



Remote Learning Plan

District Name:	Bath Local Schools
District Address:	2650 Bible Road
District Contact:	Rich Dackin
District IRN:	045765

The goal of remote learning for Bath Local Schools is to provide another option for students who choose to learn remotely for the upcoming 2020-2021 school year. 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 as well. The following plan is formulated and designed to meet the educational needs of students and parents knowing that families want a choice as well as the notion that we may have to close at some point during the school year. This plan allows for instruction to be delivered online, and in some limited situations, using hard copy paper packets to meet the needs of families.

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 remotelearning@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 remotelearning@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](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

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

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



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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> • Graded Work • Aligned Instruction to Learning Standards • Assessment • Created a plan for IEP and students with disabilities, if applicable • Student Input
<p>Teachers will be assigned to remote learners to ensure curriculum alignment, pacing and assessments are meeting the same standards set by the district for face to face instruction.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> • Clear instructional plans have been created to provide students and parents a set of expectations on grading requirements and coursework alignment. • Email • Schoology platform • Progressbook • Graded assignments and tests • Phone Calls
<p>Teachers, guidance and administrators will collaboratively be in communication with parents and students to ensure academic progress by the student.</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? <ul style="list-style-type: none"> • Overall grade for the course, with the course tied to academic standards
Remote learners will be graded by the teacher and given the grade in which they have earned. Similar to students who are in person, credit will be granted as grades dictate.	
Granting Credit	What method(s) will be used for granting credit for remote learning? <ul style="list-style-type: none"> • Overall grade for the course in accordance with school policy
Remote learners will be graded by the teacher and given the grade in which they have earned. Similar to students who are in person, credit will be granted as grades dictate.	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? <ul style="list-style-type: none"> • Remote learners will be graded by the teacher and given the grade in which they have earned.
If a student has a passing grade in a HS course, then HS credit will be given toward graduation. A student will be promoted to the next grade in K-8 similar to the way students are promoted currently as determined by the collaboration of the building principal, teachers and parents.	



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SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)		
Attendance Requirements	What are your school district's attendance requirements for remote learning? <ul style="list-style-type: none">• Students login to Schoology• Student work completed and turned in on time• Assessments completed in Schoology on time• Participation in course as requested through Schoology		
Teachers and counselors will be communicating clear expectations to students and parents and following up with those not adhering to our attendance requirements.			
Participation Requirements	How will your school district document student participation in remote learning opportunities? <ul style="list-style-type: none">• Teacher will communicate their expectations and plans at the onset of classes beginning for the school year• Expectations will be set by each teacher and will vary by grade level and subject matter		
Students will need to log in and be actively engaged in the lessons provided by the online teacher.			

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? <ul style="list-style-type: none">• A student's progress will be monitored by each teacher• Grading of homework and assessments will be timely		



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SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <ul style="list-style-type: none">• Students will be issued laptops if needed• Our teachers and tech staff will help students in need• All students will have a Schoology account where they will access learning materials and correspond with their teacher

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none">• Staff have been trained in Schoology at the end of last year as well as providing scheduled trainings at the beginning of this year.• We have incorporated training days for Google Classroom, Good Docs, Google Apps and Schoology.• We've purchased more webcams to enable teachers to video themselves for online learners.