



Maple Heights City Schools Remote Learning Plan

District Name:	Maple Heights City School District
District Address:	5740 Lawn Avenue, Maple Heights, Ohio 44137
District Contact:	Dr. Charlie Keenan, Superintendent
District IRN:	044305

The goal of remote learning 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.

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 deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelarning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#).

Consider how instruction will take place? (check all that apply)



Maple Heights City Schools Remote Learning Plan

- X - Teacher-student interaction through online learning platforms
- X - Online lessons for student to work on at home
- X - Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
-------------	---------------------

Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA and ● Created a plan for IEP and students with disabilities (some face to face) ● Created a plan for students identified as gifted served with a Written Education Plan (WEP) ● Created a plan for EL students
--	---

Address Determining Instructional Needs Here:

Preschool and Kindergarten

Preschool students will be served in a combination of remote and face-to face instructional delivery. For those students opting to attend in person instruction will be four days a week. Preschool teachers will follow our approved Step Up to Quality approved curriculum as well as assessments.

Students with Disabilities

Intervention specialists will review their students' progress monitoring data from last school year, with particular attention to how students performed during spring when buildings were shut down. The district will use Moby Max to assess the current academic levels of students with disabilities in grades K-12. This is an online tool that includes placement tests to determine which content standards have been mastered, and creates individualized lessons to focus on filling in learning gaps. Once the learning gaps have been identified, the intervention specialists will prioritize areas of need and use the tools on Moby Max to create individualized lessons to provide recovery services to allow for the break in instruction last spring. This will be done on a case by case basis. Additional support will also be provided by teachers through Google Intervention specialists and related service providers will also assess students on their individual IEP goals to determine current levels of performance. IEP services, including related services, may be modified on an individual basis if the student is not making adequate progress towards their goals. Parents will be included as team members in these decisions.

Preschool students with disabilities will be assessed on the DECA and ASQ-III to assess for developmental and/or social-emotional delays. They are also given the Preschool Early Learning



Maple Heights City Schools Remote Learning Plan

Assessment to measure pre-academic skills. The services outlined on the IEP will be provided with increased supports added if needed if the student shows regression in skills (e.g., more individual support, increased prompts, etc.) Enrichment materials will be provided to parents to support home learning too. If the IEP team feels that the level of services needs to be increased over the course of the academic year, the IEP will be amended.

The Special Pupil Services Department has developed protocols for any face-to-face evaluations that need to be conducted. These same protocols will be adjusted, as needed, for instruction in individual circumstances.

Students with a Written Educational Plan

All identified and served gifted students in grades 1-12 will be on a Written Education Plan (WEP) that will give detailed information on instructional goals aligned to the Ohio Learning Standards and describe curricular goals that will be differentiated (complexity, pace, breadth, depth) based on each individual student's needs. The teacher of record that serves each gifted student in the Math and/or Reading classroom will work collaboratively to create each student's. Plans will be finalized in October/November and mailed home to families. Subsequently, Written Education Plan Progress Reports will be mailed home each quarter to describe each child's progress toward the goals written in the WEP.

Student identified as English Learners

Each EL student will have the OELPA administered and all supports and services will be based upon the results gained from the assessment. We will utilize EL teachers (through Berlitz) who are available to provide services to EL students based upon the OELPA results. EL teachers are responsible to create their group of students and notify parents, building administration, and staff.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</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
--	---

Address Documenting Instructional Needs Here:

Cohorts of grade level or content area teachers across buildings will be provided with common planning time each week. This time will be used to collaboratively create grade-level instruction. Teacher Based Teams will also meet each week to review student data, identify student' strengths and areas of improvement, and identify strategies to positively impact student performance.

Weekly instructional plans will be collected via Google Docs and reviewed weekly by building administrators; administrators will provide timely and meaningful feedback to teachers to inform their instruction. All instructional plans will be aligned to the Ohio Learning Standards and the MHCS



Maple Heights City Schools Remote Learning Plan

scope and sequences.

Teachers will utilize Google Classroom as the common platform to present and document instruction. Parents will have access to their student's Google Classroom to help them monitor student work and progress. Teachers will also utilize the Remind app to promote two-way communication with families. Families will also have access to ProgressBook, teachers' online grade book, to monitor their student's performance in the classroom.

Reading Improvement Monitoring Plans will be created for each K-3 student reading below benchmark as identified through the NWEA(tentative). These plans will be created in collaboration with parents and guardians, and student progress will be monitored bi-weekly, and then student' progress will be updated and communicated monthly.

IEPs

Instructional needs for students with disabilities will be documented through Moby Max. This system tracks current academic levels and tracks progress as students master skills aligned to content standards. This can be viewed by students and parents/guardians as well. This will be discussed with students during individual virtual sessions. Information will be sent to parents at least on a quarterly basis. Progress on IEP goals is shared with parents at least quarterly. During annual reviews the data is reviewed with parents and the IEP team and this data is used to create a new IEP. IEP team meetings will be called in advance of annual review dates if the team is concerned about a lack of progress and the IEP can be amended if necessary. Parents are also encouraged to request a meeting or to reach out to the intervention specialist if they have questions or concerns about their child's progress.

Written Educational Plans for Gifted Student

All Written Education Plan goals are aligned to Ohio Learning Standards and can be measured and documented in various ways to include, but not limited to, formative and summative assessment data, NWEA MAP scores, conferencing with the student via Zoom or phone, graphic organizers, rubrics, student products/projects, anecdotal records, student presentations, pre-post assessments, checklists, and periodic self-assessment.

Attach any Additional Documentation or Notes (if necessary):



<h2 style="margin: 0;">Maple Heights City Schools Remote Learning Plan</h2>

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
--------------------	--

Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
-----------------------------	---

Address Determining Competency Here:

Learning goals and the criteria used to determine when students meet those goals will be a focus of the remote classrooms. All learning goals will be aligned to the Ohio Learning Standards and the MHCS D scope and sequences. Timely and meaningful feedback on student work will continue to be a focus as it is in the traditional classroom. Teachers will continue to help students see assessments as learning tools that have an integral role in the learning process. Letter grades will be based on evidence of student learning and entered in teachers' online grading books frequently as a communication tool to students and families.

Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for granting credit (grading and assessments)
------------------------	--

Address Granting Credit Here:

Grades are a way to communicate progress with both the student and their families, and teachers must assess student work and provide meaningful feedback about what students are learning. Grades must be as clear and accurate as possible while also taking into consideration the varied circumstances that students and schools are facing during this time of remote learning.

As our students participate in remote learning, teachers will grade their work, provide feedback and keep their grade books up to date in accordance with the expectations set by the district. Aligning with existing systems will help teachers document student' areas for improvement as noted in grade books, report cards, and/or other platforms for recording progress so that this information is accessible to students and families as they navigate the virtual classroom.

While we assess student learning in new ways, we also review their work holistically by accommodating and supporting those who face challenges accessing remote learning. The guidance document being developed is designed to help our buildings adapt—not recreate—their grading policies to meet students' needs in a remote learning context. The district will continue to adhere to Board Policy regarding the reporting of student progress.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p>
---------------------------	--



Maple Heights City Schools Remote Learning Plan

	Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students Here:	
MHCS D will continue to adhere to Board Policy regarding the promotion of students.	
Attach any Additional Documentation or Notes (if necessary):	

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

Attendance Requirements	What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Created a communication and attendance plan for staff and students
--------------------------------	--

Address Attendance Requirements Here:

Attendance during remote learning will be used as a tool to ensure all students have the academic and social-emotional support they need. To help track attendance, teachers will mark which students are participating in remote learning daily and which ones aren't to help them better address equity and access challenges. The Response team, including building administrators, teachers, guidance counselor, student support coordinator, paraprofessionals, security, and attendance clerks, will work to support any student identified as needing support and will develop an Attendance Plan if required.

As with brick and mortar instruction, attendance is expected and will be closely monitored in a virtual environment. Teachers will continue to monitor and track attendance and make phone calls home to inquire why the student was not logged into their synchronous classroom or have not posted required work into the Google classroom. The Response Team will work closely with the teachers to coordinate next steps to support students and families during remote learning.

Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <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 Participation Requirements Here:



Maple Heights City Schools Remote Learning Plan

For remote learning, Maple Heights City School District will utilize a mixture of synchronous and asynchronous instruction. Synchronous instruction may be very similar to on-campus instruction. Synchronous instruction is a two-way, live instruction between a teacher(s) and student(s) through electronic devices. In the synchronous instructional model, students logged in at the teacher's attendance time are marked present for that day. Students and parents must complete a schedule indicating when they will be completing assignments in order to demonstrate they have completed 35 hours of learning (10 of the hours will be synchronous) Students not logged in and those not completing weekly logs are marked absent.

Buildings will be required to take daily attendance under all learning models. This means students will have to be present for in-person learning, logged in at the specified attendance taking time for synchronous remote learning, and/or demonstrate engagement for asynchronous remote learning each day to be counted present for credit purposes.

During synchronous instructional time, students will be able to earn participation points based upon the content being discussed. A point system will be utilized to earn participation during synchronous class meetings. This provides an opportunity for students to be actively engaged and for the teacher to interact with students in a discussion format. For any student unable to access the synchronous class, they are able to earn the same points by listening to the recording of the class then providing the teacher with evidence of participation such as answering comprehension questions about the material

Asynchronous (25 hours) instruction does not require all participants to be virtually present at the same time. Asynchronous instruction may be provided in a self-paced online course with intermittent teacher instruction, preassigned work with formative assessments posted for students in their Google Classrooms, watching pre-recorded videos of instruction with guided support. In the asynchronous instructional model, students will engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. School grading guidelines for remote student work will be consistent with those used *before* COVID-19 for on-campus assignments. In order to take attendance in this model, teachers should use weekly logs for student "engagement". If students are engaged for the week, they would be marked as present. Staff may also determine "engagement" by student progress in the student's Google Classroom, the turn-in of assignment(s) that day, parent/student scheduling log or progress from teacher/student interactions made that day.

Attach any Additional Documentation or Notes (if necessary):



Maple Heights City Schools Remote Learning Plan

Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Developed a Plan to monitor student progress with remote learning
----------------------------	---

Address Progress Monitoring Here:

All students' performance will be documented via ProgressBook, teachers' online grade book. Families have access to this as well as teachers' Google Classrooms. Teachers will also use the Remind app to encourage two-way communication with families.

The RTI process will be used to progress monitor students deemed at-risk academically and/or behaviorally. Each school has identified members of their staff that will meet monthly to discuss student supports and progress. The team may meet more often if deemed necessary. The response team, school counselors, and student support coordinators are members of the IAT teams as well to ensure that all stakeholders are involved in providing support to students.

MHCS D teachers will meet in cross-building cohorts as grade-level teams to discuss instructional best practices, methods, and strategies. This will help to ensure the equity of instruction across the district. During this planning time teachers will continue to monitor student' academic progress in all academic areas; including, but not limited to: ELA, Math, Social Studies, Science, Social Sciences, and Unified Arts. MHCS D will continue to utilize Teacher Based Teams (TBTs), the framework and model throughout the year as a means of progress monitoring. MHCS D teachers will continue to use grade-level assessments. Assessments will be virtual, formative, and summative through our online platforms and by student work. Student progress will continuously be monitored and addressed on a weekly basis. Any differentiation to instructional delivery or interventions will be discussed during grade-level TBTs. Similar to our current RTI model, if teachers identify academic concerns or adjustments, differentiation of instruction will occur as identified through our RTI intervention plan. Curriculum guides for each academic area will continue to be followed. With distance learning, MHCS D will continue to monitor instructional delivery through our weekly TBTs and make adjustments to scaffold learning as needed.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p>



Maple Heights City Schools Remote Learning Plan

- Parent/Student surveys have been reviewed
- Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

MHCSD is committed to ensuring all students have equitable access to instruction. The district has surveyed families to identify those needing technology and internet access. Devices have been issued to those families who lack them. Additional priority is being given to families having multiple children in one building. The district has continually increased its capacity to provide families with the devices needed for learning. We have also assessed and planned schedules to prevent overlapping for families having multiple children in different buildings. Families have been offered low cost wifi hotspots through community partners. The district is also equipping a centralized campus parking lot with external wifi capability where district issued devices will automatically connect for online learning.

Given device limitations and family circumstances, students should not be penalized for not participating in synchronous learning and should be given another option. For example, any live instruction teachers choose to offer should be available in an asynchronous, recorded format as well. In addition, MHCSD is working on the option of running an alternate school day schedule to accommodate the needs of students and families where the traditional time of the school day is not convenient for students in the lower grades. The proposed alternate school schedule would have licensed teachers and support staff available after school hours.

Student with Disabilities

The majority of our students with disabilities are included in the general education classroom where an Intervention Specialist is assigned. Students will receive in-class support from both the general education and special education teacher as they would in a face-to-face classroom. The virtual schedule that has been developed allows for the Intervention Specialist to provide additional support time to students either individually or in a small-group virtual format. Students in self-contained classrooms will have their services delivered based upon individual circumstances and their ability to access virtual learning. In some cases, paper/pencil materials may be provided to the family and the teacher and/or therapist may have to follow some alternate protocols for providing some face-to-face instruction or supporting the family in how to best assist their student.

For students with the most significant disabilities, we are providing in-person instruction four days per week. These are children who were not able to adequately access the content in a virtual format. We are also providing in-person related services. The Special Pupil Services Department has developed protocols for any face-to-face instruction in individual circumstances.

Gifted Student & those on Written Educational Plans

All gifted students and those on a Written Education Plan will work on their Math and/or Reading



Maple Heights City Schools Remote Learning Plan

goals through their school-issued technological device to receive instruction. Students will use this device to receive instruction, turn in assignments, and take assessments. If a gifted student and those on WEP's would need one-on-one instruction or conferencing, students can participate with their teacher through Google Meet.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Professional development began in March and again in August to support teachers in strategies to support students instructionally and technologically during remote learning. Teachers and support staff were provided learning opportunities and professional development on use of Google Classroom, the Zoom platform, instructional resources as well as various technological tools to support and engage students.

The Curriculum Department has worked for three weeks to provide in-depth professional development in a face-to face format in small groups while following all safety precautions. Curriculum Coordinators and the Curriculum Director as well as lead teachers, the Data Coordinator and principals provided professional development in the areas of curriculum adjustment due to different time constraints with remote learning and as a result of gap analyses conducted in ELA and Math.. Professional development has also included the use of technological tools such as Digital Notebooks, Flipgrid, Google Slides, Google Meet INSERT Learning, NewsELA, etc. This professional development will be ongoing.

During the summer months, the Technology Department provided teachers with continued professional development on the Google suite with the intent that all teachers obtain a working knowledge of how to utilize and embed the features from the Google suite into their daily instruction.



Maple Heights City Schools Remote Learning Plan

August 13th through September 4th will be devoted to teachers' professional development. PD will be provided by the Curriculum and Special Student Services Departments, Technology Department, ESC, Coordinators and building Principals, Teacher, as well as various vendors used to support student' instruction.

During remote learning, one day a week will be devoted to teachers' collaboration and professional learning. The focus will be on collaborative instructional planning, assessment, reflection, and then increasing professional knowledge to support student instruction. Building administrators will lead and facilitate this weekly collaboration and professional learning opportunities.

Attach any Additional Documentation or Notes (if necessary):

Academic Support:

Teachers have received professional development in the area of adjusted curriculum maps and units. The Curriculum Department has provided three weeks of training and support for delivering high-quality, meaningful instruction in a remote setting. Teachers have learned how to establish their Google Classrooms, how to implement digital notebooks, Google Slides, as well as programs and tools that will enhance their instruction.

This support will continue during the school year. Other technological tools will be introduced as the year progresses.

Teachers will work with the curriculum department to create online benchmarking assessments. They will also meet to determine if the pace of remote instruction is on target.

Technology Support:

Remote technical support has been created allowing parents to contact the technology department to receive assistance. In cases where technology needs to be replaced, instructions are provided to parents as to where and when devices can be swapped to ensure learning is not disrupted due to technology issues.

Family Support

Social-Emotional: School counselors and Student Support Coordinators (SSCs) will provide resources to families to support children at home.

Community Resources: SSCs will make referrals for food, clothing, financial needs, etc. They will do check-ins with students and families.



Maple Heights City Schools Remote Learning Plan

Social Emotional Support

We will implement Social-Emotional Learning (SEL) curricula K-5. We will provide this virtually and classroom teachers will hold morning circles as well as teach lessons. School counselors and student support coordinators will provide videos and resources through Google classroom (Pre-K to 12) At the secondary level, teachers will refer students that have concerns about and parents and students will be provided information about how they can access support from a counselor. Counselors will reach out to students with a history of social-emotional concerns and students referred by teacher, administrator or parent. Families with students who are not participating in online classes will be contacted by the SSC and home visits will be made as needed. They will determine the reason for the lack of participation and provide appropriate support. We have partnered with Zen Yoga to provide virtual classes. We also contract with Applewood Services and can refer students for mental health counseling, prevention services, and well-child checks.