



Shaker Heights Schools

Remote Learning Plan

District Name:	Shaker Heights City Schools
District Address:	15600 Parkland Drive Shaker Heights, OH. 44120
District Superintendent:	Dr. David Glasner
District IRN:	044750

House Bill 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.”* In the event there are conflicts between the terms and provisions of this Remote Learning Plan and other District Policies, regulations, procedures, handbooks and/or other District documents, the Remote Learning Plan provisions will take precedence.

The Shaker Heights City School District is committed to providing quality education that meets the needs of all students in the 2020-2021 school year. Student instruction will be accomplished potentially via a variety of models ranging from fully remote learning to hybrid modes that include in-person instruction and remote learning. Remote learning is defined as each student experiencing a learning opportunity supported by a teacher or educator who is in a different location. Remote learning for Shaker Heights Schools will consist of digital teacher-led instruction and guided practice as well as self-directed independent practice and assessments.

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 experiences, 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.

INSTRUCTION

The Shaker Heights City School District has created a plan that focuses on student engagement, guided by our commitment to educational equity and the International Baccalaureate Programme.

Focus on Educational Equity: Equity in education means that *each child* has access to relevant and challenging academic experiences and educational resources necessary to be successful in school. Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student. Achieving equity means students’ identities will not predetermine or predict school success. The Board believes that expanding opportunities for students who have been historically marginalized will enrich the overall development of all students.



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Assessment of Student Educational Levels: The District will gauge where each student is academically in terms of their mastery of state content standards and other skills and abilities. Diagnostic assessments will provide relevant actionable diagnostic information for teachers and parents. The District will use MAP Reading and Math scores, along with District-created assessments, to assess the student's level of learning needs to begin the school year and to monitor learning throughout the year. Formal assessments will be given at the beginning, middle and end of the year. Parents are regularly provided with assessment results.

The District will utilize a multi-tiered system of support to meet the needs of all students. Students identified as at-risk and most vulnerable based on data will have a plan or strategy created to meet their individual needs.

Assessing and Addressing Needs for Vulnerable Youth: Communication with homeless, foster or otherwise highly mobile students may be more challenging when school takes place in a remote or hybrid setting. The District has implemented additional communication protocols through the Family and Community Engagement Department to reach our most vulnerable families and has increased the provision of proactive and individualized support to these families.

Curriculum Approaches: All students may have learning gaps following the 2019-2020 extended closure period. As a result, District faculty will review the District curriculum to ensure alignment with essential learning standards. Instruction will focus on implementing processes and practices that have the greatest likelihood of helping students continue to move forward and develop the foundational skills and knowledge from the previous year's academic content standards. Additionally, high-quality instructional materials that are conducive to learning the essential curriculum in a remote setting will be identified and implemented within the IB framework.

Modes of Learning and Teaching: All students will be required to actively engage in online learning, five days a week, following a set schedule. Sample student schedules have been posted on the district website.

The District will utilize the Google Classroom as its online Learning Management System. Teachers will utilize Google Classroom to provide daily instruction. Google Classrooms will be accessible for students in multiple ways such as through teacher websites, the Abre platform and Clever app. Google Classrooms will be designed using best practices to create learning experiences that are content rich, high quality and engaging. Teachers will utilize teacher-led/guided instruction through video conferencing that can be viewed live or can be recorded, placed in Google Classroom and viewed at a later time.

District curriculum materials and textbooks will be used and taught by District teachers in all educational experiences. The District will also utilize various web-based programs to support instruction. Google Meets and other online video communication platforms will be used to interact with students and parents to provide synchronous learning, as well as for small-group instruction and interaction between individual students and guardians.

Raider Time/Conference Period: At all grade levels, teachers will have daily scheduled time to support individual and small-group student learning and needs.

Personalized Learning: Teachers will regularly monitor individual student progress and adjust instruction as needed. If a need exists to alter the mode of delivery or educational programming, the necessary changes will be made in collaboration with the teacher, the family and, when appropriate, the student.



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Attendance, Participation and Engagement: Student attendance will be monitored utilizing participation in live and small-group instruction, work completion and reports of student activity in online platforms. Student absences will be recorded and the District will adhere to attendance policies and practices.

Grading, Grade Promotion and Granting Credits: Shaker Heights Board of Education policies will be followed for all students.

WELLNESS

Social and Emotional Health and Well-Being: The Shaker Heights City School District is committed to implementing social and emotional strategies for the physical, mental health and well-being of all students. Shaker Heights Schools will continue to implement a tiered system of social-emotional support for all students within the District to ensure that all students receive social-emotional support with additional targeted and individualized support for students with a greater level of need.

Student Supports: Personnel will continue to build and sustain positive relationships with students and families. All students and personnel should model, practice and follow Positive Behavior Interventions and Supports (PBIS). School Counselors will be utilized to support Social-Emotional Learning Standards. District staff and external partners will provide services to address the mental health needs of students during the remote learning period.

Family Engagement and Communication: Shaker Heights Schools recognizes that family engagement and communication is important to student well-being and academic success. The District will continue to use multiple forms of communication, including phone calls, email and more to support communication and engagement with students, parents and teachers. Families will have opportunities throughout the year to meet with teachers to discuss student progress and needs including: Orientation, Curriculum Nights, Open Houses and Parent-Teacher Conferences. When needed, families will also be able to reach out to teachers to schedule meetings during teachers' available times throughout the year.

OPERATIONS

The Shaker Heights City School District realizes the importance of thoughtfully and intentionally considering the roles, responsibilities and safety of each component of education that involves numerous employee groups, practices and routines.

Student Devices: All students in Grades 3-12 will be issued a District Chromebook that they may use throughout the school year. The District will provide Chromebooks to students in Grades PreK-2 who do not have a dedicated learning device at home.

Internet Accessibility: The District will continue to address the need for reliable internet access and connectivity for students by providing technical guidance and hotspots when possible. In the event of continued remote learning, the District will continue to address the need for reliable internet access for students. To the fullest extent possible, the District will provide wireless hotspots for families that do not have access to reliable internet service.

Technical Support: The Shaker Heights Schools Informational Technology Department will be available to support computer and other technology issues in a safe, contact-free manner.



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Professional Learning Needs: Prior to the start of school for students, instructional staff will participate in professional learning on the utilization of remote learning best practices, equity and digital tools. Throughout the year, all staff will continue to collaborate to improve educational practices. The District will also utilize professional days to continue the work related to the District's Strategic Plan, which includes an emphasis on professional learning.

Meal Service: The District will continue to provide meals for any resident student in the Shaker Heights Schools attendance zone.