

**Memorandum of Understanding between the Cleveland Metropolitan School District  
and the Cleveland Teachers Union, AFT Local 279, AFL-CIO**

**RE: Remote Schools (K-8 and High School) Implementation and Planning 2022-2024**

This Memorandum of Understanding (MOU) between the Cleveland Metropolitan School District (District) and the Cleveland Teachers Union, AFT Local 279, AFL-CIO (CTU) memorializes the District and CTU's shared commitment to continue the current collaborative working relationship thus enhancing the shared responsibility to provide quality educational services for all District students.

The District recognizes that all provisions in the current Collective Bargaining Agreement (CBA) between the District and the CTU and future CBAs as ratified, as well as other binding agreements on the CTU and the District in the form of Memoranda of Understanding (hereinafter collectively "CBA"), shall remain in full force and effect.

Whereas synchronous/asynchronous remote learning proved to be a useful school option for many families; and

Whereas the District would like to continue providing, the remote school model, which began in 2020-2021 and became a school option for parents and scholars in 2021-2022;

Therefore, the District and the CTU agree to the following terms and conditions regarding two school options, a K-8 and a 9-12 Remote School for school years 2022-2023 and 2023-2024:

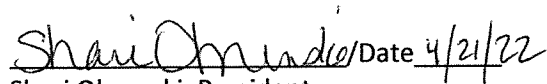
1. Following the guidance of Article 12 Section 1A(2) the joint CTU/District team will continue to refine the models for both schools including school day and year design as well as location;
  - a) For the 2022-2023 school year the
    1. Remote High School will be located on the Design Lab High School Campus
    2. Remote K-8 School will be located on the John Adams High School Campus
  - b) Remote staff are provided workspace in the designated site that is conducive for facilitating remote learning or providing tele-therapy, and/or other remote services for students.
  - c) For the 2023-2024 school year the design teams will explore and determine school locations.
2. A typical work day for staff will be
  - a) Remote teacher and RSP staff day scheduled for 400 minutes a day.
  - b) Remote paraprofessional and Sign Language Interpreter day scheduled for a 7.75 hours a day excluding lunch.
3. The remote teacher day for Monday, Tuesday, Thursday, and Friday will follow the format below:
  - a) 50 minutes planning
  - b) 40 minutes lunch
  - c) 10 minutes report time
  - d) 300 minutes of instructional time (150 minutes of synchronous and 150 minutes of asynchronous work for students )

4. The remote teacher day for Wednesday will follow the format below:
- a) 100 minutes PD/TBT/Staff
  - b) 150 minutes student/family engagement
  - c) 150 minutes collaboration
  - d) 50 minutes planning
  - e) 40 minutes lunch
  - f) 10 minutes report time
5. The remote student day for Wednesday will follow the format below:
- a) Students are assigned asynchronous activities
  - b) Students are also scheduled to check in with staff for office hours, tutoring opportunities, study circles, RSP services if needed, career counseling sessions, etc.
6. Staffing for each school model (K-8 and HS) will be based on student enrollment and student need.
- a) Students on an IEP, language supports or other approved learning plans will be provided with materials, resources and instructional supports to meet the requirements of the plan.
  - b) In addition the school teams may want to consider:
    - 1. Assessment strategy for State Required Tests including testing environment and locations
    - 2. Differentials
    - 3. Quarterly feedback method for parents/students/staff
    - 4. Recommendations (if any) for adjustments to synchronous/asynchronous per grade band
7. Recommendations made by the joint remote school design team (District and CTU leadership) will continue to be utilized as a guidance document for year two implementation and year three planning will include next steps for a K-8 and High School design teams. (attachments A: 2021 Remote School Design Team Recommendations and attachment B: Moving Forward Next Steps with Design Teams )


This MOU will expire on June 30, 2024 and the Design Teams will provide quarterly updates to the District and CTU leadership.

SIGNED AND AGREED TO BY:

FOR THE UNION:

/Date 4/21/22  
Shari Obrenski, President  
Cleveland Teachers Union

FOR THE DISTRICT:

/Date 4/21/2022  
Eric S. Gordon, Chief Executive Officer  
Cleveland Metropolitan School District

JUNE 15, 2021

# Remote School Design Team Recommendations

# Valentina and Mary Meeting Process

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- Discuss the plan and the process we want to follow for our meetings
- Develop the content
- Develop the Power Point and share with team prior to the meeting
- Curate materials needed to facilitate the discussions for productive sessions
- Set the purpose and clearly identify our objectives to the team
- Lead the process capturing notes and work with the team to determine next steps
- Share the collective thinking with the team after the meeting

# Remote School Design Team

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Co-Leads Valentina Moxon and Mary Moore

- Jillian Ahrens
- Mark Baumgartner
- Maria Carlson
- Paul Hoover
- Gerard Leslie
- Liz Nelson
- Tracy Radich

# Team Purpose

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The purpose of the Remote School Design Team is to create a framework for how CMSD can maintain a remote-school option for students and families (grades K-12) in 2021-22.

# Remote School Design Team Parameters

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As agreed by the CEO and CTU President:

- The team should start with examining what we did for remote learning this year (not hybrid/remote) and recommend improvements that should be incorporated into a remote model for next year
- CMSD and CTU co-leads will co-design the agendas for the meetings and collaboratively facilitate the rest of the workgroup
- CEO and CTU President will commit 30-60 minutes weekly for the design team or co-leads to check-in to make sure they're on track, get help or guidance, etc.
- A final proposal is needed no later than June 11<sup>th</sup> so that we can work through Talent to post the positions with plenty of time to backfill positions in other schools

# Final Recommendations



# What worked well in 2020-2021

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## Technology

- Continue to deploy 1:1 devices and hotspots as needed
- Invest in age-appropriate technology
- Useful resources and apps provided by the district
- Office Hours provided by the district
- Multiple modalities available for communication
- Improved comfort with technology for students, staff and families/parents
- There were useful resources and apps that schools were able to request and purchase
- District worked to provide tools and resources for everyone
- District was willing to make changes as needed (TEAMS to ZOOM)

# What worked well in 2020-2021

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## Professional Development

- Additional PD Days at the beginning of the school year
- Virtual Differentiated PD
- The self-directed PD was able to be accessed as needed
- Live PD sessions were available to be viewed as needed
- Staff working in PD break out groups helping each other
- Drop-in sessions- teacher and teacher, administration and teachers, administrators and administrators
- Staff not afraid to try or admit they need more practice and support (grace and space)

# What worked well in 2020-2021

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## Asynchronous Time

- Continue to have dedicated time for "Office Hours" for students and families to connect with teachers for support on asynchronous tasks
- Continue to have time for collaboration among staff members and grade level teams
- Flexibility to accomplish tasks in various modalities so it fit what the students and families needed

## Synchronous Time

- Student joy for learning when they were able to do things you can't do in a typical classroom
- Students able to help each other and experiment with learning

# Recommended Improvements

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## Logistics

- One remote school (total grade span TBD) with its own IRN
  - one principal and an appropriate number of APs to support the different grade bands (e.g. K-3, 4-8, 9-12)
- To assist in building community, assign a full-time Say Yes Family Support Specialist to the remote school
- Use a physical building as the focus/location for programs (Say Yes), equipment, food, etc.
  - An East Side and a West Side location for technology support
  - Regional locations for material and/or food pick up
- Access to online SEL curriculum or a physical copy for planning and using it in lessons
- Invest in technology for writing apps for younger students - students need manipulatives and the opportunity to physically practice writing and using writing tools
- LMS up and running by the time PD begins
- Virtual Parent Academy before instruction begins
- All registered students assigned to teachers on or before room readiness day
- Web Page specifically for the remote school.
- Clear, step-by-step directions on how to access each class that is centralized and available to all educators
- Publicized enrollment window so that the district can prepare for ordering and distribution of materials
- PK will remain in-person only (no remote option)

# Recommended Improvements

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When Parents sign up students

- Welcome Meeting with students and parents (this can be in person or virtually once the device is set up in the home)
  - Technology pick up and Introduction for parent and student on the platform being used as well as the various tools and resources and ensure cameras and microphones are working
  - Give each student sound cancelling headphones
  - Determining the best platform to meet parents where they're at (text, phone, seesaw, etc. versus just reaching out via school email) Also the frequency of the contacts and the time
  - Make sure families know where to find the schedule or other items they need
- One page guide that describes tools and their functions in parent friendly language
  - Clear expectations on engagement-cameras on-provide a backdrop
  - Clear guidance on attendance, expectations
  - Phone numbers, names of who to contact and how to contact them for technical issues, absences, questions, concerns
  - Parent responsibility with remote learning
  - Parent PD for technology and how to assist the remote learner

# Recommended Improvements

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Within one week before the start of school

- Follow up check in with parents/students
  - starting date/time
  - who to contact with questions
  - Review the student daily schedule
  - Troubleshoot any issues that arise
- Ensure all resources are distributed and working
  - Devices
  - Hot spots
  - Manipulatives
  - School Supplies
  - Books
- IEP review for accessibility needs of the student
- Committee of practitioners (teachers, admin, district experts) will review apps/programs within Clever to ensure individualized supports
- Ensure use of adaptive programs that can be tailored by student need, particularly in asynchronous time

# Recommended Improvements

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Once school starts

- Time for SEL standards and activities will be provided during the day (PATHS, Second Step, Facing History)
- Students work within their grade level at their level of readiness
  - Committee of practitioners (teachers, admin, district experts) will review apps/programs within Clever to ensure individualized supports
  - Ensure use of adaptive programs that can be tailored by student need, particularly in asynchronous time
- Continue to use Schoology as primary access platform with SeeSaw available for students to complete work
  - Zoom or Teams as primary platform for virtual class meetings (must pick one platform for whole remote school)
    - Positive aspects of both Zoom and Teams were shared. Can one of the platforms do all that is needed?
    - Ideally platform will have ability to call out to students, to monitor online chat and activity, etc.
- Create opportunities for enrichment and after-school programming, using the partner connected to the Family Support Specialist to provide some programming
- PATHS can do a remote training for K-5 remote teachers in the fall. (need to verify with Second Step and Facing History regarding virtual training)

# Recommended Improvements

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## Create a community

- Bi-weekly resource pick up for parents to pick up packets/tools/drop off work and/or District provided pick up and drop off services available to families
- Family events (option of in person or remote) with just remote parents/students to still get interpersonal contact
- Use the school building for meetings when possible so there is a connection with a brick-and-mortar school
  - East side and West side locations
  - Regional Locations
- Awareness of what is available in the district at what would be their homeschool or other events in which they can participate
- Ensure parents are aware of their student's progress outside of interims and report cards
  - Via clever, LMS, on Wednesdays
  - Check-ins with parents. Class Dojo (or something similar) so parents get alerts/messages to stay alert to what the students are doing



# Recommended Improvements

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## Synchronous Learning

- All students will have the same device
- All scholars have a headphones
- Physical supplies that are replenished (books, pencils, pens, paper, manipulatives, etc.)
- K-3 students are taught to ask questions and identify what they wonder about, and it used as a theme for instruction
- Virtual field trips connected to their learning
- Gr 4-12 - Synchronous time will focus primarily on grade level standards
- Gr 4-12 - Provided a time to question and work collaboratively
- When appropriate, students learn through interdisciplinary units and authentic experiences
- Students set goals based on their readiness level
- Screen time limits
- Build relationships between students and teachers
  - Resources such as: Blooket, Kahoots, Nearpod
  - Appointment times for one-on-one check ins
- Breakout groups with clear expectations

# Recommended Improvements

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## Asynchronous Learning

- Opportunities for collaboration during asynchronous time
- Clear expectations of the product to be completed
- Students have a choice of topic or medium to use so they are sharing more of themselves
- Virtual field trips that are individually chosen
- Appointment times for one-on-one check ins
- A mixture of on and off-screen time
- Address Finish Learning time-devoted to students working at their readiness level
- Completing assignments to prepare to participate in synchronous assignments
- Work time for projects
- Students work within their grade level at their level of readiness
  - Committee of practitioners (teachers, admin, district experts) will review apps/programs within Clever to ensure individualized supports
  - Ensure use of adaptive programs that can be tailored by student need, particularly in asynchronous time

# Recommended Improvements

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## Ongoing Support

- Parent University to help parents and share tools to monitor progress
- engage and teach parents to be able to help their students (into reading, seesaw, etc. for the parents to do the work)
- IT support assigned to the school to ensure the students/families/staff have the correct devices and all components they need- ensure that necessary resources are not blocked
- PD for parents and staff on mental health
- Space on the CMSD website for parents to access with a directory of what they may need
- Focus on needs of low incidence and students with special needs to ensure accessibility and that teachers, students, and parents have needed supports for success.
- Have manipulatives, books, and materials for students to use during asynchronous times, so that students have activities to do off-screen

# Recommended Instructional Resources

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In addition to the tools available to all schools in the district:

- Nearpod
- Edpuzzle
- Flipgrid
- Blooket
- Common ELA and Math Curriculum
- Physical manipulatives, books, school supplies for each student

# Identify Next Steps

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# Next Steps

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## Staffing

- Follow New School Guidance in the CBA
- Need to know who is enrolling in the school to know who to hire

## Encore/Career Tech/Electives

- Students have access to the same opportunities as their in-person peers

## Special Education (Low Incidence)

- accessibility of apps for students is an issue
- Teachers and paras have volunteered to be part of a group to plan this in collaboration with the Special Ed Department

## Multicultural/Multilingual

- As with special education we need a team to collaborate on the needs

## Teacher/Student Day and Week

- We have no improvements to recommend regarding the 150/150 on-stage/off-stage or MT/ThF with asynchronous Wednesday

# Closing

REMOTE SCHOOL DESIGN TEAM

## Remote School Redesign-

Program Manager Joe Micheller

### Short Term: (Spring-Late Summer 2022)

- Finalize the MOU to support K-8 and 9-12 schools (4/21) Mary/Karen
- Identify two design team (K-8/High School) made up of school leaders (principals and chapter chairs), teachers, support staff representing all stakeholders to develop (Joe Micheller will lead/Gerard Leslie, ED Support)
  - professional development for each site SY2023
  - engagement plan with families and students SY2023
  - scheduling/operational functions that have been refined SY2022 to implement immediately for SY2023

### Long Term: (Fall 2022-Early Spring 2023)

- Design team (K-8/High School) made up of school leaders (principals and chapter chairs), teachers, support staff with addition of parents and students to
  - Review the first year of implement ( what worked well/what can be different)
  - Develop multi-year plans for each school model focusing on;
    - Professional learning that enables all staff to maximize the potential of online learning
    - Develop a mission aligned to the District's vision
    - Utilize the guiding principles aligned to CMSD anchor documents
      - National Standard/Best Practices will be targeted as opportunities for growth National Standards for Quality Online Teaching (NSQ)
      - A focus to bring life to the guiding principles and mission (i.e. PBL, Inquiry, STEM, Mastery, etc.)