



Remote Learning Plan



District Name:	Early College Academy
District Address:	345 East 5th Ave Columbus, Ohio 43211
District Contact:	(614) 298-4742
District IRN:	000912

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school’s attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

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

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

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

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

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



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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Instructional Sequencing • Aligned Instruction to Learning Standards • Gap Analysis for ELA, Math, Science, and Social Studies • Created a plan for IEP and students with disabilities • Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>ECA will determine students instructional needs based upon State Assessments, Columbus State Community College’s accuplacer test, Early College Academy’s class sequence, IEPs, MAP scores, and student transcripts.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>ECA provides each student and family with an Individual Graduation Plan. The staff then looks at these plans each quarter to ensure we are following these plans so each student stays on track for graduation.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Each student will need to show mastery of the material through the use of assessments and student work covering Ohio's Learning Standards.	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Each student will need to show mastery of the material through the use of assessments and student work covering Ohio's Learning Standards.	



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Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Students will be promoted when they earn the number of credits set forth by the State of Ohio and the Early College Academy Board.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning		
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students 		
<p>Address Attendance Requirements Here:</p> <p>Each students' attendance will be determined by attendance policies and procedures adopted by the ECA Board. Each teacher will take homeroom attendance based upon student contact and participation through Google Classroom on each school</p>			



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day. The teachers will then document participation in the weekly learning opportunities.

Remote Learning Delivery Method:

Attendance tracking will require multiple approaches to account for the differences between in-school activities, teacher-led remote learning and self-directed remote learning.

Teacher-led remote learning (synchronous): Teacher-led remote learning will equate to in-person instruction. Teachers will track attendance at the student level in hour increments (for example, two-hour synchronous web-based instruction with students in attendance may equal two hours of attendance for each student).

Self-directed remote learning (asynchronous): Evidence of participation with consistent and clear expectations for students. Evidence of participation will include, but not be limited to:

Daily logins to learning management systems.

Daily interactions with the teacher to acknowledge attendance.

Examples of daily interactions between teachers and students will include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.

Assignment completion.

When using assignment completion to track attendance, teachers will determine the number of hours they expect an assignment to take for a typical student and use that to gauge each student's attendance.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created a plan for documenting student participation in remote learning • Communicated the plan with families and other stakeholders
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Address Student Participation Requirements Here:

During the week of August 31-September 4 each student will meet with a member of the ECA administration to go over the opening pan and the student participation plan. ECA staff will then track this participation during EWS (Early Warning Systems) meetings and provide interventions for students.

Attach any Additional Documentation or Notes (if necessary):



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SECTION FOUR		PROGRESS MONITORING	
Resource Link(s):		Exceptional and At-Risk Youth	
Progress Monitoring		How will your school district progress monitor student progress with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Developed a Plan to monitor student progress with remote learning	
Address Monitoring Student Progress Here: Student progress will be monitored by each individual teacher through participation, grades, and assessment. The ECA professional learning community also meets weekly to discuss student progress and to plan and implement interventions for students falling behind.			
Attach any Additional Documentation or Notes (if necessary):			

SECTION FIVE		EQUITABLE ACCESS	
Resource Link(s):		Technology Needs Data Use: Gathering Stakeholder Input	
Equitable Access		What is your school district's plan to ensure equitable access to quality instruction through remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Parent/Student surveys have been reviewed• Technology Plan has been created to ensure equitable access	
Address Equitable Access to Quality Instruction Here			



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During individual opening school meeting ECA staff will survey technology needs and provide resources to students to ensure quality instruction through remote learning

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX PROFESSIONAL LEARNING

Resource Link(s): [Professional Learning Needs](#)

Professional Learning

What **professional development** activities will be offered to your school district’s teachers to ensure remote learning is successful?

Possible/Optional item(s) to consider:

- Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Teachers received Google Classroom training from ESC June 8,15, 22, 29 and weekly professional development takes place during the school year.

Topics to be Covered

- Remote Learning - Increasing Rigor from Educational Service Center
- Formative Assessment
- Trauma informed teaching strategies
- Google Classroom
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Professional Development will be provided to the ECA staff from August 24-Sept 4 in anticipation of starting online instruction September 8.

Attach any Additional Documentation or Notes (if necessary):



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