BEXLEY CITY SCHOOLS

CHAMPIONING OUR FUTURE

STRATEGIC PLAN UPDATE

CHAMPIONING OUR FUTURE: READING OUR MAP

DIVERSITY, EQUITY, AND INCLUSION IS THE MAP.



CULTURE



TEACHING & LEARNING



FACILITIES

BEXLEY CITY SCHOOLS

STRATEGIC PLAN 2026

CHAMPIONING OUR FUTURE

CULTURE GOALS



1 ***Dr. Aimee White, Jason Caudill and Tom Bates***

Ensure that the experience of school fosters physical, mental, and emotional well-being while supporting BCSD's mission toward curiosity, kindness, and equity.

2 ***Brad Pettit and Rachel Niswander***

Promote, monitor, and sustain students' healthy relationship with technology.

3 ***Dr. Stephen Lewis, Nyesha Clayton and Dr. Tabbetha Greco***

Foster a community culture where each student can realize success and feel a sense of belonging.

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STRATEGIC PLAN 2026
CHAMPIONING OUR FUTURE

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Ensure that the experience of school fosters physical, mental, and emotional well-being while supporting BCSD's mission toward curiosity, kindness, and equity

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C1.1 Physical, Mental, and Emotional Wellness

- **Representative committee formed** to create action plans based on the results of the survey that was administered to staff last year and have identified three areas of focus:
  - More meaningful **feedback**
  - More **trust and collaboration** among colleagues
  - More **wellness** (fun, collegial and belonging) activities











CULTURE
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C1.2 Accessibility to the school day and extracurricular opportunities

- C1.2B - Offer professional development training to coaches to nurture a more welcoming and inclusive experience in extracurricular programs.



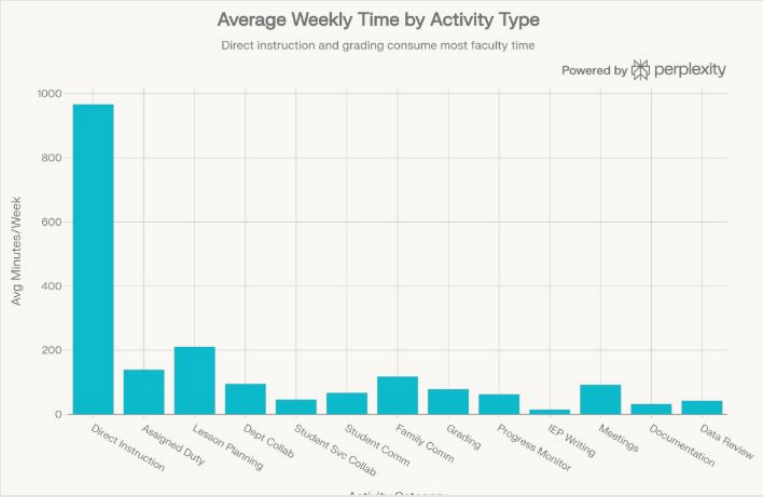
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C1.3: Evaluate the daily schedule and academic calendar while conducting a time audit of teacher/staff/students to find a healthy school-life balance.

- Continue to gather **data relative to time** (student contact, planning, meetings, collaboration, parent partnerships, etc)



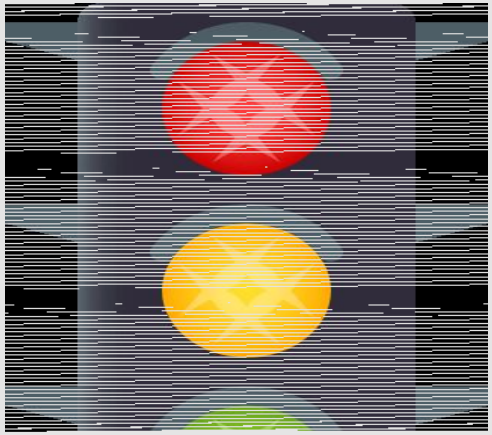
CULTURE
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Promote, monitor, and sustain students' healthy relationships with technology.

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C2.1: Examine and draft Technology use guidelines

- AI use (and policy) further integrates into digital wellness balance
- Technology Advisory Group continues to provide feedback based on experience and expertise
- AI committee formed comprised of student leader(s), BEA leaders, Administrators, and Board members on the policy committee



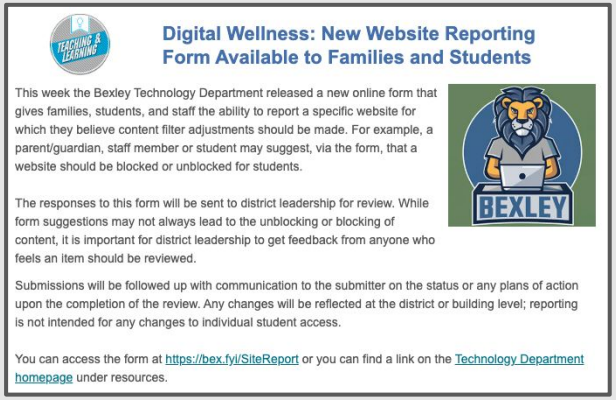
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C2.2: Organize Parent Education on Technology Use

- Champion Chat: Digital Wellness
- Parent Portal access to content filter
- Active student online safety monitoring
- Website review submission form
- School Break Guidance for Families via newsletters
- Continue to offer digital skills hub sessions to eligible families



Digital Wellness: New Website Reporting Form Available to Families and Students

This week the Bexley Technology Department released a new online form that gives families, students, and staff the ability to report a specific website for which they believe content filter adjustments should be made. For example, a parent/guardian, staff member or student may suggest, via the form, that a website should be blocked or unblocked for students.

The responses to this form will be sent to district leadership for review. While form suggestions may not always lead to the unblocking or blocking of content, it is important for district leadership to get feedback from anyone who feels an item should be reviewed.

Submissions will be followed up with communication to the submitter on the status or any plans of action upon the completion of the review. Any changes will be reflected at the district or building level; reporting is not intended for any changes to individual student access.

You can access the form at https://bex.fyi/SiteReport or you can find a link on the Technology Department homepage under resources.





CULTURE

GOALS



Foster a community culture where each student can realize success and feel a sense of belonging.

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3.1: SEL Standards Alignment and Professional Development

3.1d - BCSD will implement long-term professional development on SEL taking into account diversity, equity, including and supporting neurodiverse learners.

Session	Presenter	Location	Choice session	Overview	Mode of Presentation	Category	Grade Levels
Brain Friendly Classrooms	Joanna Malachowsky, Building Better Lives	4188 (HS - Hayes)	Session 1	This session focuses on establishing routines and predictability, and the importance of building relationships with students. Guidance and suggestions for teaching skills that are lacking and the brain science behind it. *Repeat from Sept	In-Person	Culturally Respon...	K-12
Circles of Control	Joanna Malachowsky, Building Better Lives	4188 (HS - Hayes)	Session 2 Session 3	This interactive session uses the Circles of Control, Influence, and Concern framework to help participants identify stressors they can control, influence, or release. Through reflection and hands-on activities, participants will gain brain-based, trauma-informed tools to reduce burnout, build resilience, and refocus energy where it matters most.	In-Person	Culturally Respon...	K-12
Creating Community: Centering Family and Student Cultural Strengths to Support Student Success	Dr. Brett Zyromski, The Ohio State University	High School Library	Session 3	The cultural backgrounds of our students and our families have been shown to be significant strengths and assets that educators can center in our work to support students success in school. Research has shown that integrating families funds of knowledge increases students' academic success and other important outcomes, such as attendance. Attendees will learn how to center families funds of knowledge and students' cultural assets within their work.	In-Person	Culturally Respon...	K-12
Hopeful Kids Need Hopeful Adults: Building our Own Hope to Build Hopeful Students	Dr. Brett Zyromski, The Ohio State University	High School Library	Session 2	Our energy, curiosity, and authentic hope inspire students to build their own, and this session will show you simple ways to cultivate hope for yourself and positively impact their success.	In-Person	Culturally Respon...	K-12
Interventions that Build Hope: Translating Interventions for Classroom Use to Build Hope in Students	Dr. Brett Zyromski, The Ohio State University	High School Library	Session 1	With over a thousand studies behind it, the Hope Matters intervention has been shown to boost student hope, achievement, and behavior, and this session will show you how to use it in your classroom.	In-Person	Culturally Respon...	K-12
Game On! For Language Learning!	Tracy Massey, Educatioanl Service Center of Central Ohio	3102 (MS - Krempels)	Session 3	Ready to make learning academic language and vocabulary genuinely fun? In this fast paced, interactive session, you'll discover and play easy to implement games that seamlessly incorporate essential vocabulary into engaging classroom activities. You'll leave with ideas for practical, low-prep strategies to instantly transform your students' engagement with challenging academic content. The presentation will also feature explicit and practical strategies designed with ELs in mind.	In-Person	Culturally Respon... Other	K-12
Level Up Language with AI (Primary)	Tracy Massey, Educatioanl Service Center of Central Ohio	3102 (MS - Krempels)	Session 1	ALL kids are academic language learners. This practical session will show educators how to easily use AI as a tool for creating a more language-rich classroom by making content more comprehensible while building academic language - especially applicable for our EL population.	In-Person	Culturally Respon... Other	K-5
Level Up Language with AI (Secondary)	Tracy Massey, Educatioanl Service Center of Central Ohio	3102 (MS - Krempels)	Session 2	ALL kids are academic language learners. This practical session will show educators how to easily use AI as a tool for creating a more language-rich classroom by making content more comprehensible while building academic language - especially applicable for our EL population.	In-Person	Culturally Respon... Other	6-12
Executive Functioning - (K-12 - this session will be geared toward K-5 but will be crossover to secondary)	Cheryl Chase, Chasing Your Potential	4186 (HS - Schottenstein)	Session 1	This session explores how executive functions (skills for managing impulses, attention, time, and materials) impact learning and behavior. Participants will gain a clear understanding of executive functioning and leave with practical strategies to support students, especially those with ADHD, learning differences, or trauma histories.	In-Person	Culturally Respon... SEL Other	K-5 *Similar to morning sessions for 6-12
STEM Cases	Engage Learning	Zoom Link	Session 1	The session equips teachers with practical strategies to effectively implement STEM Cases in math and science classrooms, enhancing inquiry-based learning and critical thinking skills.	Virtual	Curricular	5-12

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3.2: Examine Policies and Practices related to Belonging and Safety including reporting Bullying and Harassment

- Continue to evaluate data in our Abre Data Warehousing System
- Continue to implement No Place For Hate initiatives to minimize bullying at school
- Implement Renaissance Initiatives at the Middle and High School (where staff love their jobs and students thrive)



CULTURE GOALS

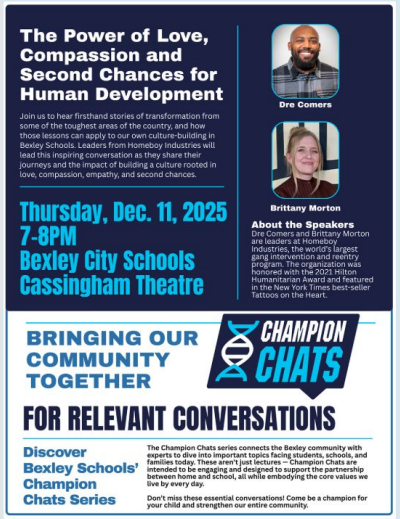
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3.3: Enhance and Expand Communication Channels

- Champion Chats: Community Information and Discussion sessions on various topics important to the community.





SAVE THE DATE: APRIL 15
WHAT IS NEURODIVERSITY?

CULTURE GOALS

Foster a community culture where each student can realize success and feel a sense of belonging.

3.4: Investigate Structural Changes Around What Academic Success Looks Like

- A small committee formed of students to gain input and identify opportunities to engage students.
- Offer alternative pathways

Business & Administrative Services Pathway (New)	Finance Pathway (New)	Family & Consumer Sciences Pathway (current)
• Business Foundations • Fundamentals of Business and Administrative Services • Legal Environment of Business (CTAG credit option) • Strategic Entrepreneurship (CTAG credit option)	• Business Foundations • Finance Foundations • Financial Accounting (CTAG credit option) • Strategic Entrepreneurship (CTAG credit option)	• Food Science • Healthy Cuisine • Human Development • Personal Finance (CTAG credit option)

BEXLEY CITY SCHOOLS

CHAMPIONING OUR FUTURE

ESC SPECIAL EDUCATION STUDY

February 23, 2026

Spring 2025

Bexley City Schools Special Education Audit

Completed by:
ESC of Central Ohio

Four Working Subcommittees

1. Paraprofessional Development and Strategic Hiring
2. MTSS and Behavior Support
3. Scheduling Service Deliver and Workload
4. Communication and Engagement

Subcommittees comprised of Parents, Teachers, Intervention Specialists, Paraprofessionals, Principals and District Administrators

Recommendations and 3-Year Timeline Aligned to Bexley City Schools Strategic Plan

Focus Area	Strategic Goal Alignment	Year 1 (2025–2026)	Year 2 (2026–2027)	Year 3 (2027–2028)
Multi-Tiered System of Supports (MTSS)	Teaching & Learning Goal 1; Culture Goal 1	Form MTSS District team; review existing models; adopt framework aligned with PBIS, SEL, UDL	Implement MTSS protocols; begin progress monitoring cycles with data reviews	Evaluate MTSS outcomes; adjust supports based on fidelity; scale Tier 3 interventions
Service Delivery and Instructional Practices	Teaching & Learning Goal 1 & 3; Culture Goal 3	Develop service delivery model; train teams on HLPs, inclusive practices, co-teaching	Implement general education accessibility tools based in UDL; expand co-teaching; integrate scaffolded instruction	Evaluate instruction via data and rubrics; refine coaching; sustain SDI quality
Student Behavior and Functional Needs	Culture Goal 1 & 3; Teaching & Learning Goal 1	Audit FBA/BIP use; train in trauma-informed practices; clarify mental health referral; shift CPI training responsibilities	Strengthen Tier 2/3 (CICO, SEL goals, self-regulation); build BIP implementation capacity	Evaluate behavior systems; refine MTSS-B; expand functional curriculum and SEL integration
Collaboration and Inclusive Planning	Culture Goal 3; Teaching & Learning Goal 2	Define expectations; build in protected co-planning; evaluate co-teaching parity	Implement inclusive planning templates; monitor shared instructional responsibility	Sustain collaboration with feedback loops; align IEP goals to team-based planning
Communication and Engagement with Families and Students	Culture Goal 3; Teaching & Learning Goal 2	Develop family communication protocols; share pre-meeting guides and multilingual tools	Expand progress report tools; embed student voice; improve transparency (6–12)	Monitor family engagement data; embed partnerships into IEP culture and building practices
Paraprofessional Development (OPEPP)	Human Capital; Teaching & Learning Goal 2	Select OPEPP modules; train mentors; embed onboarding with district PD	Expand module completion; use OPEPP tools for coaching and evaluation	Institutionalize OPEPP as standard onboarding and PD; evaluate long-term impact
IEP Facilitation (Key2Ed Model)	Collaboration & Communication; Culture Goal 3	Pilot Key2Ed training for district reps and psychs; implement in 1–2 buildings	Expand training to general educators; integrate with student-led IEPs	Formalize facilitated IEPs districtwide; monitor fidelity and stakeholder feedback
Strategic Hiring (Paras, Psych Assistant, Coordinator)	Human Capital; Culture Goal 1 & 3	Hire psych assistant and 2 floating paras; define mentorship stipends and CPI roles	Add 2 more paras; evaluate workload and behavior data to adjust staffing	Evaluate workload and behavior data to determine effectiveness
Workload Model Development (IS & Related Services)	Human Capital; Systems & Accessibility	Pilot weighted caseload/workload calculators across buildings; align staffing decisions	Institutionalize workload model into staffing and scheduling systems; monitor equity and sustainability	Evaluate model to ensure continued equity
Strategic Scheduling	Systems & Accessibility; Teaching & Learning Goal 1	Audit current schedules and pull-out patterns; pilot WIN blocks and co-planning time in selected schools	Implement inclusive scheduling templates; expand co-teaching blocks and intervention alignment	Refine scheduling systems using data; institutionalize master schedule guidance for MTSS and inclusive access

Strategic Plan Transition to Years 4, 5 and 6

BIG questions institute

Helping leaders design the future through inquiry.





Homa Tavangar

&

Brad Choyt

April 25: Review progress slides and presentations to the board

May - Oct 25: Internal review of actions and progress

Nov - Dec 25: Meetings with leaders to create action plans for items not completed but remain important, to determine which actions are priorities and identify potentially new priorities/initiatives.

Jan - Mar 26: Determine family input (surveys, etc). Gain insight into changing legislation. Identify any obstacles that might be hindering progress.

Apr 26: Finalize objectives and action plans including metrics to measure progress

May 26: Final touches

Jun - Aug 26: Communication and preparation for launch of Strategic Plan 2.0

What questions do you have?

