

CLEVELAND
UNIVERSITY **HEIGHTS**
CITY SCHOOL DISTRICT

HEIGHTS FAMILY HANDBOOK

School-Home Academic Partnerships



Heights Family Handbook

Dear CH-UH Families,

We are excited to share the Heights Family Handbook with you! This handbook serves as an academic companion and a reference in support of family-school partnerships. We will make the handbook available in both print and online for easier access. We will also commit to updating it annually to ensure the information is accurate and timely. Each section provides in-depth information and includes links to help connect families to CH-UH programs, opportunities and accompanying academic websites.

In an effort to support families as essential partners in their child's education we worked on the contents of this first draft of the handbook in collaboration with parent groups, staff and community members. We hope you find it helpful.

Our District believes that families are a child's first teacher. We also believe in the research, which states that when schools, families and communities work in partnership, students are more successful in and outside of the classroom. We will continue to work to ensure information and opportunities are equitable and accessible to all of our families and in support of all of our students.

If there is information or an opportunity that you would like to see included in future editions of the handbooks, we encourage you to let us know. Thank you for being a part of Tiger Nation, trusting us with your children everyday and for your ongoing partnership and support.

Sincerely,

Elizabeth Kirby, Superintendent
CH-UH City Schools

Purpose

The purpose of the handbook is to help support CH-UH students' academic success by ensuring that families are equal and informed partners. Families are essential partners in students' success. This handbook was designed with partnership in mind and will serve to help build connections between home and school. This handbook will be updated annually in collaboration with staff, families and community members who will review and suggest additional changes and content.

The handbook is available in both print and electronic forms, and will be translated in different languages to ensure equitable access and sustainability. You can find the latest electronic version at CHUH.org on the [Family Engagement page](#). If you have any suggestions, questions and/or concerns please contact the Office of Family Engagement at 216.320.2204 or by email at I_hunt@chuh.org.

CH-UH Mission

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

CH-UH Vision

The Cleveland Heights-University Heights Schools educate students by embracing diversity, ensuring equitable experiences and fostering outstanding teaching and learning to develop academically prepared, critical thinkers who contribute positively and compete successfully in the world.

Policies

The CH-UH Board of Education recognizes and values parents as children's first teachers and believes that student learning is more likely to occur when there is an effective partnership between home and school. The Elementary and Secondary Education Act (ESSA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or person responsible for the child's care. Those terms will be used interchangeably in the handbook in order to include children's primary caregivers.

Registration

Families may choose to register their child either online or in person (by appointment)

Option 1: Online Registration

Upon initiating the online registration process, you will need to have all required documents accessible and ready to be scanned to chuhreg@chuh.org, or faxed to 216-371-7177.

All sections of the online registration application and required documents must be completed and submitted for the application to be processed, and your child enrolled.

Step 1 - Complete the [Online Registration Form](#).

Or, if you are unable to complete the Online Registration, you may complete the forms in the registration packet for the year you wish to enroll your child and scan/email to chuhreg@chuh.org, or fax to 216-371-7177.

Step 2 - Scan or take pictures of the following required documents and email them to chuhreg@chuh.org. You may also fax documents to 216-371-7177.

- **Birth Certificate** - A copy of the child's birth certificate, passport, or equivalent
- **Parent/Guardian Identification** - Ohio driver's license or photo identification card
- **Record of all [required immunizations](#)**
- **Custody Papers, if applicable** - Court documents (certified copy) required, as follows:
 - Divorce – Divorce decree (must establish residential parent for schooling purposes)
 - Custody – Journal entry from Juvenile Court
 - Guardianship – Letter of Guardianship from Probate Court
- **School Records**
 - Withdrawal form and current report card from previous school
 - Individualized Education Plan (IEP), Evaluation Team Report (ETR) if student received Special Education services in previous school
- **Proofs of Residency in school district** (3 items)
 - Mail - TWO pieces of business mail addressed to parent/legal guardian dated within the last 30 days (***water/sewer bills are not accepted***)
 - One of the following: mortgage document; current signed lease; Property Owner/Landlord Affidavit

Step 3 - Scan or take pictures of the following signed, completed documents and email them to chuhreg@chuh.org. You may also fax documents to 216-371-7177.

- **[Asthma Action Plan Form](#)** (only necessary if your child has asthma.)
- **[Ohio Medicaid Form](#)** (only necessary if your child has an IEP, ETR or 504 Plan.)
- **[Consent for Release of Records](#)** (only necessary if your child previously attended a different K-12 school.)

Step 4 - After Enrollment

Parents/guardians will receive information from their child's school (e.g. open houses, orientations, supply lists) at the start of the school year. Our [Back to School page](#) contains this information as well.

Option 2: In-Person Registration by Appointment

NOTE: All required documents have to be with you at your in-person registration appointment to initiate the registration process. If not, the appointment will be rescheduled.

Step 1 - Call (216) 371- 7430 and schedule an in-person appointment.

Step 2 - Complete the forms in the registration packet for the year you wish to enroll your child [\(2023-2024\)](#) and bring the completed forms and the following documents to the appointment:

- **Birth Certificate** - A copy of the child's birth certificate, passport, or equivalent
- **Parent/Guardian Identification** - Ohio driver's license or photo identification card
- **Record of all [required immunizations](#)**
- **Custody Papers, if applicable-** Court documents (certified copy) required, as follows:
 - Divorce – Divorce decree (must establish residential parent for schooling purposes)
 - Custody – Journal entry from Juvenile Court
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Who may register a child?

Only legal residents who are the parent or legal guardian of the child may complete the registration process. All certified court orders pertaining to guardianship and custody must be presented at the time of registration. Cleveland Heights-University Heights City School District does not grant temporary enrollment.

Residency Requirements

The Cleveland Heights-University Heights City School District is tuition-free only for those students whose parents/legal guardians are residents of the school district. Residence for school purposes means that the parents/legal guardians of the student live within the school district seven days a week.

Which school will my child attend?

To find your child's school of attendance, you can [enter your address into our interactive boundary map](#). You can confirm this information by calling the Registration Department at (216) 371-7430.

Intra-District Open Enrollment

The District will only accept [applications for Intra-District Open Enrollment](#) for the 2023-2024 school year from March 1, 2023 through April 11, 2023. Parents/guardians will be notified of the Intra-District Open Enrollment decision via mail by May 9, 2023. [\(Policy 5113\)](#)

Kindergarten Registration

Eligibility - A child must be 5 years old by September 30 of the year they will attend school.

Early Entrance - An Early Entrance evaluation is available for children with birth dates between October 1 and December 31 of the year they will attend school, and who also demonstrate superior functioning in the areas of achievement or ability. View the [CH-UH Early Entrance to Kindergarten](#) document for more information.

Change of Address Instructions for Parents/Guardians

Please fax or email scans/screenshots of the following items:

- Your new lease or mortgage (an affidavit if you are staying with a family member)
- Photo ID (address does not have to be the new address)
- Business mail/email 2 pieces dated within the last 30 days (utilities, bank statements, etc.)

Fax - 216-371-7177

Email - chuhreg@chuh.org

Practice in Partnership

The CH-UH City School District understands that families are critical stakeholders in supporting and advancing their children's learning and development. Parents are a child's first teacher and upon enrollment a partnership is formed that shares the responsibility of the child's education and development. Parents are welcomed and encouraged to be actively engaged in the success of the schools. Our focus is to ensure that there are meaningful opportunities to connect with families, share resources and strengthen these important partnerships.

The Parent and Family Engagement Policy [\(po.2111\)](#) sets the following expectations and objectives, using a research-based framework. The [National Network of Partnership Schools \(NNPS\)](#) helps guide and organize the District's practice of partnering with families and the community. This framework is also known as Epstein's 6 Keys to Successful Partnerships. NNPS is an evidence-based framework developed from over 35 years of family engagement best-practices that help organize family engagement activities and efforts in support of student achievement, school success and whole child development.

The District also has adopted an Educational Equity Policy [po3122.03](#) which states that "it is the right of every student to have an equitable educational experience." And that "the responsibility for giving each student the

opportunity and to meet his/her highest potential is broadly shared by District staff, administrators, instructors, communities and families.”

More than 40 years of research supports the power of family and community partnerships as a strong predictor of student success and development. According to a 2021 Hanover Research Report, when families and educators partner, students see increases in development, educational attainment and success in life. Family and community engagement as a practice offers multiple benefits including:

- Higher student achievement
- More positive attitudes toward school
- Better student academic performance both in and out of the classroom
- Students take and are successful in more rigorous courses
- Teachers and staff feel more supported
- Improved student attendance and behavior
- Schools have a more positive and welcoming culture

Family Engagement builds a bridge between the schools and home. Authentic, research-based family engagement programs build the skills, knowledge and strengths of all involved. Most importantly, the student is better supported in their academic journey.

The Partners in Education Handbook, a trusted resource that synthesizes over 50 years of family and community engagement research helps define effective practices. One such approach adopted by CH-UH is the Dual Capacity-Building Framework, a research-based family engagement approach developed by Dr. Karen L. Mapp, senior lecturer on education at the Harvard Graduate School of Education.

Dr. Mapp has written several books, including one in partnership with the U.S. Department of Education. Her work helps build support for both families and schools. This framework captures the power of family-school partnerships when student achievement and school improvement are embraced as a shared responsibility. This framework clarifies how home-school relationships are built on mutual trust and respect.

Families, schools and communities do share the responsibility of student growth and achievement. The CH-UH School District embraces the National Network of Partnership Schools (NNPS), a research-based partnership framework. Our district will work to provide successful school, family and community partnerships that work in concert for student success and school improvement. NNPS provides a pathway that families and schools can use to work collaboratively with the school community.

Epstein Frameworks’ Keys to Successful Partnerships - Six Types of involvement:

1. **Parenting** - Helping schools understand families and helping families understand child and adolescent development and how to set a home environment that supports children as students at each grade level.

2. **Communicating** - Communicate with families about school programs and student progress and engage in the ongoing work of strengthening home-to-school and school-to-home (two-way) communications.
3. **Volunteering** - Improve recruitment, training, and scheduling to involve families as volunteers, audience members in and out of school building to support students and school programs.
4. **Learning at Home** - Share resources and information that involve families in their children's learning at home, including homework, curriculum-related activities, and course and programmatic decisions.
5. **Decision Making** - Include families as participants in school decisions, governance and advocacy through committees, actions teams, PTA, school councils and other parent organizations.
6. **Collaborating with the Community** - Coordinate community resources and services for students, families and the school with businesses, agencies and groups to provide services to the community.

CHUH.org is the District's website. Here you will find comprehensive updates and information, both District-wide and for each school-site.

Early Childhood

The Cleveland Heights-University Heights Early Childhood Program is a public preschool program licensed by the Ohio Department of Education. Each of our sites has been chosen to partner with Invest In Children's Universal Pre-Kindergarten Program to deliver high-quality learning experiences to the children and the families we serve.

We believe in supporting the growth of the whole child through attention to the development of social and emotional skills, physical development and intellectual growth. We strive not only to provide a solid education foundation for each child, but also instill a love of learning and the confidence necessary to explore our ever-changing world.

The program offers both Half-Day and Full-Day options.

For more information about Early Childhood offerings, contact Danielle Foran, Early Childhood Program Specialist at 216.371.7356 or D_Foran@chuh.org.

Infinite Campus

Infinite Campus is the District's electronic grade book with information on attendance, assignments, grades and course content. It is the District's parent portal and can be accessed through an online [browser](#). There is also an Infinite Campus App, accessible on all App stores, for use specifically on mobile devices. Families and staff are encouraged to sign up for Infinite Campus and [update their account](#) annually to be sure it contains the correct contact information. The contact information in Infinite Campus is used by the District to send notifications and important messages such as school closings and emergencies. It is also a good place to send and receive messages to all of your child's teachers.

If you do not have an account, please fill out [this Google Form](#) to request one. Once the account is created, you will receive a notification via email. You can also visit the CH-UH [Infinite Campus](#) page for more information.

Attendance Matters

General School Calendar

- First Day of School: August 23, 2022 - Last Day of School: June 2, 2023
- See [District Master Calendar](#) for Holidays and Professional Development Days
- Early Childhood Preschool/PreKindergarten [Calendar](#) offering Morning & Afternoon Programs

School Hours:

- Elementary School - First Bell is at 8:50, classes begin at 8:55. Dismissal is 3:20.
- Middle Schools - First Bell is at 7:55, and classes begin at 8:00. Dismissal is 2:45.
- High School - First Bell is at 8:15 and dismissal is 3:00

If you have an attendance issue or concern please contact your child's school attendance line. Here is the attendance [policy](#) for your review.

When schools, families and community partners work together students succeed both inside and outside of the classroom. Ensuring good attendance is an important ingredient to that success. Everyday counts! And it sets students up for lifelong success. Working together to help students get to school and understand the importance of being on time is important.

“Attend today, and achieve tomorrow!”



- Infographic on [Why Attendance Matters](#) in elementary school.
- Handout on Why Attendance Matters in [Middle and High School](#).

Absenteeism Type	Consecutive Hours	Hours Per School Month	Hours Per School Year
Chronic Absenteeism			10% of total hours (Excused or Unexcused)
Excessive Absenteeism		38 excused or unexcused hours absent <i>unless</i> the absence is medically excused	65 excused or unexcused hours absent <i>unless</i> the absence is medically excused
Habitual Absenteeism	30 hours <i>without</i> a legitimate excuse for the consecutive absences	42 hours <i>without</i> legitimate excuses for absences	72 hours <i>without</i> legitimate excuses for absences

Excerpts from the Ohio Department of Education's requirements from House Bill 410:

In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy. Beginning with the 2017-2018 school year, several changes took effect. Schools cannot suspend or expel students for missing too much school. Districts will amend or adopt policies that outline their interventions and plans for students who miss too much school.

Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance.

The district will utilize a continuum of strategies to reduce student absence including, but not limited to:

- Notification of student absence to the parent or guardian
- Development and implementation of an absence intervention plan
- Supportive services for students and families
- Counseling
- Parent education and parenting programs
- Mediation
- Intervention programs through juvenile authorities, including referral for truancy

School Climate and Behavior

Policy 5517.01 - BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

General Introduction: CH-UH Student Code of Conduct

The Cleveland Heights-University Heights City School District (the "District") believes that it is important to maintain respectful, responsible, safe, and orderly learning and working environments for all students and employees. The 2019-20 edition of Student Guide: Student Code of Conduct (the "Student Guide") is intended to support our continued efforts toward achieving this outcome.

As a learning community, it is our responsibility to teach students skills that will allow them to be successful not only as young people, but also as adults. Because we believe that all students will choose to demonstrate positive behavioral choices if they are prepared to make them respectfully and with dignity, the Student Guide was established as a systematic resource for describing:

- What appropriate actions and behaviors "look like" (also in the Student Code, or "the Code")
- What student personnel do to help students choose them
- What inappropriate actions and behaviors "look like"
- What student personnel do to help students avoid them.

To this end, the Cleveland Heights-University Heights City School District Board of Education (the "Board") is committed to the District-wide use of Positive Behavior Interventions and Supports ("PBIS") with students, a school-wide systematic behavior management approach that embeds evidence-based practice and data-driven decision making to:

- Improve school climate and culture;
- Achieve improved academic and social outcomes, and

- Increase learning for all students.

The PBIS approach encompasses a range of systemic and individualized positive strategies intended by student personnel to:

- Teach appropriate behaviors to students;
- Reinforce desired behaviors; and
- Diminish recurrences of challenging behaviors.

To find out more about the District's PBIS program, visit our website or contact your School office, school Principal, or school counselor.

The Student Guide also outlines the types of sanctions that may be used by student personnel, when necessary, if students have violated the Code. Any of these actions shall:

- Relate in kind and degree to the infraction;
- Help students learn skills to take responsibility for their actions; and
- Be directed, where possible, to reduce the effects of any harm which may have been caused by the misconduct of the students involved.

The Board believes that students should learn to assume responsibility for their own behavior and the consequences of their actions, but also recognizes that exclusion from the educational program, whether by Suspension, Expulsion, or Permanent Exclusion, is the most severe sanction that can be imposed on students. Whenever such a need arises, appropriate due process will be provided to those students involved in accordance with federal law, state statute, and/or Board Policy.

The Board also seeks to maintain a balance between maintaining a proper educational environment and a compassion for students, and recognizes that students may experience difficulties that educational programs and sound discipline may not prevent, and that other forms of assistance need to be available through the schools. To that end, the District may utilize a variety of student assistance programs to address violations of the Code whenever reasonable and appropriate.

To learn more, please take a look at the [Tiger Proud and Bully Free Handbook](#), designed to ensure each of our students and school communities stay safe, kind and respectful learning environments.

If you are having an issue regarding bullying, please complete this [Bullying Report](#) form and give it to your school principal.

Parents/ Caregiver Partnerships



Parent University

Each school year, CH-UH hosts the Heights Family Academy (HFA). HFA is a program built to strengthen the fabric of support for students. The academy offers families the opportunity to select sessions based on the developmental needs of their children as well as specific areas of interest. HFA offers interactive workshops and presentations focused on:

- Early childhood
- Empowerment & advocacy
- Learning at Home
- Health & Wellness
- Transitions
- Specialized Populations

This flagship event is free to the CH-UH School community! The Academy is designed with families and community partners in mind. Stronger family-school partnerships are key to the district's mission, vision, and school improvement goals.

Heights Family Academy is also a partnership approach, as the insignia will be used to signal “education, empowerment and partnership.” It is also an opportunity or event designed to build capacity, connections and community in support of student success and whole child development.

The 2023 Fall Heights Family Academy will be held on Saturday, September 16, 2023 at Heights High.

Parent-Teacher Conferences

Parent-Teacher Conferences are meetings scheduled between teacher and caregiver and occur twice per year.

However, conferences can be requested at any time. These meetings are a chance to formally talk with teachers about student progress.

During the conference you can expect to discuss your child's classes, grades, attendance, behavior and academic progress. This is also a good time for teachers to learn more about your child from the parent perspective. You may want to share more about how your child learns, what they're interested in and any significant events in your lives.

Because conferences are scheduled by the schools twice per year and are normally short in duration, it is a good idea to come prepared with a few questions and any concerns you may have. Below find helpful information and a note sheet to help families better prepare.

CLEVELAND UNIVERSITY **HEIGHTS** CITY SCHOOL DISTRICT

TIPS FOR A SUCCESSFUL PARENT-TEACHER CONFERENCE

Parent-Teacher conferences are a time that teachers set aside to discuss a student's progress with parents and caregivers. In CH-UH this happens twice annually, in the Fall and Winter. Families can always request a conference with their teachers at any point in the year, especially if there are any concerns.

Below are tips and suggestions that can help make conference time with your child's teacher successful.

BEFORE THE CONFERENCE:

- Secure your appointment time. And then talk with your child about school.
- **Consider asking the following questions:**
- How do you feel about school?
- Is there anything you want me to talk to your teacher about?
- What do you like best about school?
- What have you been learning at school? (math, science, reading/ELA etc.)'
- Are you having a hard time with anything you are learning at school?

WAYS YOU CAN BETTER PREPARE:

- If the conferences are scheduled for a time that you can not attend, contact your child's teacher to schedule a more convenient time.
- Take a few moments to review any work the teacher has sent home about the curriculum he or she is teaching.
- Look at the Ohio Department of Education's Standard Guides for Families and ask your child about the grade level indicators he or she has been learning at school.
- Think about the homework. Has your child had any? How much? How difficult has it been for them to complete his or her homework?

WHAT TO BRING TO THE CONFERENCE:

- A pen, paper and any work samples you may have questions about;
- Any questions, concerns and/or information you may have about the classroom curriculum;
- The Standards Guide for Families for your child's grade level;

- Your child is welcome to join you. However, if you are unsure if your child should attend, ask the teacher if they have a preference;
- Don't forget to bring an open mind, positive attitude and a willingness to work together.

DURING THE CONFERENCE:

- Conference times are scheduled tightly, so try to start and end on time.
- Introduce yourself and keep your child as the focus.
- Share how you believe your child learns best, and be sure to include your child's interests, strengths and goals.
- Tell your child's teacher any hopes, dreams and any concerns you may have.
- **Consider asking the following questions:**
 - What are my child's strengths and challenges?
 - How is my child mastering grade level concepts and are there ways we can help at home, especially in reading and math?
 - Is my child participating in any groups for reading, math, social/emotional or other subjects that can provide opportunities for growth?
 - How is my child getting along with other classmates or peers inside and outside of the classroom?
- **Consider discussing:**
 - Attendance, tardies, time management, organization and/or if focusing are areas of concern.
 - Tests, strategies for studying and how your child is doing regarding assessments.
 - Communication: Why, when and how is best for contacting you. And why, when and how is best for contacting the teacher.
 - If there is a concern or need, be prepared to discuss ways you will plan to work together.

AFTER THE CONFERENCE:

- Take some time to discuss the conference with your child.
- Share highlights and strenghts.
- Also be prepared to discuss any challenges.
- Clarify how you and the teacher will be working together.
- Help maintain communication with your child's teacher to support the ongoing successes and help to minimize any new challenges.

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PTA Parent Guides

To help families understand and support their students' grade-level standards, the National PTA provides the [Parents' Guides to Student Success](#).

Each guide provides:

- Information on Grade-level Standards for English Language Arts and Math
- Samples of what your child will be working on during the academic year
- Tips for Talking to Teachers about supporting learning at home
- Help for supporting specific learning skills and grade-level materials

Testing and Assessments

Testing is a necessary and ongoing part of student learning and achievement. It can also be a challenging and highly stressful time for students. There are several ways to ensure students can show up and show what they know.

Edmentum, a leading provider of k-12 digital curriculum and assessment offers these [8 Tips](#) for helping students do their best on test day. The tips include:

- Prioritize attendance and homework - Testing is essentially an opportunity to understand how well students understand the material, so ensuring your child is present and up to date on assignments helps.
- Communicate with Teachers - Make an effort to talk with your child's teacher about what they're learning and what they'll be tested on.
- Talk to your child about test taking - Talk about how the purpose of testing is to understand strengths and weaknesses in order to guide instruction.
- Offer Positive Reinforcement - A little encouragement goes a long way, and simply saying "you've got this" helps.
- Support Healthy Habits - Ensure your child gets rest and proper nutrition.

The National PTA offers this [Family Guide to Ohio's State Tests](#). Here you will find information on the tests in Ohio, insight on grade-level performance and the Family Report. The Family Report is a resource sent to every student's home and often accompanies the student's report cards. Additional information can be found by visiting the [Ohio Department of Education's](#) webpage on testing.

Ohio's State Test (OST)/ End of Course Exams

Schools must administer six end-of-course exams and students are expected to take them in: Algebra, Geometry, Biology, English 2, American History and Government.

The state of Ohio requires assessments in English/Language Arts, Mathematics, Science and Social Studies.

Each school district chooses a consecutive series of school days to administer state tests within specified windows, or periods of time.

FALL 2023 TEST ADMINISTRATION WINDOWS

- Fall Grade 3 English language arts: Oct. 16-Nov. 3, 2023
 - Five consecutive school days, including makeups
- Fall high school end-of-course: Nov. 27, 2023-Jan. 12, 2024
 - 15 consecutive school days, including makeups

SPRING 2024 TEST ADMINISTRATION WINDOWS

- Spring English language arts: March 25-April 26, 2024
 - 15 consecutive school days, including makeups
- Spring math/science/social studies: April 1-May 10, 2024
 - 15 consecutive school days, including makeups

SUMMER 2024 TEST ADMINISTRATION WINDOWS

- Summer Grade 3 English language arts: June 24-28, 2024
- Summer high school end-of-course: June 24-July 5, 2024

Acadience

Acadience Reading is a universal screening and progress monitoring assessment that measures early literacy skills from kindergarten through sixth grade. The assessment has six brief measures that act as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

Advanced Placement

Heights High offers a variety of Advanced Placement (AP) classes, available in the subject areas of English, math, science, social studies, world languages, economics, art, and music. The full description of AP courses can be found in the [Heights High School Course Planning Guide](#). The 2023 National Advanced Placement (AP) Exams will be administered in schools May 1-5 and May 8-12. For more information contact your child's guidance counselor.

MAP Testing

Measures of Academic Progress (MAP) is a state and nationally aligned program that provides CH-UH educators with the information that they need to improve teaching and learning and to make student-focused, data-driven decisions.

Students are tested three times per year (Fall, Winter & Spring) in various subjects. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

MAP generates test questions based on a student's responses and adjusts to a student's skill level so that each student takes an individualized test. CH-UH uses the MAP test because it is aligned to state and national standards & offers multiple benefits to students and teachers.

It's untimed, so students can take their time understanding the problem and solving it without the added pressure of a time constraint.

Fall, Winter & Spring testing measures learning at regular intervals. Teachers get the results right away and can integrate needed supports immediately.

It is a nationally normed test that measures the current level of performance across the nation & each individual student's growth over time.

The MAP tests also help screen for possible gifted identification and college readiness and serve as an alternative assessment for the Third Grade Reading Guarantee.

MAP Scores

Student MAP testing results are reported in RIT scores (short for Rausch Unit). A RIT score is an estimation of a student's instructional level and a measure of a student's growth in school. You may have a chart in your home on which you mark your child's height to show how much he or she has grown from one year to the next. MAP assessments are very similar, as they measure your student's growth in various subject areas from year to year. This enables teachers to pinpoint what students have learned and what students are ready to learn.

RIT Score

We expect RIT scores to increase over time. Students who test higher often show less growth. Sometimes RIT scores may decline from one test to the next. One low test score is not cause for immediate concern. Much like adults, students have good and bad days and their test results do not always indicate what they know. Students' attitudes toward the test can also affect their score. Therefore, growth over time is a better measure of student learning than individual scores.

It is important to understand that the MAP is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

Parents and caregivers should also understand that students will grow at different rates. Anticipated growth rates for each student are based on national norms and should be viewed as "typical" growth, as opposed to "expected" growth. Here is a resource provided by NWEA for help on [Understanding MAP Growth](#)

CH-UH staff have participated in training to learn what the MAP test results mean and how to best utilize these results. Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at levels appropriate for each individual.

About NWEA

NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Our tools are trusted by educators in more than 9,500 schools, districts, and education agencies in 145 countries.

Below are two additional resources to better understand the Ohio's State Test.

- [National PTA - A Family Guide to Annual State Tests](#)
- [Measuring Student Learning](#)

[PSAT](#) and the NMSQT are assessments similar to the SAT administered by College Board with reading, math, writing and language sections. Scholarships and Recognition: Several scholarships use PSAT/NMSQT scores to find eligible juniors. Other partners and programs can help you get funding for college and academic honors. For more information on the SAT and the PSAT visit the [SAT Suite of Resources](#) by College Board.

Gifted Services

The Cleveland Heights-University Heights City School District Gifted Services programming nurtures the unique social-emotional and intellectual needs related to giftedness while providing an environment that fosters 21st century skills. We will support our strategic plan through the integration of:

- Creative and critical thinking
- Communication and collaboration
- Social and emotional needs
- Self-directed learning

We will support the strengths and needs of all gifted learners in collaboration with students and families for success in a global society. We will support and advocate for equitable practices in regards to identification, service and enrichment for children of color.

Goals:

- To provide vehicles to address the social and emotional needs of gifted students.
- To provide a Continuum of Learning for all identified gifted students.
To create Written Education Plans for students on the Ohio Child Count List that address student strengths and help to provide information about the progress, services provided, and individual goals of each student.

- To work collaboratively with parents, students, teachers, and administration to create, implement, and evaluate student goals and progress.
- To screen, assess, and identify students who are gifted in accordance with ODE mandates (Ohio Revised Code 3324)
- To create and facilitate programs which invite and challenge all students to demonstrate their abilities and to be recognized for their achievements.
- To advocate for identified gifted students and to provide support services and information for parents/guardians of gifted students.
- To foster collaborative relationships with classroom teachers and Gifted Specialists to develop and adapt the curriculum and teaching strategies to reflect the breadth, depth, and pace of learning characteristic of high-ability students.
- To provide ongoing opportunities for identified students to recognize and understand their strength and the opportunities that may exist for them in the real-world.

Gifted Identification

How does the state mandate the identification of students identified as gifted? As outlined in House Bill 282, Ohio Revised Code 3301-51-15 (Revised 3/08), the state of Ohio mandates that school districts identify students in the following four areas:

- **Superior Cognitive** - Perform at the 95th percentile on a basic or composite battery of a nationally normed intelligence test; or obtain a state approved score on a nationally normed test.
- **Specific Academic** - Perform at the 95th national percentile or above on achievement tests in math, reading, science and social studies.
- **Creative Thinking** - Perform at a state approved score on a national percentile intelligence test, plus a qualifying score on a state approved assessment for Creative Thinking.
- **Visual and Performing Arts** - Performance, auditions, exhibitions, or a display of work are required for identification in this category along with a checklist of behaviors related to the specific arts area.

See the [National Association of Gifted Children's](#) Guidance Statement for additional information on identification and services. Also visit the District's Website at CHUH.org for additional information including applications and checklists. For more information, please contact Toia Robinson-Snowden, Coordinator of Gifted Services & Fine Arts at 216.320.2182 or by email at T_Robinson@chuh.org.

Special Education Services

The Cleveland Heights – University Heights City School District is committed to providing a challenging and engaging education to prepare all our students to become responsible citizens and succeed in college and career. The district is committed to providing a [Free Appropriate Public Education](#) (FAPE) to students with a disability between the ages of 3 and 21; ensuring that students receive Special Education and Related Services in accordance with the [Individuals with Disabilities Education Act](#) (IDEA).

The Individuals with Disabilities Education Act (IDEA) is a federal law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. Ohio imposes rule requirements based on the federal IDEA requirements, referred to as the [Ohio Operating Standards for Children with Disabilities](#). Ohio also provides [A Guide to Parents Rights in Special Education](#).

The district embraces the Core Values articulated below by the Council for Exceptional Children.

Core Values

- Dignity and worth of all individuals.
- Diversity and inclusiveness.
- Advocacy and social justice.
- Professional excellence, integrity, and accountability.
- Full participation in society.
- Effective individualized education.
- Family engagement.
- Collaboration and community.
- Responsibility to members.

Visit the Council's website at [Council on Exceptional Children](#).

Designated Instructional Services (DIS): Also called Related Services. Instruction and services not normally provided by regular classes, resource specialist programs or special day classes. There are 16 DIS services available for students:

- | | |
|---|--|
| • Speech and Language | • Psychological Services |
| • Occupational and Physical Therapy(OT) | • Social Worker Services |
| • Adapted Physical Education (APE) | • Specially Designed Vocational Ed. |
| • Hearing Services (HH) | • Recreation Services |
| • Interpreting Services | • Health and Nursing Services |
| • Vision Services (VI) | • Mental Health Services |
| • Orientation and Mobility (OM) | • Counseling/Therapy - Individual, Group |
| • Behavior Intervention Services (ABA) | • Parent Counseling and Training |
| • Counseling and Guidance | • Psychological Services |
| • Parent Counseling and Training | |

Also visit the District's [Special Education](#) page for additional resources, including the Operating Standards. If you need assistance or guidance please contact Karen Liddell-Anderson, Coordinator of Student Services at 216.371.7171 or by email at K_Lidell@chuh.org

CH-UH Parent Mentor

The Ohio Department of Education shares that “for nearly 30 years, Ohio Parent Mentors is a group that has helped families navigate local and state special education processes and services so that children with disabilities can get the most out of their educational experience.” Each Parent Mentor is a parent, who uses their “lived experience” coupled with an evidence-based approach to work in partnership with families, schools, and local agencies to create the conditions for success for children with special needs. For more information visit: [Ohio Department of Education's Parent Mentor Project](#)

Ohio's Parent Mentor Project offers all services free of charge to families. For assistance, support and current events contact the CH-UH Parent Mentor, Joy Howard at Joy@Reachingheights.org or 216.780.1160.

Post-Secondary Preparedness

High School Course Planning Guide

The [High School Course Planning Guide](#) is provided annually to assist with identifying and registering for current high school course offerings.

College Credit Plus

Ohio's College Credit Plus (CCP) can help students earn college and high school credits at the same time by taking college courses from a local college or university. The purpose of this program is to promote rigorous academic pursuits and to provide options to college-ready students. Taking a College Credit Plus course from a public college or university is free - there is no cost for tuition, books, or fees. If students attend a private college or university, there may be limited costs.

To learn more about the process of applying and participating in the College Credit Plus program, see this [Kent State University overview](#) presentation or look over the steps for enrollment here: [College Credit Plus](#)

Interested students and their families will need to complete the [Intent to Participate](#) form and submit it to their School Counselors by April 1. Families interested in enrolling their students can complete this [2022-23 College Credit Plus Contract](#) to participate in the program.

GEAR UP

The GEAR UP Program stands for *Gaining Early Awareness and Readiness for Undergraduate Programs* and is an initiative focused on increasing the college and career readiness of students. Support staff and programming for both students and families can be found at both of the middle schools and on the high school campus. Program offerings include information, education, guidance, incentives and family workshops.

Post-secondary Planning System

CH-UH is in partnership with community agencies and organizations that help our students achieve, develop and thrive. The Postsecondary Planning System (PPS) is a tool that allows us to identify students' needs across academic, mental, physical and social-emotional health areas. This tool then helps to identify and link students to individualized supports to help them be successful in school and beyond.

Individualized growth plans are created for each student based on the academic progress and support needed and voluntary informational surveys completed by students grades five and above, and adults who know them-including staff and members of their family. Data and survey responses help identify resources and opportunities that would best benefit the student and foster growth to help them reach their goals.

In order to maximize the capacity of the PPS, each K-12 student's existing school performance data is rounded out with information gathered through voluntary surveys completed by parents/guardians, staff members, and the students themselves.

Surveys are now available [online here](#) for parents/guardians to complete.

Please complete the parent/guardian survey for each of your children enrolled in CH-UH Schools in grades K-12 this year. If you submitted a survey for your child last year, please fill out a new one for this school year. They need to be completed annually to be effective.

You may find that some of the questions are highly personal in nature. This information is simply used to determine what specific supports your child may need at this time. Your direct responses cannot be viewed by anyone. They are combined with data from Infinite Campus to help to provide additional resources and support to students and families.

All K-12 CH-UH students are automatically eligible to participate. However, you may choose to opt out of the program. Please review the opt-out document carefully [here](#). For more information please see the Frequently Asked Questions (FAQ) section below or contact Nancy Peppler, Supervisor of Community & School Partnerships, at n_peppler@chuh.org or 216-320-2207 with any questions you may have.

Postsecondary Planning System (PPS) Frequently Asked Questions

1. What is the Postsecondary Planning System (PPS)?

The Postsecondary Planning System is a data tool that is used to help ensure that services and programs are in place and aligned to meet the needs of students and families. The PPS also generates reports on the overall effectiveness of service providers and the progress that students are making, and ensures that students and families that need services can be strategically aligned with those that can provide the help they need.

2. I understand there are surveys involved?

Parents, students and CH-UH staff will be asked to take a voluntary survey to assess students' physical wellbeing and social and emotional development. The idea is to combine the data gathered through the surveys with student performance data already recorded by Cleveland Heights-University Heights and integrate it into the Postsecondary Planning System. The data collected through surveys will help to determine what, if any, needs exist for students and their families.

3. Who created the surveys?

The surveys were developed by Johns Hopkins University and the American Institute of Research with review and input provided by local community members and Cleveland Heights-University Heights CSD staff.

4. When will the surveys be available?

Surveys are available online [here](#).

5. Why are the surveys important?

There are hundreds of providers in the CH-UH community that could offer programs and services that are helpful to students and their families. Through the surveys, CH-UH will be able to determine if a student or their family needs additional or specific support in a particular area (mental health, food services, legal aid, reading or math tutoring, etc.). Without a completed survey, it is difficult to fully assess the needs that a family or student may have and align them with services that could help.

6. How will the survey results be used?

The survey data is combined with academic data from Infinite Campus to create individualized reports that school counselors and social workers use to create support plans for students. View [a sample report here](#) (created for training purposes and does not contain actual student information).

The PPS will be used by Counselors and Social Workers to link students and families to services if needed. The programs and services could include those already offered through CH-UH, a community organization or those developed to respond to a critical need.

7. How was my child chosen to be a part of the PPS?

Cleveland Heights-University Heights leadership has elected to have all students enrolled in the district benefit from the PPS. A parent or legal guardian may opt to have their student removed from the system at any time.

8. Who can I contact if I have additional questions?

If you have questions regarding the surveys or the Postsecondary Planning System, please contact Nancy Peppler at n_peppler@chuh.org or 216-320-2207.

College and Career Readiness

Naviance

Naviance is a comprehensive website for students and parents to plan for college and a career. Counselors use Naviance to track and analyze data about a student's college and career plans. The site provides up-to-date information that is specific to each school. Naviance allows students and parents to:

Get involved in the planning and advising process – Build a resume, complete career interest and personal strengths surveys, and manage timelines and deadlines for making decisions about careers and the needed training programs for that career

Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past

Research careers – See hundreds of careers and career clusters, and take career assessments

Create plans for the future – Create goals and to-do lists and complete tasks assigned to you by the school to prepare yourself for your future college and career goals

Digital Convenience – College applications, high school transcripts, letters of recommendations and scholarship opportunities are all managed through the Naviance student portal

Students will receive Naviance messages from guidance staff about upcoming college visit meetings and events, local scholarship opportunities, and other resources for college and career search. Students can also use the site to communicate with the counseling office.

Parents will receive a registration code that is connected to their students' account to register for access. If you have questions about Naviance, please contact your guidance counselor.

TRANSCRIPTS

To request a transcript in-person, complete the [Transcript Request Form](#). Note: This link is a downloadable fillable form.

Transcripts are \$2.00 per copy. Payment must be paid at time of request. No transcript order can be processed without payment. Please allow 48 hours to process your request. If available, copies of test scores (ACT, SAT, & AP) are included.

Transcript request(s) may also be emailed to transcripts@chuh.org or mailed to:

Cleveland Heights High School
13263 Cedar Road
Cleveland Heights, Ohio 44118
ATTN: Registrar's Office

Accepted methods of payment: Money order, cash, or personal check payable to Cleveland Heights High School. To request an education verification by mail or fax, please provide the following:

- Full name while in high school
- Birthdate
- Graduation year

For more information, call the Transcript Information Line at (216) 320-3145, email transcripts@chuh.org, or fax (216) 371-6506. *Hours of operation are from 9:00 a.m. - 4:00 p.m. Hours are subject to change due to holidays and social calendar reviews.

Free Application for Federal Student Aid (FAFSA)

Federal Student Aid packages are available by visiting the Studentaid.gov website and completing the FAFSA Form. The Office of the U.S. Department of Education is where students and families can find information on the process and complete the free application. Completing the application form allows students to be considered for financial aid by colleges and universities, as it is what they use for their grants, scholarships and loans. [Financial Aid Timeline for Seniors](#)

Career and Technical Education

[Heights Career Tech](#) is a consortium of five schools, offering a strong academic and technical education to prepare students for both college and career. Heights Career Tech (CTE) offers courses through a five-district consortium, which includes Bedford, Cleveland Heights - University Heights, Maple Heights, Shaker Heights, and Warrensville Heights High Schools. Academic programs are open to eleventh and twelfth grade students and can result in students earning industry recognized credentials, professional certifications and the opportunity to earn college credits during high school.

The mission of the Heights Career Tech Consortium is to prepare students for the ever-changing workforce by developing the requisite knowledge and skills for employment and post-secondary education. Providing a career-focused education that fully integrates rigorous academics to meet the needs of all learners and strengthen the community.

Each year tenth grade students are able to tour the District's CTE facilities and learn more about the programs.

To learn more about the programs offered contact the Heights Consortium Coordinator, Katrina Myers at 216.320.3207 or K_myers@chuh.org or click the links below.

1. [Automotive Engineering](#)
2. [Automotive Technology](#)

3. [Bio Med](#)
4. [Biotechnology](#)

5. [Business Management](#)
6. [Clinical Health Careers](#)
7. [Construction Tech](#)
8. [Cosmetology](#)
9. [Criminal Justice](#)
10. [Culinary Arts](#)
11. [Digital Design \(Digital Apps & Media\)](#)
12. [Digital Video Production](#)
13. [Engineering, Robotics and Manufacturing](#)

14. [Engineering Technology \(Project Lead the Way\)](#)
15. [Firefighter/EMT Academy](#)
16. [Graphic Imaging Technology](#)
17. [Health Science](#)
18. [Marketing](#)
19. [Media Arts](#)
20. [Pharmacy Technician](#)
21. [Sports Medicine/ Exercise Science](#)
22. [Teacher Academy](#)

Summer Learning

Registration for Summer Learning starts at the beginning of March. Traditional programming includes:

- Pre-K Tiger Cub Camp and Tiger Camp: Student entering first through sixth grade
- Middle School and High School Summer School
- Advanced Placement Success Camp
- Algebra Bridge Course

For more information, including contact information during the Summer, please visit the [District's Summer Programming](#) webpage, or contact your school's principal for Summer offerings.

Volunteering

SCHOOL VOLUNTEERS

The purpose of volunteers in the schools is to augment the educational and support resources available to students through the use of the diverse talents and skills of community members. The Board recognizes that community volunteers can make valuable contributions to the educational program. The use of community volunteers is endorsed by the Board, subject to legal requirements and administrative procedures.

Volunteer: One who voluntarily offers and provides a service to the school district without receiving compensation. Volunteers can fall into one of three categories, those being: single event, short-term, or long-term; and one of two student contact categories: limited contact or substantial contact. School district employees who volunteer their services to the school district are not subject to the definitions in this section but are subject to the remaining contents of this policy unless otherwise indicated.

VOLUNTEER CATEGORIES

Single-Event Volunteer: One who voluntarily provides service to the school district, without compensation, for a single event that will be completed in one (1) to three (3) school days.

Short-Term Volunteer: One who voluntarily provides a service to the school district, without compensation, on an occasional basis not exceeding two (2) weeks in the aggregate during a school term.

Long-Term Volunteer: One who voluntarily provides a service to the school district, without compensation, from time to time, throughout the entire school year. Said service does not necessarily have to be performed on consecutive days. The Intent, however, is to use a long-term volunteer over an aggregate period exceeding two (2) weeks throughout the school year.

STUDENT CONTACT CATEGORIES

Limited Contact Volunteer: A contact where the volunteer is in proximity of a district professional employee, and there is no time where the volunteer is alone with a student or students in a secluded, isolated, or in a remote area.

Substantial Contact Volunteer: A contact where the volunteer could be in contact with a student or students alone and unsupervised for periods of time. This volunteer contact could include, but is not limited to, coaching, overnight field trips or competitions, and/or providing supplemental assistance to help address student needs as directed by applicable school staff but in a manner that is not in direct or close proximity of a professional employee and/or head coach, director or advisor.

The Board authorizes the selection and use of parents/guardians, community members, and others as volunteers to assist and supplement regular school district staff. Under no circumstances shall a volunteer be considered an employee of the school district.

A volunteer shall receive no wages or other consideration that has a monetary value for the performance of volunteer services. The volunteer position is not a right, but rather a privilege, which is conferred by the Board and the administration. As such, any volunteer position may be eliminated, and/or the services of any volunteer may be terminated at any time at the sole discretion of the responsible school district administrator(s).

Single-event and short-term volunteers shall be approved by the school principal. A record of their names and a brief description of the service performed shall be maintained via the visitor logs at the building level for two (2) years. All such services are to be performed under the direction of and in the presence of a school district employee. Volunteers do not assume the responsibilities of school district staff but may, under the direction of the school principal(s) and teachers, provide assistance in an approved and appropriate school-level activity such as tutoring, chaperoning, monitoring, speaking, reading and similar activities.

All volunteers are to perform only those duties and/or functions assigned to them by the school principal and/or designee.

Volunteers are not legally empowered to regulate student behavior by performing or imposing disciplinary measures unless the volunteer is a school district employee whose scope of employment allows such and who has been assigned to do so by the building principal and/or designee.

The school principal and/or Athletic Director shall assume general authority and responsibility for all volunteers serving at that school site.

Parent/ Caregiver Leadership

There are many opportunities to serve in a leadership role in support of CH-UH City Schools for PreK through high school. Being a part of a parent group increases parent voice in decision-making and collaboration. It helps families and schools collaborate in developing activities, initiatives and unique supports for students. Parent group opportunities are represented in each of our schools. No training is initially needed. If you are interested in serving in a leadership role please reach out to the Office of Family Engagement, at 216.320.2204 or by email at L_Hunt@chuh.org. Below, please find the names, a brief description of current active parent groups and the associated contact person.

Action Team for Partnership (ATP)- This team is the action arm of each of our schools. It works collaboratively with staff and other community partners to design, implement & measure activities that support the school's academic, behavioral and climate goals. The ATP is essential to the National Network of Partnership Schools (NNPS), a framework designed to organize and amplify family engagement connected to student achievement and school success. Ask your principal when you can join the ATP.

PTA Unit - National advocacy organization with over 120 years of serving every child. PTA Unit membership has a small annual membership fee of \$5 which goes to support the work nationally. Many units meet monthly at the school site, with opportunities to serve on various committees and lead initiatives that work to support each school's volunteer and fundraising work. Reach out to the District's PTA Council to join by emailing chuhptacouncil@gmail.com

Exceptional Children's Advocacy Group (ECAG)- This group works to support families and students living with disabilities. The group meets as an advocacy and support group while also providing resources and supports that help families navigate the special education process. Your experience as a parent builds a wealth of experience for your student and other families. Become an ECAG Representative TODAY! For more information, contact Joy Howard, CH-UH Parent Mentor at 216.780.1160 or at Joy@reachingheights.org.

Kindernet- This group works to support incoming pre-kindergarten and kindergarten families and students. Each Kindernet Representative plans and collaborates to ensure information and relationships are available via Kindergarten Information Nights, sharing Kindergarten registration and general information with new or interested families within the community. To become a Kindernet Representative please reach out to Cathan Cavanaugh at c_cavanaugh@chuh.org.

Classroom Parent - This opportunity is based on classroom availability and teacher preferences. Please contact your child's teacher and ask if the Classroom Parent position is available and if you can serve as one this or next school.

High School Athletic Boosters- The Boosters is a new non-profit organization designed to support and advance athletic programming in the district. While the group has many goals, it is driven by a desire to remove barriers to participation for students and their families to create more accessible athletic programming and communication to equitably celebrate and honor our student-athletes. **For more information email heightsathleticboosters@gmail.com.**



2022-2023

Cleveland Heights-University Heights City School District

AUGUST 2022	SEPTEMBER 2022	OCTOBER 2022	NOVEMBER 2022
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
1 2 3 4 5 6	1 2 3	1	1 2 3 4 5
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30
DECEMBER 2022	JANUARY 2023	FEBRUARY 2023	MARCH 2023
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28	26 27 28 29 30 31
APRIL 2023	MAY 2023	JUNE 2023	JULY 2023
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
1	1 2 3 4 5 6	1 2 3	1
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29

All Schools Closed
No School for Students - Teachers Report for PD or Records Day
First and Last Day of School
No School for Students - Teacher Independent Work Day
No School for Elementary Students Only - Teachers Report for PD or Records Day

Aug. 15-17	New Teacher Orientation Students Not in Attendance	Jan. 30	Professional Development Day Students Not in Attendance
Aug. 18-19, 22	Professional Development Days Students Not in Attendance	Feb. 17	Teacher Independent Work Day Students Not in Attendance
Aug. 23	Students Report to School	Feb. 20	All Schools Closed Presidents' Day
Sept. 5	All Schools Closed Labor Day	Mar. 23	Elem. Records & Conference Day Elementary Students Not in Attendance
Sept. 26	All Schools Closed Rosh Hashanah	Mar. 24	Professional Development Day Students Not in Attendance
Oct. 5	All Schools Closed Yom Kippur	Mar. 27-31	Spring Recess
Oct. 27	Elem. Records & Conference Day Elementary Students Not in Attendance	Apr. 3	Students Report to School
Oct. 28	Records Day Students Not in Attendance	Apr. 7	All Schools Closed Good Friday
Nov. 8	Professional Development Day Students Not in Attendance	Apr. 10	All Schools Closed Compensatory Day for Parent Conferences
Nov. 23	All Schools Closed Compensatory Day for Parent Conferences	May 29	All Schools Closed Memorial Day
Nov. 24-25	Thanksgiving Recess	June 2	Last Day for Students
Dec. 26 - Jan. 6	Winter Recess	June 5	Professional Day Students Not in Attendance
Jan. 9	Students Report to School	June 19	Juneteenth All Buildings Closed in Observance
Jan. 16	All Schools Closed Martin Luther King Jr. Day		
Jan. 17	Records Day Students Not in Attendance		

The 2022-2023 School Calendar is subject to revisions. Days that may be used to reschedule classes are Martin Luther King Jr. Day, Presidents' Day, Compensatory Day(s), Memorial Day, and/or June 5.