



**BEXLEY CITY SCHOOLS**  
348 S. Cassingham Road  
Bexley Ohio 43209  
**Remote Learning Plan**

District Name:	Bexley City School District
District Address:	348 S. Cassingham Road, Bexley, OH 43209
District Contact:	Jill Abraham, Chief Academic Officer jill.abraham@bexley.us 614.231.7611, ext. 5202
District IRN:	043620

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 [remotelearning@education.ohio.gov](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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

SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> <li>● Bexley City Schools will thoughtfully sequence learning standards to support gap closing and acquisition of new grade level content standards.</li> <li>● Bexley City Schools will continue to prioritize learning standards for each grade level and course as aligned to the Ohio Learning Standards and Board adopted curriculum.</li> <li>● In collaboration with district instructional coaches, teachers will complete a gap analysis to identify curriculum gaps in core content areas.</li> <li>● State-required reading diagnostics for grades K-3 will occur within the expected timelines. This information will be used as baseline data for planning literacy instruction.</li> <li>● NWEA’s Measure of Academic Progress (MAP) will be administered to grades 1-8 within the first month of school. It will provide baseline data for reading and math instruction.</li> <li>● Teachers will administer classroom-based pre-assessments for their content areas in grades K-12 to identify student instructional needs, including learning gaps. Personalized learning goals will be developed in response to these assessments.</li> <li>● Each IEP in the district will be examined and updated (as needed) to make sure students are receiving their specially designed instruction.</li> <li>● Gifted service providers will continue to deliver gifted services to students on Written Education Plans (WEPs).</li> </ul>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Clear instructional plans have been created</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p>Address Documenting Instructional Needs Here:</p> <ul style="list-style-type: none"> <li>● Based on fall assessments results, staff will develop personalized learning goals in response to identified differentiated instructional learning needs.</li> <li>● Reading intervention monitoring plans (RIMPs) will be designed for identified K-3 students.</li> <li>● K-5 students will have personalized learning plans for K-5 social emotional learning goals.</li> <li>● Data teams for grades K-8 will document student data trends and craft responsive instructional plans to support student learning needs.</li> </ul>	

- RtI teams will design academic, behavioral, and social emotional goals to support K-12 students. Data will be collected, reflecting the impact of prescribed interventions.
- Parents and staff will work in partnership in the development of student goals and learning plans to address the individual learner.

**Attach any Additional Documentation or Notes (if necessary): N/A**

<b>SECTION TWO</b>	<b>DETERMINE COMPETENCY, GRANTING CREDIT, &amp; PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</b>
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
Address Determining Competency Here: <ul style="list-style-type: none"> <li>• Bexley City Schools places a priority on timely, meaningful feedback to grow learners, whether we are in an in-person or a remote setting.</li> <li>• Grading practices will be consistent across all instructional models, reflect evidence of student learning and engagement, and adhere to district policy.</li> <li>• Ongoing professional learning will be provided around best practice in assessment and feedback during remote learning.</li> </ul>	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
Address Granting Credit Here: <ul style="list-style-type: none"> <li>• Progress reports, grades, GPA and course credit will be granted in recognition of student engagement, progress, and achievement in the remote learning experience.</li> </ul>	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
Address Promoting Students to a Higher Grade Level Here: <ul style="list-style-type: none"> <li>• Assessments, awarded grades, and earned credit provide evidence of student learning level and achievement and will be used to designate grade level promotion or advancement to a higher level. course.</li> </ul>	
<p><b>Attach any Additional Documentation or Notes (if necessary): N/A</b></p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> <li>It is the expectation that all students participate in learning five days per week.</li> <li>If a student is unable to “attend” for any reason, parents/guardians are expected to contact the office just as if they were sick or leaving for an appointment.</li> <li>Elementary school teachers will take attendance during each daily live (synchronous) session. Additionally, attendance and participation in asynchronous learning experiences will be confirmed with teacher verification of student completion of assignments within Google classroom. Hourly attendance will be based on teacher-determined equivalents of time required for asynchronous learning activities and submitted assignments. Attendance will be recorded by teachers. Attendance will be entered by school secretaries into the district's student information system.</li> <li>Middle and high school students are expected to log into class at the start of each class and remain until released by the teacher. Teachers will record attendance each period during live instruction in PowerSchool, the district's student information system. Attendance and participation in asynchronous learning experiences will be confirmed with teacher verification of student completion of assignments within Canvas.</li> <li>The attendance plan was communicated to parents and staff on August 5 in a newsletter from building principals.</li> </ul>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>
<p>Address Student Participation Requirements Here:</p> <ul style="list-style-type: none"> <li>Teachers will monitor student attendance daily and record in PowerSchool.</li> <li>Teachers will monitor students for daily engagement and submission of work according to established guidelines.</li> <li>Principals and counselors will monitor the engagement and attendance of students and identify priority students. These students will have an individualized plan developed by a school team to increase their daily attendance and participation.</li> <li>Parents will be involved in the development and implementation of identified plans.</li> </ul>	
<p><b>Attach any Additional Documentation or Notes (if necessary): N/A</b></p>	

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>
<p>Address Monitoring Student Progress Here:</p> <ul style="list-style-type: none"> <li>Teachers will use a variety of classroom assessments, including curriculum-based tools from Lexia, Bridges, Fountas &amp; Pinnell, along with teacher-developed progress checks to monitor the learning progress of students. These may be administered through formal digital assessment platforms, digital tools for learning product development, and personal interactions in a Zoom session.</li> <li>Students on RIMPS and students with disabilities will be evaluated using typical progress monitoring strategies administered remotely at intervals typical for those populations.</li> <li>NWEA's Measure of Academic Progress (MAP) will be administered to grades K-8 in January and May to determine student progress and growth and to inform next steps for reading and math instruction.</li> <li>High school teachers will use teacher developed formative and summative assessments to identify student needs and progress.</li> </ul>	
<p><b>Attach any Additional Documentation or Notes (if necessary): N/A</b></p>	

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Parent/Student surveys have been reviewed</li> <li>Technology Plan has been created to ensure equitable access</li> </ul>
<p>Address Equitable Access to Quality Instruction Here:</p> <ul style="list-style-type: none"> <li>A local philanthropic organization, Bexley Educational Foundation, is providing funding to facilitate the move to 1:1 technology for all students K-12. Schools surveyed parents to identify their needs for devices and internet access. All schools have established dates for technology pick up for families who need a district device.</li> <li>Recognizing that some families of elementary students may need to make childcare arrangements that restrict participation in synchronous learning, Zoom lessons will be recorded and posted in teachers' Google classrooms to make them available for viewing at a later time.</li> <li>A dedicated email address and phone line will be established to provide tech support to families.</li> <li>The school district will continue to provide breakfast and lunch to families that receive free or reduced lunches in normal settings, with community agencies providing gift cards to supplement for evenings and weekends.</li> <li>Special populations will continue to receive services as follows: <ul style="list-style-type: none"> <li>Students with disabilities <ul style="list-style-type: none"> <li>Each child is assigned an Intervention Specialist as a case manager who will coordinate intervention services following each individual child's IEP written goals and objectives.</li> <li>Related Service personnel will follow each child's IEP to schedule teletherapy and may provide practice activities for students to engage in offline.</li> </ul> </li> </ul> </li> </ul>	

- Staff will utilize Google Classroom for each child at the elementary.
- English learners
  - The EL Coordinator will work with the EL teacher to schedule remote intervention services.
  - EL staff will facilitate communication with parents and teachers to coordinate learning.
  - Elementary will focus on language acquisition and vocabulary development.
  - Middle School/High School will focus on language development and academic content knowledge.
- Gifted students
  - Students with a Written Education Plans will follow their assigned online learning schedule for their grade band.
  - Gifted service providers will deliver instruction for gifted courses (elementary and middle school gifted ELA, compacted math, Advanced Placement) using the same delivery format as described above for the relevant grade band.
- K-5 literacy intervention support
  - Literacy Intervention Support specialists will provide Foundations lessons and small group synchronous learning opportunities for students based on individual needs.

**Attach any Additional Documentation or Notes (if necessary): N/A20**

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>

Address Professional Learning/Development Here:

- Professional development topics offered throughout the summer by district instructional coaches, counselors, and librarians included:
  - Online teaching and learning pedagogy
  - Teaching reading in an online space
  - Using math curriculum to teach in an asynchronous and synchronous digital learning space
  - Instructional strategies for digital and hybrid learning
  - Assessment in a digital classroom
  - Using Google Classroom and Canvas
  - Various Google tools for instruction
  - Professional learning in a remote setting
- Professional development to be provided to all teachers during the week prior to school beginning will include:
  - Commitments and expectations for distance learning
  - Supporting instruction in Google Classroom and Canvas
  - Supporting social-emotional learning of students.
- During remote learning, teachers will continue to receive PD in:
  - Utilizing Google Classroom and Canvas
  - Assessing students and providing formative feedback
  - Curriculum gap closing

**Attach any Additional Documentation or Notes (if necessary): N/A**