

Solon City Schools Remote Learning Plan

How student instructional needs will be determined and documented

Solon students will follow the same daily class period schedule regardless of whether students are in school or remote. Teachers will facilitate lessons and learning with students in the classroom and via Google Meet with their remote students. Students will participate in a combination of instructional structures, whole group, small group and one-on-one learning with teachers and peers. Streamed lessons will be recorded for those students who are unable to access learning in real-time. The Solon program provides a fixed daily schedule, online materials accessed through Google Classroom, clear daily learning expectations, and daily teacher and peer interaction.

Determining competency, granting credit, and promoting students to higher grade levels

The district has common summative assessments for every K-12 course. To be awarded credit students must pass the district common assessments and earn a passing grade in the course.

Attendance requirements, documenting participation in learning opportunities

Remote student attendance will be monitored via GoGuardian.

Student progress monitoring

The district has implemented common formative and summative assessments for every course for the past twenty years. Currently all of our assessments are electronic using Edulastic. Students in school and remote complete the common formative and summative assessments. In addition, to the assessments, student progress will be monitored weekly through small group sessions facilitated by the classroom teacher.

Equitable access to quality instruction will be ensured

Solon students will follow the same daily class period schedule regardless of whether students are in school or remote. Teachers will facilitate lessons and learning with students in the classroom and via streaming and Google Meet with their remote students. Students will participate in a combination of instructional structures, whole group, small group and one-on-one learning with teachers and peers.

Professional development activities – technology and pedagogy

The district has defined technology tools and pedagogy strategies teachers need to know and be able to implement to provide quality instruction.

Technology professional development

The district has defined a list of technology tools and resources teachers need to facilitate remote learning. Once the list was defined teachers were surveyed to determine professional development needs. Based on the staff feedback professional development sessions were developed and facilitated. The sessions were recorded for future use and as

a tutorial resource for teachers needing additional time and support or for those who could not attend the session. The district instructional technology team developed a website to organize all of the recorded sessions and companion resources.

District technology website

<https://sites.google.com/solonschools.net/solon-technology-department/home>

Pedagogical professional development

The district also defined the pedagogical strategies and structures teachers need to successfully facilitate remote learning. All teachers in the district participate in collaborative teams which meet weekly for collaborative planning. Teams completed a needs assessment to determine their needs for pedagogical professional development. All pedagogical professional development is job embedded using the teachers upcoming lessons and resources.