



## Safe Return to In-Person Instruction and Continuity Plan and Local Use of Funds Plan

District Name:	Bexley City School District
District Address:	348 S. Cassingham Road, Bexley, OH 43209
District Contact:	Jill Abraham, Deputy Superintendent
District IRN:	043620

The recently passed American Rescue Plan (ARP) provides substantial federal resources to support states and local school districts. As a result, local school districts are required to develop a plan, which details the safe return to in-person instruction and the continuity of services. This plan is developed with stakeholder feedback and will be monitored and revised based on ongoing review through September 30, 2023.

### Mitigation Strategies

The District will return to pre-pandemic mitigation strategies. Should health conditions shift or stakeholder feedback necessitate, the district will assemble its Safety Team to review conditions and mitigation strategies and offer necessary revisions. The Safety Team is comprised of epidemiologists, pediatricians, and school nurses.

#### **Physical distancing**

The District will return to pre-pandemic protocols. Physical distancing will be recommended, but not required.

#### **Handwashing and respiratory etiquette**

Handwashing will be emphasized throughout the school day. Hand sanitizers will be placed throughout the buildings and students will be encouraged to sanitize their hand when entering and again when leaving a classroom. Cough and sneeze etiquette will be taught, monitored, and reinforced.

#### **Facilities**

District cleaning protocols will return to pre-COVID routines. Ventilation systems all have a MERV rating of 13 or higher.

#### **Contact tracing**

Contact tracing will occur based upon FCPH guidance for all highly infectious diseases. District nurses have all been trained in this process.

#### **Diagnostic and screening testing**

Bexley City Schools will continue to have testing and screening supplies at nursing clinics. The districts will strategically utilize test kits for COVID concerns in order to keep students safely in school as much as possible.

#### **Vaccinations**

The district will continue to encourage faculty, staff, and students to be vaccinated. The district is willing to serve as a host site as vaccinations are available.

#### **Accommodations for children with disabilities**

The district will build a health plan to meet the unique health needs of students. This could include home instruction or further mitigation efforts in the school setting.

#### **Masks**

Masks are required for all students and staff while inside our facilities during school hours.

## Food Services

The district will ensure and promote continuity of food service programs with appropriate staffing.

## Summer Academic Support

**June – July  
2021**

All students will have the opportunity to participate in various summer school experiences designed to re-engage students or earn and recover credits with peers and teachers in a positive, interest-based summer camp experience. The summer camp sessions will be offered at no cost to families and will be located at all three campuses to ensure easy access for students. The sessions will take place from June 7 through the first of August. Courses will be hosted by Bexley faculty and in partnership with Otterbein pre-service teachers. Families have also been provided with a database of offerings throughout Central Ohio that may interest their students in the summer months.

K-3 students with literacy challenges will have the opportunity to participate in summer support with the literacy instructional coach and identified high school students will participate in selected credit recovery courses. Lastly, freshmen will have the opportunity to engage in a specially designed program to facilitate a successful transition for students to a new academic level. Rising freshmen who have been disengaged in middle school will be invited to ensure participation.

Incoming kindergarten students will engage in summer screening if conditions are appropriate to conduct these assessments. If we cannot host this opportunity in August, incoming kindergarten students will be screened in the first few weeks of their kindergarten year.

## Assessing and Responding to Student Learning Needs

**August  
2021**

As Bexley students return to all-in programming in August of 2021, teachers will formally and informally assess students to identify individual student goals and needs in literacy and math. Additionally, Bexley faculty, instructional coaches, and leaders will administer and analyze data from multiple sources throughout the school year to ensure timely identification and response to observed gap areas. Assessments to support this work include, but are not limited to:

1. KRA for kindergarten students
2. K-3 Third Grade Reading Guarantee diagnostic assessment
3. NWEA MAP in reading and math to students in grades K-9
4. MAP literacy and math screeners to students in grades K-2
5. PSAT to students in grades 9-11
6. ACT
7. Achieve 3000 for MS/HS
8. Common Lit for grade 9
9. AIMSweb for progress monitoring students on IEPs
10. Teacher formative assessments
11. State Assessments/End of Course Exams, including OELPS/OELPA
12. AP tests
13. Cognitive Abilities Test in grades 2 and 4
14. Panorama SEL survey for grades 4-12
15. Attendance

Data will be analyzed collaboratively to identify students with learning needs or gaps. Additionally, teachers will identify students from daily observations of engagement and performance.

Bexley faculty will utilize its data management system to observe student progress and achievement over time to identify shifts in progress or concerns.

Students with identified learning gaps will be thoughtfully transitioned across grade levels and schools.

Teachers will support students with gaps through the implementation of high-impact instructional strategies. Literacy support teachers will work with elementary students most at-risk with literacy gaps and provide Tier 2 supports to supplement classroom instruction. This support will occur in small group settings and will provide additional intensive literacy instruction to identified students. Identified freshmen will receive additional literacy support using Achieve 3000 resources.

Middle and high school students will access additional instructional support through study halls and teacher office hours beyond the daily support within classrooms.

School leaders, instructional coaches, department leaders, and MTSS teams will work with teachers to develop personalized goals that address students' specific learning gaps. They will monitor student progress, achievement, and daily engagement through various data sources and intentionally select high-impact researched strategies to address student needs. The impact of implemented interventions will be reviewed to determine the necessity of a new or modified intervention.

Student learning plans, graduation plans, and RIMP plans will be revised as student progress is demonstrated or found to be challenged. Faculty will work to communicate progress with families and engage parents and guardians as partners in problem-solving.

High school students with academic concerns will be invited to participate in summer credit recovery courses, and identified elementary students will be invited to participate in summer literacy support. Summer school/camp registration will be shared with families.

**School Year 2021 - 2022**

Bexley City Schools will utilize assessment data to develop personalized learning goals for students to address gap areas. Collaborative teams such as departments, K-3 teachers, RtI/MTSS, etc. will work to develop plans (RIMPs, graduation, attendance, intervention, 504s, IEPs) that define specific goals, intended interventions to address concerns, and progress monitoring tools and practices to assess impact of identified interventions. Instructional coaches, school and district leaders, and department lead teachers will facilitate data team conversations with clear review cycles and analysis practices. Teachers will be trained in the new district data management system and utilize the system to review student progress over time.

Literacy support teachers will work with elementary students most at-risk with literacy gaps and provide Tier 2 supports to supplement classroom instruction. This support will occur in small group settings and will provide additional intensive literacy instruction to identified students. Identified freshmen will receive additional literacy support using Achieve resources.

Middle and high school students will access additional instructional support through study halls and teacher office hours beyond the daily support within classrooms.

Students on IEPs and 504s will be supported by special education staff and school counselors to address their specialized learning goals.

Teachers will engage in professional learning experiences that provide differentiation strategies to address various identified learning gaps. Professional learning will occur through staff meetings, district professional learning days, participation on curriculum committees, and monthly engagement with the District Climate Committee.

Parents will be engaged as partners in goal setting and progress monitoring of student progress towards closing gaps. Plans will be communicated and updated for parents, and progress will be available for parents review through PowerSchool.

	<p>In the summer of 2022, all students will have the opportunity to participate in various summer school experiences designed to re-engage students or earn and recover credits with peers and teachers in a positive, interest-based summer camp experience. The summer camp sessions will be offered at no cost to families and located at all three campuses to ensure easy access for students. The sessions will take place from June through the first of August. Courses will be hosted by Bexley faculty and in partnership with Otterbein pre-service teachers.</p> <p>K-3 students with literacy challenges will have the opportunity to participate in summer support with the literacy instructional coach and identify high school students who will participate in selected credit recovery courses. Lastly, freshmen will have the opportunity to engage in a specially designed program to facilitate a successful transition for students to a new academic level. Rising freshmen who have been disengaged in middle school will be invited to ensure participation.</p> <p>Incoming kindergarten students will engage in summer screening.</p>
<p><b>School Year 2022 – 2023</b></p>	<p>Bexley City Schools will utilize assessment data to develop personalized learning goals for students to address gap areas. Collaborative teams such as departments, K-3 teachers, RtI/MTSS, etc. will work to develop plans (RIMPs, graduation, attendance, intervention, 504s, IEPs) that define specific goals, intended interventions to address concerns, and progress monitoring tools and practices to assess impact of identified interventions. Instructional coaches, school and district leaders, and department lead teachers will facilitate data team conversations with clear review cycles and analysis practices. Teachers will utilize the district's data management system to review student progress over time.</p> <p>Literacy support teachers will work with elementary students most at-risk with literacy gaps and provide Tier 2 supports to supplement classroom instruction. This support will occur in small group settings and will provide additional intensive literacy instruction to identified students. Identified freshmen will receive additional literacy support using Achieve resources.</p> <p>Middle and high school students will access additional instructional support through study halls and teacher office hours beyond the daily support within classrooms.</p> <p>Students on IEPs and 504s will be supported by special education staff and school counselors to address their specialized learning goals.</p> <p>Teachers will engage in professional learning experiences that provide differentiation strategies to address various identified learning gaps. Professional learning will occur through staff meetings, district professional learning days, participation on curriculum committees, and monthly engagement with the District Climate Committee.</p> <p>Parents will be engaged as partners in goal setting and progress monitoring of student progress towards closing gaps. Plans will be communicated and updated for parents, and progress will be available for parents review through PowerSchool.</p>

<h2 style="text-align: center; background-color: #003366; color: white; padding: 5px;">Approaches to Identify Social &amp; Emotional Needs</h2>	
<p><b>Summer 2021</b></p>	<p>Bexley City Schools faculty will monitor students' social emotional needs and engagement through their participation in summer school programming. The design of the summer program is to engage students collaboratively around high-interest topics that promote joy and peer interaction and immerse students in the school setting. Students will be observed for their engagement and comfort level in returning to the school setting in small groups and for shorter increments of time. Otterbein pre-service education majors will facilitate sessions and provide mentorship to participating students.</p>
<p><b>School Year 2021 - 2022</b></p>	<p>Bexley students in grades 4-12 will participate in the Panorama SEL Survey in the fall and spring. Results will be analyzed by school counselors, Nationwide Children's Hospital Clinicians, and teachers to identify</p>

	<p>students' sense of belonging, self-management, and grit to determine the social and emotional needs of students.</p> <p>K-3 Students will be observed for self-regulation strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with observations of students' self-regulation skills.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. The district's board-certified behavior analyst (BCBA) will partner with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.</p> <p>School RtI/MTSS teams will continue to review the mental health concerns identified by students, families, and their teachers.</p> <p>Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social-emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family supports.</p> <p>School personnel will intentionally engage with students to identify students needing extended support through the summer months and identify summer school sessions that may address observed needs.</p>
<p><b>School Year 2022 - 2023</b></p>	<p>Bexley students in grades 4-12 will participate in the Panorama SEL Survey in the fall and spring. Results will be analyzed by school counselors, Nationwide Children's Hospital Clinicians, and teachers to identify students' sense of belonging, self-management, and grit to determine the social and emotional needs of students.</p> <p>K-3 Students will be observed for self-regulation strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with observations of students' self-regulation skills.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. The district's board-certified behavior analyst (BCBA) will partner with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.</p> <p>School RtI/MTSS teams will continue to review the mental health concerns identified by students, families, and their teachers.</p> <p>Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social-emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family supports.</p> <p>School personnel will intentionally engage with students to identify students needing extended support through the summer months.</p>

<p style="text-align: center;"><b>Approaches to Address Student Social and Emotional Needs</b></p>	
<p><b>Summer 2021</b></p>	<p>Students demonstrating challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with self-regulation techniques.</p> <p>Bexley City Schools faculty will encourage all students to participate in one of the many summer camp offerings available from June through the first of August. The design of the summer program is to engage students collaboratively around high-interest topics that promote joy and peer interaction and immerse students in the school setting. A primary goal of the summer experience is to support anxious students</p>

	<p>through small group settings and for shorter increments of time during the summer. Otterbein pre-service education majors will facilitate sessions and provide mentorship to participating students.</p>
<p><b>School Year 2021-22</b></p>	<p>As students transition to an all-in learning model, teachers will engage students in culture-building experiences to create student connections, foster a sense of belonging, and promote social-emotional skills.</p> <p>The self-management skills of K-3 students will be monitored. Students demonstrating challenges with self-regulation will be supported with strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with self-regulation techniques.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. The district's board-certified behavior analyst (BCBA) will partner with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.</p> <p>School and district leaders, counselors, PBIS teams, and teachers will review the fall Panorama SEL survey data for students in grades 4-12. This data will identify students' sense of belonging and the professional development needs of staff. Staff will then connect to interventions in the Panorama Playbook or other resources in response to the data.</p> <p>Bexley faculty and staff will identify student supports, personal and collective goals, and needed professional development for staff. Plans will continue to be developed for students demonstrating social-emotional challenges or mental health concerns. Counselors will support goal setting, student interventions, and professional learning for staff.</p> <p>Parents will be engaged as partners in this work to provide additional perspectives about areas of concern. Additionally, staff across multiple departments will offer evening institutes for families, delivered virtually, with opportunities to learn about and discuss issues such as anxiety and depression, belonging, and bias.</p> <p>Staff will continue to make wellness calls to families that have indicated a need for additional support in the past and to families of students who present new areas of concern. These conversations allow for monitoring of support efforts and enable staff to plan for additional supports as needed.</p> <p>Teams continue to discuss the impact of existing interventions in PBIS and RTI/MTSS plans and review progress monitoring data to adjust plans as needed. The high school leadership team will begin preparing for the selection and training of student leaders for Hope Squad.</p> <p>Teams will develop thoughtful transition plans to support students' vertical progression among grade bands, specifically from grades 5 to 6 and grades 8 to 9. This will include schoolwide plans to support all students in a grade band and individual plans for students with special needs.</p>
<p><b>School Year 2022-2023</b></p>	<p>As students transition to an all-in learning model, teachers will engage students in culture-building experiences to create student connections, foster a sense of belonging, and promote social-emotional skills.</p> <p>The self-management skills of K-3 students will be monitored. Students demonstrating challenges with self-regulation will be supported with strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with self-regulation techniques.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. The district's board-certified behavior analyst (BCBA) will partner with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.</p>

	<p>School and district leaders, counselors, PBIS teams, and teachers will review the fall Panorama SEL survey data for students in grades 4-12. This data will identify students' sense of belonging and the professional development needs of staff. Staff will then connect to interventions in the Panorama Playbook or other resources in response to the data.</p> <p>Bexley faculty and staff will identify student supports, personal and collective goals, and needed professional development for staff. Plans will continue to be developed for students demonstrating social-emotional challenges or mental health concerns. Counselors will support goal setting, student interventions, and professional learning for staff.</p> <p>Parents will be engaged as partners in this work to provide additional perspectives about areas of concern. Additionally, staff across multiple departments will offer evening institutes for families, delivered virtually, with opportunities to learn about and discuss issues such as anxiety and depression, belonging, and bias.</p> <p>Staff will continue to make wellness calls to families that have indicated a need for additional support in the past and to families of students who present new areas of concern. These conversations allow for monitoring of support efforts and enable staff to plan for additional supports as needed.</p> <p>Teams continue to discuss the impact of existing interventions in PBIS and RTI/MTSS plans and review progress monitoring data to adjust plans as needed. The high school leadership team will begin preparing for the selection and training of student leaders for Hope Squad.</p> <p>Teams will develop thoughtful transition plans to support students' vertical progression among grade bands, specifically from grades 5 to 6 and grades 8 to 9. This will include schoolwide plans to support all students in a grade band and individual plans for students with special needs.</p>
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<p><b>Faculty and Staff Support Social, Emotional, Mental Health Needs</b></p>	
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<p><b>School Year 2021-2022</b></p>	<p>School and District Leaders will work with building leadership teams to identify faculty and staff's social, emotional, and mental health needs at the start of a new school year and with the return to fully-in learning. School leaders will identify wellness goals for their school communities in response to identified needs. Leadership teams will monitor the progress of identified goals based on feedback from each school.</p> <p>The District Professional Development Committee will seek feedback from faculty regarding desired learning sessions to be offered on the November professional development day that will enhance their wellness or provide strategies to improve their social, emotional, and mental health needs.</p> <p>Finally, school leaders will continue to bring awareness to the district's Employee Assistance Program and seek feedback on the effectiveness of this programming.</p>
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<p><b>School Year 2022-2023</b></p>	<p>School and District Leaders will work with building leadership teams to identify faculty and staff's social, emotional, and mental health needs at the start of a new school year. School leaders will identify wellness goals for their school communities in response to identified needs. Leadership teams will monitor the progress of identified goals based on feedback from each school.</p> <p>The District Professional Development Committee will seek feedback from faculty regarding desired learning sessions to be offered on the November professional development day that will enhance their wellness or provide strategies to improve their social, emotional, and mental health needs.</p>
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Finally, school leaders will continue to bring awareness to the district's Employee Assistance Program and seek feedback on the effectiveness of this programming.

**Local Use of Funds Plan**

**How will ARP ESSR Funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

*The District will begin the school year by requiring students and staff to wear masks, maintain 3 feet of distance throughout the school day, and implement ventilation and cleaning protocols that support mitigation efforts to prevent the spread of COVID 19. The district will use its Safety Team to monitor local, state, and national health data. The Safety Team is comprised of epidemiologists, pediatricians, and school nurses. Should health conditions shift or stakeholder feedback necessitate, the district will modify prevention and mitigation strategies.*

**How will Bexley City Schools use the funds it reserves under section 2001(e)(2) of the ARP Act to address academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?**

*All rising K-12 Bexley students will have the opportunity to participate in various summer school experiences designed to re-engage students or earn and recover credits with peers and teachers in a positive, interest-based summer camp experience. The summer camp sessions will be offered at no cost to families and will be located at all three campuses to ensure easy access for students. The sessions will take place from early June through the first of August. Courses will be hosted by Bexley faculty and in partnership with Otterbein pre-service teachers. Families will also be provided with a database of offerings throughout Central Ohio that may interest their students in the summer months.*

*K-3 students with literacy challenges will have the opportunity to participate in summer support with the literacy instructional coach, and identified high school students will participate in selected credit recovery courses. Lastly, freshmen will have the opportunity to engage in a specially designed program to facilitate a successful transition to a new academic level.*

*Incoming kindergarten students will begin screening processes before the start of school, and this information will be used to thoughtfully engage students upon entrance to Bexley Schools.*

*The district hopes to be able to offer the summer school experience for two summers to address student learning and social-emotional needs for connection.*

**How will Bexley City Schools spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

*The district will use funds to employ staff in extended school year services such as summer school and ESY services. Additionally, these funds will support hiring an additional high school counselor to respond to the increased mental health needs of students resulting from the pandemic.*

**How will Bexley City Schools ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(2) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-10 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students?**

*District leaders and teachers will review end-of-year data from 2020-21 to identify student performance, achievement, and social-emotional learning trends. This data will formulate a commitment plan to guide the district, school, and teacher response to observed areas of concern. As Bexley students return to all-in programming in August of 2021, teachers will formally and informally assess students to identify individual goals and needs in literacy and math.*

*Additionally, Bexley faculty, instructional coaches, and leaders will administer and analyze data from multiple sources throughout the school year to ensure timely identification and response to observed gap areas. The district has identified multiple mid and end-of-year targets that will monitor the impact of interventions on identified student groups.*

**Briefly describe the extent to which Bexley City Schools intends to use ARP ESSR funds to promote remote learning.**

*The district is implementing a technology device program for each student to have equal access to technology at home and school. This will support students' access to online district resources beyond the school day and school year. This was implemented in the 2020-2021 school year. The district is also offering the BCS Online Schools as an option so that students have the opportunity to learn from home should this self-paced instructional model best support their learning needs.*

**Describe Bexley City Schools plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and family on how they can effectively support students, including in a distance learning education.**

*As Bexley students return to all-in programming in August of 2021, teachers will formally and informally assess students to identify individual student goals and needs in literacy and math. Additionally, Bexley faculty, instructional coaches, and leaders will administer and analyze data from multiple sources throughout the school year to ensure timely identification and response to observed gap areas.*

*Assessments to support this work include but are not limited to 1. KRA for kindergarten students 2. K-3 Third Grade Reading Guarantee diagnostic assessment 3. NWEA MAP in reading and math to students in grades K-9 4. MAP literacy and math screeners to students in grades K-2 5. PSAT to students in grades 9-11 6. ACT 7. Achieve 3000 for MS/HS 8. Common Lit for grade 9 9. AIMSweb for progress monitoring students on IEPs 10. Teacher formative assessments 11. State Assessments/End of Course Exams, including OELPS/OELPA 12. AP tests 13. Cognitive Abilities Test in grades 2 and 4 14. Panorama SEL survey for grades 4-12 15. Attendance data will also be analyzed collaboratively to identify students with learning needs or gaps. Additionally, teachers will identify students from daily observations of engagement and performance. Bexley faculty will utilize its data management system to observe student progress and achievement over time to identify shifts in progress or concerns. Students with identified learning gaps will be thoughtfully transitioned across grade levels and schools. Teachers will support students with gaps through the implementation of high-impact instructional strategies. Literacy support teachers will work with elementary students most at-risk with literacy gaps and provide Tier 2 supports to supplement classroom instruction. This support will occur in small group settings and will give additional intensive literacy instruction to identified students.*

*Identified freshmen will receive additional literacy support using Achieve 3000 resources. Middle and high school students will access additional instructional support through study halls and teacher office hours beyond the daily support within classrooms.*

*School leaders, instructional coaches, department leaders, and MTSS teams will work with teachers to develop personalized goals that address students' specific learning gaps. They will monitor student progress, achievement, and daily engagement through various data sources and intentionally select high-impact researched strategies to address student needs. Families will actively engage through their work with MTSS teams and be provided with interventions and strategies that can be utilized at home.*

**Describe the use of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Controls and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

*The District will utilize high flu season, distancing, masking, and ventilation strategies. The district will use its Safety Team to monitor local, state, and national health data. The Safety Team is comprised of epidemiologists, pediatricians, and school nurses. Should health conditions shift or stakeholder feedback necessitate, the district will modify prevention and mitigation strategies.*

**Describe how ARP ESSER Funds have been/will be used for other activities for maintain the operations and continuity of services in the LEA and continuing to employ existing staff of Bexley City Schools.**

*Bexley Schools will support continuity of service through summer programming available to all students, the offering of an online school option, and the employment of ESY teachers and a new school counselor.*