubrics, survey, observations, etc. These data will specifically be evaluated through the lens of special student groups, including students with IEPs or WEPs, the economically disadvantaged, homelessness, and the EL population. Standards' mastery level, achievement, growth, and goal progress will be collected, analyzed and communicated regularly with students and families in the remote learning model. Resources, supports and enrichments will be provided as needs are identified.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>In addition to the communicated actions above, other actions may be necessary based on recommendations and requirements of the Governor, the Ohio Department of Education, and the Ohio or Local Departments of Health.</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <ul style="list-style-type: none"> ✓ Parent/Student surveys have been reviewed ✓ Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <p>Both families and staff were surveyed to provide feedback on the successes and challenges presented during Spring 2020 remote learning experience. Assessing professional, learning, and equity gaps were major points of focus. Based on survey results, 97% of respondents had adequate computer and WIFI access based on that specific experience. Staff members communicated slightly above average confidence in using technology to enhance teaching in a remote environment, while families rated their children's experience to be average. With an emphasis to vastly improve engagement and quality with technology in a remote environment, both students and staff will require resources, training and time in order to adapt smoothly. As these are priorities for the district, staff, student, and family needs will be met.</p>	



Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):

In addition to the communicated actions above, other actions may be necessary based on recommendations and requirements of the Governor, the Ohio Department of Education, and the Ohio or Local Departments of Health.

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <p>✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</p>

Address Professional Learning/Development Here:

A professional development plan has been developed in collaboration with certified and classified staff association members by using data from families and staff surveys, analyzing existing assessment and gap analysis data, and utilizing research- or evidence-based studies. Our plan targets operational training, health and safety awareness, remote (digital and analog) lesson planning, adapting engaging lessons to any combination of school-based, remote, teacher-led or student-led learning model, developing reliable assessments, utilizing software and learning management tools, addressing student, family and staff social emotional needs, and communicating regularly and consistently. This plan includes delaying the student start date so that staff will receive additional training and adopting an alternative scheduling/mixed-method model that incorporates remote learning and additional professional development on an as needed basis.

Attach any Additional Documentation or Notes (if necessary):

In addition to the communicated actions above, other actions may be necessary based on recommendations and requirements of the Governor, the Ohio Department of Education, and the Ohio or Local Departments of Health.