

# 2017-2018 Middle School Program and Handbook



Bexley City  
School District



A COMMUNITY OF LEARNERS BECOMING PRODUCTIVE GLOBAL CITIZENS AND LEADERS

# 2017-2018 Middle School Program and Handbook

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## Introduction

This handbook includes information about Bexley Middle School opportunities and operations. It helps students and their parents/guardians plan academic schedules, with information about course offerings, learning options and extracurricular activities.

The mission of BMS is to educate the middle level child for academic excellence, developing informed, responsible, respectful, and productive citizens. We strive for excellence in all that we do, but keep the development of the whole child in mind. We seek to partner with parents/guardians during these crucial years of a child's life.

### **Bexley Middle School**

300 South Cassingham Road  
Bexley, Ohio 43209  
BMS Office – (614) 237-4277 • Fax (614) 338-2090  
Athletic Department – (614) 231-4309  
Fax (614) 231-7245  
Sports Information Hotline (614) 231-4309, ext. 1

**Mr. Jason Caudill**, Principal  
**Ms. Tara Louys**, School Counselor  
**Ms. Sarah Busold**, School Counselor  
**Mr. Nate Maier**, IB Coordinator

The Bexley City School District does not want students to miss out on any academic, co-curricular, or extra-curricular opportunities due to finances. If at any point in the year, a student is in need of financial assistance to participate, please notify the principal, counselor, athletic director, or coach/advisor.

## Best Practices

The Bexley City School District follows research-based best practices to help students thrive in a changing world. Best practices suggest how curriculum guides should be translated into units of study and provide philosophical underpinnings for daily school operations and ongoing professional development of teachers.

## International Baccalaureate (IB) - Middle Years Program (MYP)

As an IB world school, BMS prepares students for a world of increasing globalism through an emphasis on communication skills, learning styles, social awareness,

and self-reflection. BMS became Ohio's first IB MYP in 2007.

The IB MYP offers a curricular framework that allows the school-specific and subject-specific curricular requirements of BMS to be met while maintaining the IB MYP mission and philosophy. The IB MYP requires schools to teach a broad and balanced choice of subjects in all three years of the program, organized into eight subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design.

BMS uses an interdisciplinary learning approach to actively engage students in each subject through the use of Global Contexts: globalization and sustainability, scientific and technical innovation, personal and cultural expression, orientation in space and time, identities and relationships, and fairness and development. These contexts serve as lenses through which students explore ideas, investigate connections across and between subject areas, and apply their knowledge to real world problems.

## IB Mission Statement

The IB program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, despite their differences, can also be right.

BMS students are encouraged to act on their learning by becoming inquirers, thinkers, knowledgeable, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

## Bell Schedule

BMS's bell schedule varies depending on what is going on at school, such as an (I'm)agine session, recognition assembly, testing or other activity. The school day begins at 8:15am and ends at 3:15pm.

The second Tuesday of each month is a scheduled late start day for the purpose of teacher meetings/professional development. Classes begin at 9:15am on Late Start days. For full bell schedules, visit [BexleySchools.org](http://BexleySchools.org)>Bexley Middle School.

## Communication

Here are the ways that BMS and the Bexley City School District stay in touch with parents/guardians:

### District Online

The district web site, [BexleySchools.org](https://BexleySchools.org), contains information regarding school news, curricula, special projects, homework, schedules and more. It also allows staff and students to check and send email from home. Full school district policies can be found via a search function under the Board of Education tab.

The school district is present on social media at <https://twitter.com/BexleySchools> and <https://www.facebook.com/BexleySchools/>.

### Online Tools

**PowerSchool** is the Bexley Schools system that houses all information for storing, analyzing and reporting student data. BHS and BMS parents/guardians can see grades, courses, course recommendations, and attendance information. The school provides login information so that parents/guardians can set up their own accounts, monitor students' academic performance, and manage preferences. Students and parents/guardians have access to PowerSchool via a link at [BexleySchools.org](https://BexleySchools.org)>Parent/Student.

The district's learning management system, **Canvas**, is where teachers post all information related to classroom syllabi, resources, assignments and information. Students and parents/guardians have access to Canvas via a link at [BexleySchools.org](https://BexleySchools.org)>Parent/Student.

### Parent/Teacher Conferences

BMS dedicates time to scheduled conferences with teachers, students and parents/guardians twice each school year. In October all parents/guardians are invited to participate in student-led conferences. Families set appointments for these via the Internet-based appointment booking system, Pick-a-Time. The school mails home information about the scheduling process a few weeks in advance of the conference times.

January conferences are scheduled at the request of either parents/guardians or teachers. Not all students will have a January conference.

Conferences are the best times to ask questions about schoolwork and relationships and share information that will help foster better relationships, but teachers are also available for consultation via appointments and emails.

### Reports to Parents/Guardians

Teachers maintain current student grades in

PowerSchool, which gives students a report card three times each school year. Grade cards are not printed, but parents/guardians may at any time request a printed version through the office.

### Notification System

One Call Now helps the school district update and inform parent/guardians, staff and students quickly and efficiently with telephone and various messages about school closings and other emergencies. The system's email function sends messages about events and activities as well. Parents/guardians can visit [BexleySchools.org](https://BexleySchools.org)>Parents/Students to add or change the means by which they are contacted. Parent/guardians may designate up to six contact phone numbers and addresses for email and text messages.

### Athletic Hotline

The telephone line for all calls related to Bexley Lions is (614) 231-4309, where prompts take a caller directly to the District's Sports Information Hotline, the athletic director, athletic trainer, and other personnel. The Hotline has the latest on each day's athletic contests with teams, locations, weather updates, and cancellations.

Bexley parents/guardians and fans can sign up for automatic alerts about athletic schedule changes. Visit [BexleyLions.org](https://BexleyLions.org) or [BexleySchools.org](https://BexleySchools.org) >Athletics and go to the link that registers fans to receive updates for particular teams via email, text and/or Twitter.

## Anti-Discrimination, Anti-Harassment, and Anti-Bullying Policy

(Bexley City School District Policy AC/ACA/ACAA/ACB)  
The Bexley City School District is committed to providing students with a safe and secure and supportive classroom and school environment, conducive to academic learning, extra-curricular learning, and the development of healthy human relationships. It is the policy of the District to maintain a safe and supportive learning and working environment that is free from all forms of discrimination, harassment, including bullying, and physical or emotional harm. This policy specifically includes discrimination, harassment, or bullying related to race, color, national origin, gender, handicap, age, sexual orientation, religion or limited English skills. It also includes acts that may not relate to any particular characteristic.

No student of the district shall be subjected to discrimination, harassment or bullying. No school personnel of the district shall be subjected to discrimination or harassment. This policy applies to conduct during or relating to school or school-sponsored

activities, on or off school property, and to conduct that occurs away from school that has the effect of interfering with a safe and secure school environment conducive to academic learning, extracurricular learning, and/or the development of healthy human relationships. This policy does not preclude the application of any provisions of State law that apply to student and teacher behavior; nor does this policy apply to speech that is otherwise protected under the state or federal constitution.

(For complete Policy AC/ACA/ACAA/ACB, see BexleySchools.org, Board of Education)

## **Incident Reporting**

The Bexley City School District is committed to health, welfare and safety for all students. We want to be able to hear about and take action to support our students. We are providing this Incident Reporting form as an opportunity to report incidents related to these types of incidents:

- Bullying
- Hazing
- Harassment

You may also complete this form through the link on our district website. You may also talk to a teacher, a counselor, or the school principal to report an incident.

Any reporting incident method will be treated the same way. No administrator will take action until the report has been discussed with you, except in matters where we are legally required to notify authorities.

Reporting information can be found under the "Parent/Student" tab at BexleySchools.org

(For complete Policy AC-E/ACCA-E, see BexleySchools.org, Board of Education)

## **Attendance**

A specific quality of learning occurs when a student is present in the classroom. When students are absent from school, they miss instruction that is essential to the understanding of concepts and subject matter. BMS teachers help students who are absent, yet they cannot guarantee the same quality of instruction or assume responsibility for material missed. Bexley's Secondary School and Home Attendance Liaison ensures that barriers to learning associated with school attendance issues are remedied and resolved in a collaborative manner as quickly as possible.

## **Absences from School**

While students are urged to be regular in attendance at

school, personal illness does make absence necessary.

1. Parents/guardians should contact the school before 8:15am on the day of absence. Parents/guardians must either email [MSAttendance@bexleyschools.org](mailto:MSAttendance@bexleyschools.org) or call (614) 237-4435, prompt #7 then #6, and leave a message on voice mail. If not contacted by parents/guardians, the office personnel will try to contact the parents/guardians of absent students.
2. The student should contact each teacher upon return from an illness to arrange make up of any work missed while absent. This is the student's responsibility.
3. The student should make every effort while absent to keep work up to date as much as possible. This is particularly important if the student is absent more than one day. Students are responsible for checking CANVAS and emailing their teachers to find out what assignments have been given during their absence. A student with an absence has the same number of days as the absence to complete make-up work, including tests. If a student is absent the day that an extended project/assignment is due and the student has been assigned this more than two weeks in advance, the project must be turned in by 8:00am on the announced due date.
4. A student who is absent any part of a day without a doctor's note will not be allowed to participate in after school activities on that day. Exceptions may be made for emergencies and appointments if made in advance with the Principal or Athletic Director.
5. Parents/guardians will be notified of excessive absence via a letter.

## **Leaving School Early for a Medical Appointment**

Students who need to leave school early for a medical appointment must submit a note to the attendance secretary before school begins on that day. They are expected to return from the medical appointment with an excuse from the doctor's office, in order to excuse the absence.

## **School Operations**

### **Building Rules**

Every student has the right to learn in an atmosphere of mutual respect and cooperation. Therefore, no student will be permitted to disrupt any class and thereby infringe upon the rights of students to learn. Students must obey the directions of school staff and may not act in a disrespectful manner. Students must learn to accept the consequences of their decisions and behavior.

1. Every student has the right to feel secure, safe, and free from threat and intimidation. Therefore,

- intimidating behavior, harassment, fighting, and inappropriate language including profanity are prohibited.
2. Every student is expected to respect personal as well as school property. Therefore, students may not litter, disfigure, write on, or otherwise damage public or private property.
  3. Every student is expected to have respect for him or herself. Therefore, students may not possess or smoke cigarettes, possess or consume un-prescribed drugs or alcohol.
  4. We are preparing ourselves to live in a multicultural, democratic society. Therefore, students are expected to respect cultural differences. Therefore, racial slurs and inappropriate language or gestures are prohibited.
  5. Good grooming and appropriate dress are conducive to learning. Therefore, students may not wear any clothing which tends to disrupt the educational process or which may be deemed unsafe or offensive.
  6. The grounds, cafeteria, halls, lockers, restrooms, and buses are integral parts of the school. Therefore, students are expected to conduct themselves in a responsible way in each of these areas. This means that the same rules apply outside as inside, that good manners are expected in the cafeteria, that the halls are free of noise that disturbs other classes, that restrooms are used for their intended purpose, that lockers are kept orderly, and bus rules are followed to provide for the safety of all.
  7. Honesty is an imperative ingredient to group living. Therefore, students are expected to be honest in their dealings with other students and staff and will not cheat or steal.
  8. Energy drinks may not be brought onto school property. Chewing gum on campus is prohibited in the computer lab, library or athletic field. Each teacher will decide if gum chewing is permissible in his/her classroom.
  9. Parents/guardians and students are encouraged to review the complete Bexley Schools Student Code of Conduct. This booklet specifically details misconduct and procedures which, may result in suspension and expulsion. A copy is available on the district website as well as in the middle school office.

### **Cafeteria Procedures**

1. Students are not allowed in the middle school hallways until eight minutes before the start of school. Students may wait in the cafeteria until this time.
2. Students are not to run, shout, push, throw food or leave messy tables in the cafeteria.
3. Students should line up in an orderly fashion; no cutting or saving spaces for students is permitted.

4. Students are to remain seated for the duration of lunch.
5. No food or drink may be taken from the cafeteria at the end of lunch.
6. Students may not be in the elementary or high school unless a teacher has requested them to be.
7. Students are not allowed to return to their classrooms or lockers during lunch without permission.
8. Students should bring their coats to lunch on days they may need them for recess.
9. Students must be dismissed to activity period before leaving the cafeteria. All students who sit at a table are responsible to make sure that it is left in satisfactory condition when they leave.
10. All school rules apply to activity period areas.
11. Equipment that belongs to athletic teams/ programs is off limits.
12. Food, gum, and drink are not allowed on the athletic field.

### **Detentions**

1. If a student shows up late or without a parent signature, he/she may not be allowed to serve the detention.
2. If a student is non-compliant during the detention, time may be added on or the detention may be reassigned.
3. Failure to serve detentions may result in a school suspension.

### **In-School Suspension**

Students may be assigned an In-School Suspension instead of being suspended out-of-school depending upon the severity of the offense.

The purpose of an In-School Suspension is to enable students who would otherwise be suspended to remain at school and at the same time, provide them with an opportunity to improve their academic standing. BMS is fortunate to have In-School Suspension as an alternative to suspension from school. It allows students to continue their education without interruption while affording extra time to improve studies. Hopefully, In-School Suspension will be a learning experience from which a change in behavior will occur. It is important to remember however; this option will only be made on a limited basis for each offense.

Failure to attend an In-School Suspension on the date assigned due to an absence will result in the suspension being served upon the student's arrival to school.

### **Student Suspension**

The Superintendent and principals may suspend a student from school for disciplinary reasons outlined in the Student Code of Conduct. No period of suspension

is for more than 10 school days. Suspensions may extend beyond the current school year if, at the time a suspension is imposed, fewer than 10 days remain in the school year. The Superintendent may apply any or all of the period of suspension to the following year.

The Superintendent may require a student to perform community service in conjunction with or in place of a suspension. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the suspension into the following school year.

The District may deny admittance to a student who has been suspended from another district for the period of the suspension.

(For complete Board Policy JFC and JFC-R, see [BexleySchools.org](http://BexleySchools.org)>Board of Education.)

### **Appeal Procedure**

Should a student or a student's parent(s) choose to appeal the suspension, he/she must do so within 10 days of the notice of suspension. The procedure for such is provided in regulations approved by the Board. All witnesses are sworn and a verbatim record is kept of the hearing which may be held in executive session at the request of the student or his/her parent(s). The student may be excluded from school during the appeal process. The Superintendent, or designee, is appointed the hearing officer in all suspension appeals.

(For complete Policy JGD see [BexleySchools.org](http://BexleySchools.org), Board of Education)

### **Make-Up Work Policy for Students Serving a Suspension**

Students are expected to complete all work missed due to a suspension upon their return to school. Grades earned on this work will not be penalized.

**Note: The Council of the City of Bexley has passed Ordinance #14-06 which states:** "No minor child under the age of 18 years, who has been expelled or suspended from school, shall loiter, idle, wander stray or play upon the public streets or other public places or upon private property where the minor is being cared for and with the permission of the parent or guardian of such minor, during the period of a school day, unless accompanied by the minor's parent, guardian or other adult person having the care and custody of the minor, or unless such minor is on an emergency errand or legitimate business at the direction of the parent, guardian or other adult person having the care and custody of the minor."

### **Use of Cell Phones and Other Electronic Devices during the School Day**

Teachers have been encouraged to integrate multiple types of technology into their classroom and instruction. Students are permitted to bring cell phones, iPods, electronic readers, laptops and other types of electronic devices to school for their personal use, in accordance with the District's Acceptable Use Policy. Such devices, if brought to school, are the students' responsibility.

The following restrictions apply:

- Students may use these devices before school, during lunch, after school, in between classes, and in class with teacher approval.
- With teacher permission, students may use electronic music playing devices during study hall. Students are expected to keep the volume down and use headphones for personal use.
- Headphones must not be worn over both ears while students are changing classes. This is a safety concern.
- Students who are feeling ill are not permitted to call/text their parents/guardians to sign them out. They will need to go to the clinic first.

A student who fails to comply with these restrictions will have his/her device confiscated and a parent will be required to come to school to pick it up. The student may also be assigned a detention. A student who does not give up his/her device when a staff member requests it may be suspended for failing to comply with the staff member's request.

### **Acceptable Use Policy**

Bexley City School District believes that access and appropriate use of digital resources is fundamental to preparing productive global citizens and leaders. Access to facilitate communications and to collaborate with people around the world in support of research and learning and to explore thousands of libraries, databases, online services, applications and resources. The educational objective is to provide expanded, effective access to digital resources and to support the use of personal devices across the District. Teachers and administrators will guide and direct students in the use of personal devices and provide instruction in how and when to effectively use the wide array of digital resources available to students.

The District will use an internal security system and content filtering standards and will monitor system use as is appropriate for an educational setting. Administrative procedures will be developed to provide exemptions to filtered materials that may be needed for educational

purposes. Teachers, parents and students should be aware that students may still find digital resources that have not been reviewed by faculty or staff and that may contain inappropriate materials. Teachers and parents should create opportunities to discuss this with students. Every user is responsible for ethical behavior when using digital resources, personal devices and communication services that support personal, blended and traditional classroom learning environments. Access to digital resources is a privilege. Users should not expect that data stored or transmitted at or to school will ever be private.

Access to services may be denied to users who use digital resources in ways that are not in support of or are inconsistent with educational objectives and educational environments.

Everyone must be aware that access to digital resources and use of personal devices may be withdrawn from users who do not respect the rights of others or who do not follow the rules, regulations and established policies. A user's agreement will be required to be signed to indicate the user's acknowledgment of the risks, regulations and policies for use of digital resources and personal devices.

Families with a more restrictive set of filtering requirements that exceed the district standards are responsible to communicate their personal expectations to their student.

(For complete Policy EDE, see [BexleySchools.org](http://BexleySchools.org)>Board of Education)

### **Student Dress Code**

School dress should enhance a positive image of the students and the District and not threaten the health, welfare and safety of the members of the student body. Any form of dress or grooming that attracts undue attention, prompting a disruption of the learning environment or violating the previous statement, is unacceptable.

Requirements include the following.

1. Dress and grooming standards require cleanliness in the interest of health, sanitary conditions and safety requirements.
2. When a student is participating in school activities, his/her dress and grooming must not disrupt his/her performance or that of other students or constitute a health threat to himself/herself or other students.
3. Dress and grooming are not such as to disrupt the teaching/learning process.

(For complete Policy JFCA, see [BexleySchools.org](http://BexleySchools.org),

Board of Education)

### **Bicycles**

Many students ride their bicycles to school and the following provide a guide to bicycle safety.

1. Observe safety rules when riding.
2. Lock bikes in the bike racks provided.
3. Do not loiter in and around bike racks.

### **Book Bags**

Because classroom space is at a premium, students may only carry drawstring bags or other bags that do not add bulk to their belongings.

### **Elevators**

The elevator is for faculty to use and may only be used by students in special circumstances. Students must receive prior approval from the principal to use the elevator. Students using the elevator without prior approval will be subject to disciplinary actions.

### **Field Trips**

Some educational experiences are obtained only by taking the class beyond the confines of the school building and grounds. Whenever students and teachers plan a field trip, parental permission slips are sent home with students. In signing this slip, parents/guardians give their permission for students to go on the trip and relieve the school or other parties from all liability involved in the trip. No student is permitted to go on a trip unless the signed permission slip is in the teacher's hand prior to departure.

### **Lockers**

Lockers will be assigned to students at the beginning of the school year. School lockers are the property of and remain under the control of the Board of Education. Lockers are provided for students to store books, school supplies and coats. Lockers may be opened and their contents inspected whenever the principal (or acting principal) has reasonable suspicion that leads him/her to believe that unlawful or other potentially harmful items are contained in the locker. Students are not to change lockers without permission from the principal.

### **Promotions, Sales, and Collections**

The sale of any articles or merchandise by students on the school grounds or in the building is prohibited. Also no student can offer for sale chances or raffle tickets. All collections of monies for any purpose must be approved before collection is begun.

### **School Closings**

If BMS is closed because of poor weather conditions or



an emergency, the closing will be announced over the One Call Now automated phone system and local radio and television stations. If possible, the announcement will be made on the 11:00pm news the night before or before 6:30am on the day of school.

### **School Visits**

Parents/guardians are welcome to observe their students in the school at any time. Parents/guardians who wish to talk to a teacher must make an appointment with that teacher or the main office. All visitors to the school must obtain a visitor's pass from the main entrance and report directly to the middle school office. With prior notification and approval, student visitors will be permitted to observe.

### **Textbooks**

At the start of the school year, a teacher issues a textbook, noting its condition. At the end of the school year, the same book must be returned in similar condition. If a book is lost or stolen, the student who is assigned the book will be issued a second book and charged for the missing textbook. At the end of the school year, the student to whom it was assigned must pay for the book that is not returned.

### **Water Bottles**

Students may use water bottles for drinking in classrooms. Water is the only beverage permitted in class.

### **Homework**

Quality homework assignments should have clear academic purpose that is apparent to the student. Homework should directly relate to the instruction that is occurring in class. It should give students grounding in what is to be learned next, reinforce existing knowledge/skills, or demonstrate mastery of knowledge/skills.

Teachers are expected to update their Canvas page on a daily basis so that parents/guardians and students can check on assignments. Students should have a quiet place and time at home where they can do homework on a regular basis. The time it takes students to complete tasks will vary, but a parent/guardian who has concerns about a student's homework load should contact the student's team of teachers.

On nights that students do not have explicit homework assignments, they are encouraged to review notes and class activities from that day.

### **Parent Access to Student Records**

Pursuant to the Family Educational Rights and Privacy Act (FERPA), Bexley City School District is providing this notification of the rights of parents of students and

eligible students.

It is the intent of the district to limit the disclosure of information contained in the student's education records except:

1. by prior written consent
2. as directory information
3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. inspect and review the student's educational records;
2. request the amendment of the student's education records which are believed to be inaccurate, misleading or in violation of the student's rights (this includes the right to a hearing to present evidence that the record should be changed if the parent's or eligible student's request is denied);
3. require written consent before personally identifiable information is disclosed to anyone other than authorized officials, except as provided in State or Federal law or used for any purpose other than making educational decision;
4. file a complaint with the Department of Education if the District fails to comply with requirements of FERPA, and
5. receive, upon request, a copy of the district's Student Education Records Disclosure Policy.

The parent or eligible student should submit to the student's principal a written request, which identifies as precisely as possible the record(s) to be inspected.

The district proposes to designate the following personally identifiable information contained in a student's education records as "directory information":

1. student's name
2. student's address
3. telephone number(s)

(For complete Policy JO, see BexleySchools.org, Board of Education.)

## **Academic Program**

### **Individuals and Societies**

These courses focus on four key strands:

- History
- Geography
- Government
- Economics

In sixth grade students study the Eastern Hemisphere (Africa, Asia, Australia and Europe) and its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics; movement of people, products and ideas; and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

In seventh grade students learn about the history, geography, government and economics of many of the world's civilizations. Students learn about the Ancient Greeks and Romans; medieval societies; the Renaissance, Reformation, and Scientific Revolution in Europe; the Islamic Empires and their impact on the world; and the Sub-Saharan African empires, migration, and trade. Students also learn about the Mongols, Ottoman Turks, Chinese, and Japanese empires and cultures in a study of Asian civilizations. All units incorporate the impact and contributions these civilizations have had on the rest of the world and present-day civilizations, including the United States.

Eighth grade begins with the study of pre-Columbian civilizations and continues through the early years of the development of the United States, focusing on Native American, African and European perspectives. The eighth grade year incorporates all four social studies strands (history, geography, government and economics) through the examination of how historic events are shaped by geographic, social, cultural, economic and political factors.

Courses focus on the geography and culture of societies and time periods, which are compared and contrasted throughout the year as students engage in a variety of activities. Self-directed research, Socratic dialogues, simulations, presentations, cooperative-learning activities, historical fiction, proverbs, folktales, long- and short-term projects as well as relevant arts activities help students learn about and understand the cultures on a more significant level. Assessment include formative and summative for activities and projects, tests and quizzes.

## Language Acquisition (Spanish, French)

These courses focus on five key strands:

- Culture
- Vocabulary
- Communication/Expressing Ideas
- Interacting

- Use and Structure of Language

In sixth grade students explore a semester each of Spanish and French. This gives students a solid foundation to continue a full year course of their choice beginning in seventh grade.

Beginning in seventh grade, students choose a language to study for the remainder of middle school. The focus is on communication and cultures. These two-year programs are equivalent to the first year of a language at the high school level. Upon successful completion, these students are placed in the second level of the language in high school.

The advantage to beginning language study at BMS is that the first year of the language is extended over two years. This allows for more practice and provides a more solid base for future understanding. This also allows the student to take AP Spanish or AP French in their senior year.

Spanish students explore the culture of the Spanish-speaking world and learn basic communication. Spanish I emphasizes the skills of reading, writing, listening and speaking. The course covers themes, such as introducing and describing self and others, friends and family; a typical school week; schedules of sports and leisure activities; shopping for clothing; and food, animals and weather conditions. Study of grammar and vocabulary support achievement of course objectives.

French students learn to communicate in French, developing oral and written skills through listening, speaking, reading and writing activities. The course covers introductory topics such as describing self and others, talking about school, leisure activities, family and food. Study of grammar and vocabulary and cultural aspects of French-speaking countries are incorporated.

## Language and Literature

These courses focus on three key strands:

- Reading
- Writing
- Language

The Language and Literature courses approach learning based on objectives established by Common Core Standards and the aims, objectives and lenses of IB-MYP. This synthesis reflects underlying principles grounded in the understanding that communication is essential to people's understandings of themselves, others and our world.

At the core of Language and Literature practices is immersion into diverse forms of communication across cultures and disciplines and opportunities to reflect and communicate understandings of selves and of others. Diverse forms include traditional genres such as novels, short stories, poetry and informational texts as well as technological and multimedia modes of communication. Opportunities to reflect and communicate follow traditional discourse, such as narratives, essays, speeches and presentation in addition to expression using technology.

Instructional delivery focuses on opportunities for students to develop recursive approaches to learning through critical reading, questioning, planning, drafting, revising and evaluating. Evaluation insures students' understanding and success. Language and Literature employs both formative and summative assessments during and at the culmination of each unit and throughout the entire school year.

Teachers continue to collaborate, reflect on, and improve the Language and Literature curriculum, providing general instructional uniformity as well as encouraging teaching that acknowledges the range of student abilities and needs to guarantee that students develop writing, speaking, listening, researching and reading skills.

Differentiation adheres to the idea that the regular curriculum provides a solid academic foundation and should serve as such for all students and includes additional instructional methods and learning opportunities when students lack the underlying skills to access the curriculum or need enrichment or when their skills and abilities demonstrate need for advancement supported by pacing of instruction and learning activities and depth and complexity of learning activities and products.

## Mathematics

These courses focus on these key strands:

- The Number System
- Ratio and Proportional Relationships (sixth and seventh only)
- Expressions and Equations
- Functions (eighth only)
- Geometry
- Statistics and Probability
- Mathematical Practices

The objectives of Mathematics focus on knowing and understanding, investigating patterns, communicating mathematically, and applying mathematics in real life

context. Units are developed by focusing a statement of inquiry within a global connection. All courses align with the Common Core State Standards.

In each course and grade level, problem-solving is emphasized. Students use the IB learner profile traits as they work towards better mathematical understanding and continue to construct their mathematical knowledge base. Lessons are developed with particular attention given to questions of varying difficulty levels, and both formative and summative assessments are used to check for understanding. Additionally, appropriate use of technology is integrated into each course.

## MSD 8 (Math, Science, and Design)

Math, Science, and Design 8 (MSD 8) focuses on making connections and using technology to solve meaningful and challenging problems. Students learn the same content as students in traditional Math 8, Science 8, and Design 8 Courses but with a different delivery method. Students explore math and science topics using a student-centered discovery approach that prepares them to conduct independent investigations, including an engineering design project that requires them to demonstrate increased understanding of the content and concepts. Students create interactive notebooks—learning tools modeled after scientific journals—which develop their communication skills, cognitive organizational skills, and sense of responsibility for their own learning.

Documented in their interactive notebooks, students gather information from multiple sources and create lines of evidence in order to critically answer scientific problems and to support or refute scientific and mathematical ideas. Throughout this course, students cultivate the tools needed to manipulate information rather than echo it and to extend the content to other areas.

## Sciences

These courses focus on four key strands:

- Scientific Inquiry and Application
- Earth and Space Science
- Life Science
- Physical Science

Eighth grade science focuses on change over time. The overarching theme is that all objects change, that is, how do those changes occur and how do we know that they have occurred? This blends all disciplines of science well into an understanding that we exist on a planet that is truly unique and precious.

Systems can be described and understood by analysis of the interaction of their components. Energy, forces, and motion combine to change the physical features of Earth. The changes of the physical Earth and the species that have lived on Earth are found in the rock record. For species to continue, reproduction must be successful.

## **Integrated Studies (12-week courses)**

All seventh and eighth grade students take three 12-week courses each year. This fulfills their IB requirement for 50 hours each in the arts (Visual and Performing), Physical and Health Education, and Design. These courses help students build skills and interests that will last them a lifetime.

### **Grade 6**

- Arts (six-weeks Performing Arts, six-weeks Visual Arts)
- Design
- Health and Physical Education

### **Grade 7**

- Performing Arts
- Design
- Health and Physical Education

### **Grade 8**

- Visual Arts
- Design
- Health and Physical Education

## **Design 6, 7, and 8**

These courses focus on five key strands:

- Inquiring and Analyzing
- Developing Ideas
- Creating the Solution
- Evaluating
- Engineering Skills

Design education places the student in the same situations that designers and engineers face every day: meeting the needs and wants of a target audience. Design education courses are hands-on and collaborative using the Design Cycle as the foundation. Computers are not the focus but are one of the tools that are utilized when needed.

## **Performing Arts 6 and 7**

These courses focus on four key strands:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

This course focuses on basic music literacy skills. Activities include singing, playing instruments, dancing, performing, listening, analyzing and evaluating. This course reinforces and refines the skills introduced in elementary general music. It supports skills used in band, choir and orchestra and supports students who go on to select the AP Music Theory course in high school. This course includes written assessments, and performance assessments in class, however, there are no extra fees or outside of school performances, rehearsals, or instrument rental or purchase required.

## **Physical and Health Education 6, 7, and 8**

These courses focus on four key strands:

- Knowing and Understanding
- Planning and Performance
- Applying and Performing
- Reflecting and Improving Performance

This course helps students make good choices. Students engage in a wide variety of learning activities that cause them to think about their own health and wellness. Students develop their own physical plan with a clear goal that helps them learn new healthy habits that can improve their own physical fitness levels. Students learn how to make healthy decisions that affect their health during their teenage years. The areas of study include adolescent growth and development; building responsible relationships; conflict resolutions; drugs and alcohol education; and traditional physical education activities. The goal of this course is to help students make positive decisions that help them mature and make good choices during their life time.

## **Visual Arts 6 and 8**

These courses focus on four key strands:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

The visual arts curriculum allows students to express themselves visually, to grow in their artistic abilities, and to study arts through various time periods and cultures as well as to develop critical thinking and work creatively through a design cycle process. Courses align with both Ohio Department of Education learning standards and IB requirements. The curriculum gives student as many different visual arts experiences as possible, including drawing, painting and sculpture, from "ages-old" to "state-of-the-art" techniques.

## Study Hall/ Performing Arts Groups

All students have a period in their day that they can choose a performing arts group or study hall. BMS operates this period on an A/B day schedule, which means classes meet every other day. Students can choose a study hall every day or a combination of study hall and the listed performing arts groups.

### Band\*

Students in the BMS bands have the opportunity to perform as a concert band and learn various styles of music. Ongoing participation in the band program or special permission of the Director of Bands is required. BMS band class is a co-curricular, Board of Education-supported class, which follows district policies. Students receive a grade for the class.

### Choir\*

Two grade level choirs are available at BMS: one for seventh grade and one for eighth. Students study vocal technique, rehearsal technique, music reading skills, and performance skills. A wide variety of canons, partner songs and two-, three- and four-part choral compositions provide the literature for the course. Students prepare for performances, perform and then critique the performance and make a plan for improving the next performance. A schedule of the year's required performances is provided the first week of school. Many optional activities are available for students, including the annual middle school talent show and OMEA Solo and Ensemble Contest.

### Orchestra\*

Orchestra provides an opportunity for students to participate in a large ensemble and perform more challenging music. Orchestra students continue to develop their music reading, listening and technical skills. Although classical music is strongly emphasized, students are exposed to a wide variety of musical styles during their years in BMS Orchestra. Orchestra members perform for the community and take occasional field trips to perform at the Governor's Art Show or Kings Island Amusement Park. Students who select orchestra in their schedule should have experience in playing an orchestra instrument.

\* All music performance courses (band, choir, and orchestra) are elective and have extra requirements. These classes have a required uniform, which includes the purchase of a shirt. Both instrumental groups have the requirement of owning or renting an instrument and providing for the transport of that instrument to and from

school. Financial assistance is available for any student in need, as BMS does not want to lose any participants for this reason. Confidential requests can be made to the teacher, counselor or principal.

\* All performance classes include individual performances as assessment for grades with required rehearsals and performances both during and outside of the school day. During a typical school year, a student will have approximately six to eight performances for each group with which they perform. Students who participate in multiple groups are responsible for all performances.

## Additional Education Programs

### Service and Action

Moving from knowledge to action is a key tenet of the IB MYP. Students will have an opportunity to participate in a variety of service projects throughout their middle school experience. In addition, two to three days each year are set aside for on and off site service work. The objectives for these days are:

- To increase student awareness of volunteerism
- To increase the number of students involved in community and civic projects
- To link volunteering as a BMS student to a lifelong commitment
- To integrate into the curriculum service goals and learning goals
- To increase students' levels of self-esteem, basic academic skills, and abilities to engage in critical thinking

### The Harvest Festival

Students and staff organize a series of activities designed to raise funds to donate to Charity Newsies at Thanksgiving. Activities such as an auction, popcorn ball sales, and a student/staff wiffleball game are traditional favorites. BMS has a history of being a leading school contributor in central Ohio. This is part of BMS's service work to the community.

### Sixth and Seventh Grade Camp

The Bexley outdoor education trip is an annual tradition of over 50 years. Outdoor education gives students a chance to connect what they have been learning in the classroom with hands-on experiences. Through inquiry-based methods, students gather information, draw conclusions, and then evaluate their conclusions.

Students spend three days and two nights at Camp Willson in Bellefontaine, Ohio. This is a "technology free" trip where students are given a chance to fully

engage in the experience. A parent meeting held in advance of the trip fully explains the program.

### **Eighth Grade Trip to Washington, DC**

Each spring the eighth grade students take a trip to Washington, DC as a culmination of what they have learned in Individuals and Societies during the year. A typical trip includes visits to Arlington Cemetery, Gettysburg, Smithsonian Museums, and various memorials. Students who wish to attend must make themselves aware of the trip guidelines, which include academic, behavioral, attendance and medical components.

### **Media Center**

The media center is dedicated to supporting, promoting, and adding to the love of reading and is the primary resource for research during the school year. Electronic resources, reference materials, and non-fiction/fiction resources are available for students for check out in the media center; additionally, home access is available for electronic resources. The media center houses computers for student access and is open from 7:15am-3:30pm daily.

### **(I'M)agine Bexley**

BMS is committed to meeting the diverse needs of all students. The staff recognizes that all students have not only academic needs but also emotional, social, and physical needs. Staff works to develop relationships with students in and out of the classroom. The (I'M)agine Bexley program was developed by teachers to promote a safe, caring learning environment where members collectively strive to improve as individuals and as a global community.

(I'M)agine Bexley provides a platform for student voices to be heard and a framework for staff and guest speakers to address topics and concerns that are common to this age. The goal is to utilize these opportunities to improve student self-esteem and social/emotional skills, with all students feeling accepted and valued by staff and other students, as well as understanding their role in the community.

## **Academic Planning**

### **Scheduling Orientation**

This January evening event for incoming middle school parents gives a brief overview of BMS and provides information that helps students complete their course requests.

### **Fifth and Sixth Grade Visits**

These half-day visits in April are for incoming students to

tour the middle school with their teachers. Information about middle school and athletics is shared with all students.

### **Curriculum Night**

BMS parents/guardians have a chance at this August event to walk through their students' schedules and meet their teachers. Parents/guardians hear about course expectations and opportunities for students to succeed.

### **Student-Led Conferences**

At student-led conferences in October, parents/guardians and students review portfolios prepared by students that demonstrate achievement from the first quarter. Teachers provide feedback on how the year has started.

### **Beyond BMS**

Academic planning for high school and beyond starts in eighth grade with classroom guidance lessons focused on college and career planning. Students review standardized test scores, learn about college admissions requirements, career center pathways, and other post-graduate options. Students are introduced to tools such as Naviance to aid in the planning process.

Each spring, BHS school counselors meet with incoming freshmen to discuss educational and career goals and provide assistance in developing two- and four-year plans.

### **Standards-Based Grading**

Bexley Middle School continues to pilot a standards-based grading format to most accurately represent student achievement.

Each course has predefined "strands" that group the essential learning for that course. Students will receive a grade for each strand, each grading period as well as a grade based on their demonstrated learning skills and work habits.

Unlike traditional grades, no GPA is calculated.

### **Marking System**

Mastery = Student consistently and independently demonstrates the specified knowledge and skills.

Approaching Mastery = Student inconsistently or with limited support demonstrates the specified knowledge and skills.

Needs Support = Student needs ongoing support to demonstrate the specified knowledge and skills.

Insufficient Evidence = Student has not yet shown that they can meet the expectation for the specified knowledge and skills.

## Learning Skills and Work Habits

Unlike traditional grades, Standards-based Grading gives separate grades for academics and behaviors. Each student will receive an overall grade for demonstrating the following:

- Completes and submits quality class work and homework on time
- Maintains a system of organization
- Takes responsibility for own actions; demonstrates self-control
- Follows directions
- Perseveres when facing challenges
- Initiates tasks and maintains appropriate level of independence
- Participates actively and cooperatively in group work
- Listens respectfully and acknowledges the thinking of others
- Uses technology in accordance with school policies
- Upholds the academic integrity policy

Additional information about Standards-Based Grading can be found at <http://www.bexleyschools.org/sbg>.

BMS students taking high school courses should be aware of the following:

1. The credit earned at BHS does not count on the BMS grade card nor is it factored in the middle school GPA.
2. The students receive a separate report card from BHS for the course(s).
3. The course credit and grade are posted on the student's high school transcript and included in the GPA.
4. The student's high school course grade is calculated to determine athletic eligibility.
5. Attendance in the high school class takes precedence when schedules are in conflict.

## Schedule Changes

When students have been scheduled for courses and school has begun, they are obligated to pursue the course to completion. Schedule changes have a serious effect on the equity of the school schedule including class size, teacher assignments, and therefore the teaching/learning environment. Teacher recommendations and survey tests have been utilized for honors review and special courses.

Since master schedules are built far in advance of the

first day of school based on student requests, schedule changes are discouraged. Requests are not honored after September 1, unless there is an academic need.

Changes are granted under circumstances such as the following, depending on class size:

1. A clerical error was made in the schedule.
2. The teacher and student request a more appropriate level of a subject for the student.
3. Prolonged illness wherein excessive absence makes a normal load too heavy.
4. Summer school attendance requires a course level change or the replacement of a previously scheduled class.
5. Courses have been scheduled without proper prerequisite.

Changes are not granted under these circumstances:

1. The student does not like the course or the teacher, or does not know anyone in the class.
2. The student is unhappy with the course workload.
3. The student does not like the time of day the course is scheduled.
4. The student has too many extracurricular activities.

## Student Recognition

### Roar Program

The Roar program is a positive recognition program in which staff recognizes exemplary behavior and citizenship they observe in a student. Staff members issue tickets when they see outstanding evidence of a student striving to embody the learner profile (inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective). These are then entered into a weekly drawing for prizes.

### Quarterly Recognition Assemblies

After each trimester, the entire student body comes together to honor student achievements and those who have participated in various activities during the quarter. Families are invited to attend these morning assemblies.

## Supports for Students

### Approaches to Learning (ATL)

BMS offers this course to students who need additional support to be successful in reading and math classes. Students receive an additional 250 minutes each week in areas such as reading fluency, reading comprehension,

word decoding, content area vocabulary, math fluency, and knowledge gaps in mathematics.

### **Study Tables**

BMS faculty open a computer lab for an hour each day after school, allowing students access to computers, software, and a quiet working environment. Staff is on hand to provide students with additional organizational or assignment help.

### **Math/Language Arts Ability Grouping**

BMS uses all the data available to place students with instructors and supports most likely to maximize student growth. Students are reassessed each year and can move between groups. BMS has had great success in closing the achievement gap between least prepared and most prepared students by increasing support rather than lowering expectations.

### **Response to Intervention (RtI)**

BMS steps in when students are not experiencing the success they could be. A team of teachers considers the student from a “big picture” perspective, identifies what is working, and develops a plan to replicate that success. If a student needs additional supports, either academic or non-academic, the team works to ensure those supports are put into place. Typically, the school tries tailored interventions for four to six weeks with the student, then evaluate for success, and make adjustments as necessary.

### **Study Halls**

All students have the opportunity to take a study hall either every day or on alternating days. Each grade has a dedicated period for study halls so that students have access to all of their teachers during this period. As the year progresses, teachers regroup students based on students’ needs to maximize the impact of this time.

### **Removing Non-academic Barriers to Success**

BMS recognizes that a student’s needs extend beyond the curriculum. Two school counselor provide classroom guidance, small group opportunities, and individual counseling to students. BMS’s home-grown advisory program, (I’m)agine Bexley, encourages students to explore different ways that they can grow and contribute to a community.

Bexley is unique in that it has a Director of Student and Community Engagement, who is dedicated to addressing students’ social and emotional health.

Some students face non-academic barriers that require a higher level of mental health support than school counselors can provide. Through a grant from ADAMH

(Alcohol, Drug and Mental Health Board of Franklin County), Bexley is able to support a full-time, licensed clinician who is on-site to meet with students and their families and consult with school staff. Students are identified and referred through either the RtI (Response to Intervention) team or via the counselor and principal.

### **School Climate**

Work is done to identify and mitigate non-academic barriers to success through International/Multicultural and Social/Emotional development. The district maintains a focus on overall wellness, making sure that students thrive emotionally, psychologically and physically, in addition to their academics. It is BMS’s goal that every student, regardless of culture, ethnicity, race, language, age, gender, gender identity/expression, sexual orientation, exceptionality, family style, social status, religion and belief systems feels welcome, safe and included while at school.

**International/Multicultural Development.** As an International Baccalaureate school, BMS highly values the depth of learning that can only occur with a global mindset and strives to help students move from simply knowing to doing. The school uses a combination of culturally aware practices, celebrations of diversity, and community experiences to give our students an awareness and appreciation for others and themselves.

**Social/Emotional Development.** BMS promotes an environment that intentionally enhances relationships among students, staff, parents and community members. The school focuses on mental health/wellness supports, drug/alcohol prevention and bullying prevention that will lead to understanding and managing emotion, and problem-solving constructively and ethically.

**Gender Identify and Expression (Board Policy ACAB)** Bexley City Schools believe that every student is an important part of our learning community and should be made to feel welcome and supported at school, regardless of their gender identity or expression. We are committed to ensuring that every student has equal educational opportunities and equal access to the District’s programs and activities.

Bexley City School staff shall accept a student’s asserted gender identity when it is a sincerely held part of the student’s core identity. Staff shall not disregard the student’s assertion of their gender identity.

Pursuant to the student’s discretion, a student’s preferred name, gender marker and gender pronoun should be used to the greatest extent possible on all school-related records and documents where the student of the student’s legal name or gender is not required by state or federal law.



## Gifted Education

The State of Ohio requires districts to identify students for potential areas of giftedness, using state-approved measures but does not require districts to serve students with programming. Rather, districts plan and provide support to gifted students to the extent that resources and staffing allow. The district historically has had a large number of students with gifted identifications, and as a result, the district has offered a more rigorous curriculum that supports its students. (See BexleySchools.org for specific information regarding the gifted identification process, criteria and services.)

BMS supports students with gifted identifications in a variety of ways, including:

- Curricula modifications that offer additional challenge in the general classroom environment.
- Materials adaptation and selection in the general classroom to match the student's learning level and needs for cognitive and academic rigor.
- Options to enroll in both honors and AP courses as well as concurrent enrollment in college and university courses through College Credit Plus options.
- Enrichment opportunities outside of classroom time and other extracurricular as well as cocurricular activities are available to engage students in their areas of talents and interests.

BMS general classroom teachers write Written Education Plans (WEP) for students with gifted identifications in the areas of superior cognitive ability and academic talents. The WEP are written annually by general classroom teachers who have received high-quality professional development to assist support of academically-talented students and those with exceptional abilities in cognition and creative thinking. Parents/guardians receive notification of WEP during the school year, and general classroom teachers report on these annual goals at mid-year and at the end of the school year.

(See Board of Education policy IGGB Programs for Gifted and Talented Students.)

## English Language Learners (ELL)

All parents/guardians of students entering the school district are given a home language survey when completing enrollment application. If any answer on this survey indicates any language other than English, students are given a State of Ohio-approved assessment to determine if students require English Language Learners (ELL) services. English communication modes assessed are listening, speaking, reading and writing. This assessment helps determine proficiency levels used to determine recommended support services.

Parent/guardian consent is required for ELL services,

which focus on reading, writing, listening and speaking. Students exit support services if they obtain a required composite score on the Ohio English Language Proficiency Assessment (OELPA), a required test for all K-12 English Language Learners in Ohio. The OELPA reports on overall proficiency of the English language and specifically in reading, writing, speaking, listening, and comprehension. The OELPA consists of two tests, a screener and a summative assessment, and is given during spring semester. A student's score may also indicate the student may be placed in a "trial period of mainstream instruction" to determine if exit from services is possible.

(See Board of Education policy IGBI Limited English Proficiency.)

## Special Education/Section 504

### 504 Plans

A student with an underlying medical condition that has a substantial impact on the student's learning is eligible for an individualized plan under Section 504 of the Rehabilitation Act of 1973. This ensures that the student receive the necessary classroom and testing accommodations necessary to have full access to the same learning opportunities other students have. The BMS counselor is the 504 coordinator for middle school students, while the district's Director of Special Education oversees 504 district services.

### Individualized Education Plans (IEPs)

Students with disabilities that have a substantial impact on their learning are eligible for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act. These individualized plans lay out specific goals for students and what accommodations or modifications a student needs to have full access to the same learning opportunities other students have. Special Education services are overseen at the building level by a team of Intervention Specialists, Speech Therapists, School Psychologists, and building administrators, including the district Director of Special Education.

## Food Services

Students growing physically and mentally need nutritious food to sustain the energy levels necessary to be productive in the school environment. Bexley Schools strives to ensure that every student has a healthful meal experience each school day.

Breakfast and lunch programs at each school meet federal and state nutrition standards. The district also meets requirements of the federal free and reduced

food program.

Lunch and breakfast are served in the cafeteria. Monthly menus showing the school lunch items available are posted at [BexleySchools.org](http://BexleySchools.org) > Operations > Food Services & EZPay. Students may bring lunch from home as well. The following common courtesies are expected of all students:

- Moving ahead of others in line is unacceptable.
- Loud or unusual noises and throwing food, paper or other items are unacceptable in the cafeteria.
- Students are to remove all materials from tables before leaving the cafeteria.
- Trays, dishes, and utensils are to be taken to the appropriate location. All disposable items are to be placed in trash receptacles in the cafeteria.

Bexley's school cafeterias are peanut- and tree nut-free environments, though the school district does not restrict foods brought from home. The kitchens are peanut-free, although various other nut items are available from time to time. These items are labeled as such.

### **Computerized Accounting**

Cafeteria meal payments are computerized, with students entering an identification number on a keypad as they check out. This system lets parents/guardians indicate any food restrictions, such as "milk only," or list food allergies. It also maintains students' privacy.

Parents/guardians or students may pay for meals via the district's EZPay system, which accepts credit card payments for all school fees and charges a small convenience fee. Food Services sends home information at the start of each school year showing the ways funds can be credited to student accounts:

- by paying for each meal
- by paying a larger amount via EZ Pay or check to the school office, or cash or check to cafeteria personnel

BMS students are not allowed to charge a school lunch meal. Food Services emails a parent/guardian when a student's funds are low.

### **Free or Reduced Meals**

Forms to apply for free or reduced school meals are sent home at the beginning of the school year. The district reviews the completed forms and notifies families who qualify for the program. The accounts of students receiving free or reduced meals include this status, while the computerized accounting system maintains their privacy. They enter their student identification numbers

when going through the cafeteria line without other students in the cafeteria knowing about their status.

## **Health Services**

Bexley Schools' Health Services are an integral part of comprehensive school improvements, assisting all students to increase learning, achievement and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home and community service providers. (For complete policy JHC, see [BexleySchools.org](http://BexleySchools.org)>Board of Education.)

### **Health Clinics**

Clinics in all Bexley school buildings, staffed full time with registered nurses, provide the following:

- Care of injured or ill students and staff members
- Vision and hearing screenings for students new to Bexley
- Maintenance of accurate and complete immunization records in compliance with Ohio requirements
- Prevention and control of communicable and nuisance diseases
- Administration of medications with proper physician and parent/guardian authorization
- Consultation with students, parent/guardian, and staff regarding health-related concerns
- Development of care plans for students with medical or physical problems

### **Screenings**

A student must be screened for vision, hearing, speech and communication, medical problems and any developmental disorders by November 1 of the school year in which the student is enrolled for the first time (ORC 3313.673). If the screening reveals the possibility of potential learning needs, the district must provide further assessment. The screenings are not intended to diagnose educational disability nor are they to be used for placement purposes. The parent/guardian may opt out of the screening by signing a statement indicating such. (See Board of Education policy JHC, Student Health Services and Requirements)

### **Immunizations**

The State of Ohio and Bexley Board of Education require that each student meet a minimum vaccine requirement in order to attend school. The month/day/year that each required vaccination was given must be on file no later than two weeks after the student has entered school.

Without this required information on file, a student may not attend school.

The following are the state's minimum vaccination requirements, with only full doses using proper intervals counted as valid doses.

- Five doses of DPT (diphtheria, pertussis/whooping cough and tetanus) if the fourth dose of DPT immunization was given before the age of four
- Four doses of polio immunization if the third polio immunization was given before the age of four.
- Three-dose series of hepatitis B vaccine
- Two MMR (measles, mumps, and rubella) immunizations
- Two doses of varicella vaccine prior to kindergarten entry
- One dose Tdap for students in grades 7-12
- A tuberculin test for a student who is new to the United States.

### **Emergency Medical Authorization (EMA)**

Bexley Schools' EMA form must be signed by a parent/guardian and submitted each year to the school, where it is filed in the school clinic. It is used to notify the parent/guardian and designated others in case of an accident or illness requiring immediate attention. A student is sent home from school only with the parent/guardian or the designee listed on the EMA. Information provided on the EMA also informs emergency treatment procedures. (See Board of Education policy EBBA First Aid; also JHCD Medical Authorization Form)

### **Staying Home**

When a student becomes ill during the night or upon waking (fever, vomiting, coughing, sneezing), the student should stay home. Often these symptoms indicate the initial stages of a contagious illness, the time when a student is most infectious. Sending an ill student to school puts other students and staff members at risk, not to mention the fact that a sick student is uncomfortable and unable to concentrate during the school day.

### **Communicable Diseases**

In some cases parents/guardians are informed if students are exposed to a communicable disease at school. The school advises the parent/guardian to observe the student during a disease incubation period and contact the school if the student has a communicable disease. Students with communicable diseases are excluded from school as follows:

- Chickenpox – for seven days or until all lesions are crusted
- Strep Throat/Scarlet Fever – until 24 hours of appropriate antibiotic therapy is completed

- Fifth's Disease – until the student is free of fever
- Conjunctivitis (Pink Eye) – until 24 hours of appropriate treatment is completed and discharge ceases
- Impetigo – until 24 hours of appropriate treatment is completed and sores begin to heal
- Head Lice – until treated and there are no live lice
- Ringworm (scalp and skin) – until 24 hours of appropriate treatment is completed
- Measles (rubeola) – for at least five days after the rash appears
- Mumps – for nine days after the onset of swelling
- Pertussis (Whooping Cough) – until 24 hours after the fifth day of appropriate antibiotic therapy

For complete Policy JEG Exclusions and Exemptions from School Attendance, see BexleySchools.org, Board of Education.

### **Special Health Issues**

Parents/guardians are required to notify the clinic nurses via the EMA when a student has a health condition, such as diabetes, asthma, seizure disorder or other illness or handicap that may require special attention, arrangements or adaptations. Students unable to participate in regular physical education classes due to a physical disability are required to submit a physician's letter explaining the student's limitations.

Bexley Schools works with the family of a student with special dietary needs to keep the student as safe as possible. A student with a severe food allergy must file a statement each year with the school. A student with non-allergic food hypersensitivity may choose to inform the Food Service Director. Bexley's Food Services does not serve tree-nuts, ground nuts, or pork; it offers vegetarian entrée options every day. The school district does not restrict food brought to school in lunches or for celebrations.

### **Administering Medication**

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medications, either prescription or non-prescription, should be given by the parent/guardian at home. Medications that need to be given during school hours will be administered in compliance with Board policy. For complete Policy JHCD Administering Medicines to Students, see BexleySchools.org, Board of Education

## Cocurricular and Extracurricular Programs

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular programs consistent with its philosophy of, and goals for, education, and all programs. (For complete Board Policy IGD, see [BexleySchools.org](http://BexleySchools.org)>Board of Education.)

### Interscholastic Extracurricular Eligibility

The Board recognizes the value of interscholastic extracurricular programs for students in grades 7-12 as an integral part of the total school experience. Since participation in interscholastic extracurricular programs is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular programs are defined as school-sponsored student programs involving more than one school or school district. The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular programs if they receive a failing grade in the previous grading period and are granted an athletic waiver by the building principal.

In addition, students participating in any program regulated by the Ohio High School Athletic Association (OHSAA) must also comply with all eligibility requirements established by the Association. (For complete Board Policy IGDJ, see [BexleySchools.org](http://BexleySchools.org)>Board of Education.)

### Athletics

Team sports are for students in grades 7-8 (not available for students in grade 6). Bexley Schools is a member of both OHSAA and the Mid-State League. At the middle school level the district offer teams in the following sports: golf, cross country, field hockey, football, tennis, volleyball, cheerleading, basketball, wrestling, baseball, softball and track.

Additional information can be found at [BexleySchools.org](http://BexleySchools.org), Athletics or by calling the athletic office (614) 231-4309.

### The Beacon Student Newspaper

The main purpose of the BMS student newspaper is to bring students up to date on events going on in school and to give all students a chance to publish original work. The adviser chooses the staff from students who apply in September. Staff members attend mandatory meetings twice a month. *The Beacon* staff also seek out and publish "freelance" work from students not on the official staff. School announcements inform students when to apply, when to submit work, and when to meet.

### Theatre

Every year, students in grades 6 - 8 produce a play and a musical production. Cast auditions and crew interviews are open to the entire student body. BMS students may also work on the crew for Bexley High School and elementary productions. Various theatre events and meetings throughout the year are open to all.

BMS is part of the Jr. Thespian Society. Junior Thespian Troupe 88658 is an active troupe in the International Thespian Society, an association of theatre educators and students whose focus is on maintaining a theatre learning community where talent and art are shared, new skills are learned, and the whole of theatre is explored.

In order to become an official Jr. Thespian, middle school students (grades 6 through 8) must earn at least 10 Jr. Thespian points and participate in at least two theatre productions. Points are given based on the official Jr. Thespian point system, which awards points for the amount of work and level of dedication the student has shown during participation in productions and other theatre activities. Jr. Thespian inductions occur at the Theatre Awards Ceremony each spring.

Jr. Thespian members earn awards with points and can participate in Individual Events contests at conferences. Jr. Thespian members may also be appointed to the Jr. Thespian Board. Ten Jr. Thespian points carry over to Thespian points when a Jr. Thespian graduates from eighth grade. Non-Jr. Thespians can attend all meetings and conferences and participate in productions.

Visit [BexleyTheatreArts.com](http://BexleyTheatreArts.com) for more details about upcoming productions, auditions, events, or information about Bexley Theatre Arts.

### Student Council

Student Council organizes activities beneficial to the school and community, encourages school spirit, promotes democracy and cooperation, and keeps students informed of their activities throughout the year. All students can participate in Student Council activities.

## Spelling Bee

Each spring, students are invited to participate in a local Spelling Bee, the first round of the National Spelling Bee. Each language arts class conducts a written spelling bee, with at least two top spellers from each class invited to participate in a second round. The second round is an oral spelling bee that conforms to the rules set forth by Scripps National Spelling Bee and available by request. The second round crowns a school spelling bee champion and an alternate champion. The school champion represents BMS at the regional Spelling Bee. The school champion may qualify for the Scripps National Spelling Bee in Washington, D.C.

## Geography Bee

Each year, every BMS student participates in the first round of the Geography Bee as part of Individuals and Societies class. Students answer questions designed by National Geographic to determine the class champion. Additional rounds follow until a school champion is determined following National Geographic guidelines and questions. The school champion then submits a test to National Geographic and may qualify for the National Geographic National Geography Bee in Washington, D.C.

## Students Make a Difference

This student-led and -run extracurricular club works on community service projects, setting goals, organizing and hosting student assemblies and weighing in on the types of projects for BMS Community and Service Days.

## Extracurricular Programs Substance Abuse

Students who violate the Alcohol Use by Students/ Student Drug Abuse Policy (JFCH/JFCI) and/or Tobacco Use by Students Policy (JFCG) will be denied future participation in any school sponsored extracurricular activity until the Activity Consequences and the Educational Requirements are complete according to the attached Extracurricular Programs Sanctions for Substance Abuse. The Activity Consequences and Educational Requirements outlined therein are based on the number of offenses and are progressive in nature. The district reserves the right to require additional/alternative educational components based on the unique needs of the student.

Student Substance Abuse Violations – A violation of the Alcohol Use by Students/Student Drug Abuse Policy (JFCH/JFCI) and/or Tobacco Use by Students Policy (JFCG) will be established when the school administrator has reasonable suspicion supported by facts or credible witnesses that the student is in violation of the policy.

The denial of the privilege to participate will begin on the date on which the administration notifies the student of his/her violation of the Substance Abuse Policy (“Violation Determination Date”).

This policy applies to all school sponsored extracurricular activities and Community Based Athletic Clubs (KMC). This includes but is not limited to the following: all athletic programs, the theater program, student council, all MS/ HS clubs that have competitions or performances, and extracurricular activities associated with cocurricular programs (e.g. orchestra, band, and choir trips). These standards will be enforced for twelve (12) months of the year and are in effect for behavior on and off school property.

Students who in any way aid another student in violations involving this policy, including hosting, will be disciplined as if he or she were the principal offender.

If the entire prescribed sanction cannot be fulfilled during the student’s current season, the sanctions will carry over to the student’s next season of participation.

Sanctions will be cumulative during the middle school years. Middle school begins the day after completion of 6th grade. Any violations committed in middle school will be collapsed to one first offense when the student enters high school.

Sanctions will also be cumulative during the high school years. High school begins the day after completion of the 8th grade.

## Educational Requirement FAQ

- **Why is there an educational requirement and why does it include a parent/guardian?**  
The educational requirement seeks to support the student with meaningful engagement during the time they are serving out consequences for drug/alcohol/tobacco violations. It includes the parent/guardian as part of the process because we believe that support from all angles (family, school, community, etc.) is crucial in regards to recovery and minimizing repeat offenses.
- **If I perform community service for my educational requirement, can I fulfil my hours at any place I choose?**  
Service for drug/alcohol/tobacco violations must be fulfilled with an organization that has been pre-approved by the BCSD Director of Student & Community Engagement.
- **How many hours of service do I have to complete**

### to fulfill my service requirement?

Student must complete 12 hours to fulfill the service requirement with an approved community organization for each level of offense within an administrator's approved timeline.

- **If I have to complete service hours for the Bexley Police Department, do those hours count for BCSD?**

BCSD requires students to have service hours fulfilled with an agency whose work addresses mental health and/or recovery. BCSD hours may count for hours required by the Bexley Police, but Bexley Police hours will not count for BCSD.

- **What kinds of things will I have to do for my service requirement?**

Service must be completed satisfactorily and in the format dictated by the agency recipient. Example methods of service might include attending meetings, cleaning facilities, filing paperwork, planning a major event, tutoring, etc.

- **Once my service hours are complete, are there any other requirements?**

Upon completion of service hours for a Substance Abuse violation, students must complete a written or presented reflection artifact of service to be submitted to the Director of Student and Community Engagement.

## Definitions

1. **Self-report:** Prior to an outside report of any violation, the student proactively reports their violation of the Substance Abuse Policy.
  - A. May only be used ONCE in athletic or academic career at Bexley City Schools
  - B. Self-reports must be made by the student to the principal or Director of Student and Community Engagement.
  - C. A self-report acts as a first offense and a subsequent offense will be considered a second offense.
  - D. Involvement by law enforcement officials regarding the violation negates the option of self-reporting
2. **Loss of leadership position:** Removal of student from any leadership role in extracurricular activities. Future leadership positions are at the discretion of the coach or advisor in accordance with this policy.
3. **Letter Documenting the Violation:** Such a letter will document 1) the violation 2) the Activity Consequence and 3) the Education Requirement. The letter will be mailed to the parent or guardian and the athletic director, building principal, Director

of Student and Community Engagement, and all potential coaches.

4. **Loss of participation privilege:** Duration lasts for time specified per level of offense from the Violation Determination Date. The student must attend practice with the team/group and must attend (out of uniform) all contests/performances for which he or she is ineligible. If the full Sanctions for Student Substance Abuse cannot be fulfilled during the current season, the remaining requirements will carry over to the next season in which he/she participates.
5. **Participation:** Denotes direct involvement in any extracurricular program or extracurricular activity of a cocurricular program including competing in events against outside competition at all levels (varsity, junior varsity, freshman and middle school levels), including dressing for contests. The student must attend practice with the team or group and shall attend (out of uniform/costume) all contests/performances for which he or she is suspended.
6. **Substance Abuse Violations:** A violation of the Alcohol Use by Students/Student Drug Abuse Policy (JFCH/JFCI) and/or Tobacco Use by Students Policy (JFCG) will be established when the school administrator has reasonable suspicion supported by facts or credible witnesses that the student is in violation.
7. **Violation Determination Date:** The denial of the privilege to participate will begin on the date on which the administration notifies the student of his/her violation of the Substance Abuse policy.

### Process for a Student Appeal

1. Once it has been determined a violation has taken place, the Student may submit a written appeal to the District Secondary Schools Principal or Superintendent. This appeal must be received within 30 calendar days of when the letter documenting the violation is sent from the District.
2. The Appeal Committee Chair (Secondary Schools Principal) determines if a hearing will be granted, based on the following circumstances:
  - A. New information
  - B. Human or procedural error
  - C. Excessive severity of consequences
  - D. Assessment of bias
  - E. Other circumstances that may warrant a hearing
3. Within seven (7) calendar days of receipt of the appeal, the Appeal Committee Chair will issue a

letter to the Student either (A) denying the request for an appeal hearing, or (B) granting the request for an appeal hearing. Once the request for an appeal is received by the District, the sanctions set forth in IGDL will be held in abeyance until the Appeal Committee Chair determines if a hearing will be granted.

- A. If a hearing is denied, the sanctions set forth in IGDL will take effect immediately as of the date of the denial letter.
  - B. If a hearing is granted, the Appeal Committee Chair will set a date for hearing within fourteen (14) calendar days of the letter granting the appeal, and any sanctions set forth in IGDL will continue to be held in abeyance until after a final determination by the Appeal Committee.
4. The Appeal Committee will conduct the Appeal Hearing, and will be comprised of any three (3) of the below-listed District employees as selected by the Secondary Schools Principal:
- A. (Committee Chair) Secondary Schools Principal or his/her designee
  - B. Athletic Director
  - C. Director of Student and Community Engagement
  - D. Superintendent
  - E. Middle School or High School Assistant Principal
5. The Student may be accompanied by a District employee to speak on behalf of the Student, if desired.
6. The Appeal Committee will provide a final written decision within seven (7) calendar days of the Appeal hearing.

(Complete Board of Education Policy IGDL)

## Interscholastic Athletics

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes great pride in winning, it emphasizes and requires good sportsmanship and a positive mental attitude as prerequisites to participation.

(For complete Board Policy IGDJ, see [BexleySchools.org](http://BexleySchools.org)>Board of Education.)

## Meetings for Parents/Guardians

Each athlete's parent/guardian must attend an OHSAA informational meeting each year, in addition to each sport's "Meet the Team" meeting at the start of the

season. An athlete may not participate in a game or contest until the parent/guardian has attended these meetings.

## Student-Athlete Meeting

The Bexley City School District requires that all students attend a mandatory informational meeting at least once during the school year. These meetings are held three times per year. No athlete may participate in a game or a contest in any sport until the student has attended one of these meetings.

## Insurance

The Bexley City School District requires that all athletes be covered by insurance and list that coverage on forms. Families who need affordable coverage to supplement or provide for family health insurance may apply through the school office or Athletic Department office.

## Participation Fee

The Bexley City School District requires that each athlete in grades 7–12 who is participating on a team pay a fee of \$50 for the first sport of the school year. Each subsequent sport in which the athlete participates requires a payment of \$25, with a family cap of \$200. An athlete will not be permitted to participate in contests until this participation fee is paid.

The fee must be paid through the EZ Pay system or by check (to "Bexley City School District") and delivered to the Athletic Office. The memo line should include notation of the athlete's name and sport. Bexley City School District Policy IGDE waives fees for those who qualify for free and reduced lunch. Forms for this program are available at [BexleySchools.org](http://BexleySchools.org) and in the Central Office.

## Ability to Pay

Any student may apply for a district fee waiver. Students who qualify for a fee waiver are entitled to a Lion's Pride Pass, as are their parent/guardians. All information about fee waivers is private and confidential. In addition, whenever there is a team or club fee, field trip or other occasion that involves an additional cost, the teacher/coach/adviser/parent support group must plan to accommodate any student who wishes to participate but cannot pay the extra fee. If for any reason payment or providing goods is an issue, contact the athletic director. The Bexley City School District is committed to full participation by all students, regardless of their ability to pay.

## Required Forms

All forms for athletics can be found at [BexleySchools.org](http://BexleySchools.org)>Athletics or in the Athletic Office.

1. OHSAA Pre-Participation Physical Exam Form  
A student in grades 7–12 participating in Bexley Schools athletic activities must undergo a physical examination once each calendar year pursuant to the regulations of the Ohio High School Athletic Association (OHSAA). A physician, the student athlete and a parent/guardian must sign the athletic form that must be on file with the Athletic Director before the athlete may participate in a tryout or practice.
2. Emergency Medical Form (EMA)  
This form is required by the state of Ohio in order to help the Athletic Department treat an athlete in the event the athlete is injured. This form also includes an acknowledgement of the athlete's insurance coverage.
3. Drug/Alcohol Policy Sign-Off  
This form indicates that the student athlete complies with Bexley City School District Policy IGDL regarding drug/alcohol and tobacco use and eligibility.
4. Bexley Schools' Policy Sign-Off  
This form highlights the policies which the student athlete and the student's parent/guardian must be aware, including OHSAA and Bexley Academic eligibility; Student Code of Conduct; Acknowledgement of Risk; Equipment/Locker Responsibilities; and Permission to Photograph.

## Attendance and Extracurricular Programs

All athletes are required to attend school the entire school day in order to be eligible to participate in a contest or practice. The building principal or athletic director may grant exceptions to this rule based on review of individual cases and any extenuating circumstances.

## Other Absences

An athlete may be exempted from a practice or contest if parents/guardians ask that the athlete be excused because of a legitimate and recognized religious observance. Any student athlete may face reduced playing time as a result of missed practice for any reason, if the coach determines that the level of team or individual performance is adversely affected by absence.

Because they are disruptive to team play and an individual's chances for success, family vacations are strongly discouraged during the season. Absences related to family vacations will result in the same possible consequences as any other absence.

A student's high school and middle school team activities shall take precedence over all select or outside athletic programs.

Conflicts with other activities should be anticipated and discussed with coaches and advisers before the season.

- When an athletic contest and a school concert are in conflict, the student is expected to attend the concert, as it is a part of the graded curriculum.
- When an athletic practice and a rehearsal are in conflict, the student should notify the coach and rehearsal director who will attempt to resolve the conflict on the student's behalf.
- During the sports season, the high school or middle school team activities take precedence over any select or outside athletic programs.
- In the event a performing arts student athlete has an unavoidable conflict due to a league make up game (due to weather) or a league/state tournament contest, the student may choose which to attend; the student will be expected to complete any missed performance assessment, assigned at the teacher's discretion.

## Transportation

Athletes are expected to ride school-provided transportation to and from all contests and practices. Coaches have the discretion to set up team transportation guidelines and make exceptions to this rule, if necessary, in the case of an emergency; they are expected to communicate exceptions to the Athletic Director.

When approved to transport one's own student athlete, a parent/guardian must notify the coach when leaving with the student and may NOT transport any other student. Parent/guardians may not grant approval for others to transport their students. Parent/guardians may arrange to carpool to or from a contest in the event that school transportation is not furnished.

## Equipment

Student athletes are issued equipment and uniforms at the beginning of each season; they are responsible for the proper care and return of all at the end of the season. The school district will bill students for any lost or missing materials, withholding grade cards and transcripts until payment is made.

## Anti-Hazing

It is the policy of the Board that hazing activities of any type are inconsistent with the educational process and shall be prohibited at all times, on and off school property.



Hazing is defined as any action taken or situation created by a student or group of students relating to the status or membership in a club, team, class or other formal or informal group that causes or is reasonably likely to cause bodily danger, physical harm, emotional harm, extreme embarrassment or ridicule, personal degradation or loss of dignity.

Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

Administrators, faculty members, coaches and other employees of the District shall be particularly alert to the possibility of situations, circumstances or events which might include hazing. It shall be the responsibility of administrators, faculty members and other employees of the District to intercede when they see any incident of hazing or harassment. Hazing or planned hazing shall be immediately reported to the Superintendent or designee upon discovery. Students, administrators, faculty members and other employees who fail to abide by this policy shall be subject to disciplinary action and may be held personally liable for civil and criminal penalties in accordance with the law. Written copies of this policy will be distributed to all District students and employees.

(For complete Board Policy JFCF, see [BexleySchools.org](http://BexleySchools.org)>Board of Education)

### **Role of the Athletic Trainer**

All injuries to athletes should be reported to the athletic trainer or coach as soon as possible, including injuries sustained outside of school sports.

Any athlete who sees a doctor for an injury must bring a note from that doctor clearly stating the diagnosis, participation status, limitation and any instructions for the athletic trainer regarding treatment and/or rehabilitation.

The athletic trainer's judgment can supersede a doctor's note when protection of the athlete's health is at stake. The athletic trainer may know of symptoms and risks of which the physician is unaware. When there is a conflict, the athletic trainer, treating doctor and team physician will discuss the student athlete's participation before final clearance is given.

Athletes with ongoing medical conditions (including, but not limited to, asthma, severe allergies and diabetes) should consult with the athletic trainer and coach to determine the best plan to have their prescribed medications and supplies available at all times during athletic activity. Coaches must ensure that a plan is in

place and all prescribed medications or supplies are available before allowing athletes with such conditions to practice or participate in games.

Any athlete who is diagnosed with a concussion will be required to complete a five-step activity progression program before the student will be allowed to resume full sport participation. The athletic trainer, in conjunction with the team physician and any treating doctors the athlete has seen for the injury, will coordinate this program. Parents should report any medical information/recommendations received from their physician, as well as the official diagnosis of a concussion.

### **Banquets and Awards**

All coaches and athletes are expected to participate in the end-of-season recognition night sponsored by the Athletic Department. Team parents may work with the coach to host a team banquet. These events must be held in the school or other free public facility. Parents/guardian hosts must complete a Bexley Schools Building Use Form (available in the superintendent's office) to use a school facility. Costs for end-of-season banquets must be kept to a minimum, with potluck type food, rather than private catering, provided. Students who have not completed the season due to disciplinary reasons, quitting the squad or academic ineligibility will be ineligible for awards at the end of the season.

### **Off-Season and Club Play**

OHSAA rules prohibit club or recreational play during an athlete's competitive school season. In addition, there are OHSAA rules that restrict the number of athletes from the same school team participating on a club or recreational team. Penalties for violations of these OHSAA rules can mean ineligibility for the athlete and/ or the entire school program.

The OHSAA restricts school coaches to very specific contact periods during the summer and off-season. In general, coaches are allowed ten contact days during the summer off-season, which is when most camps, clinics and other activities take place.

### **Prospective College Athletes**

Student athletes should begin the process of registering with the NCAA Eligibility Center at the end of junior year to establish their collegiate eligibility. The process can be accomplished online: [web1.ncaa.org/eligibilitycenter](http://web1.ncaa.org/eligibilitycenter). The school counselor is knowledgeable about the process and can provide help.

### **Sportsmanship**

Bexley City Schools supports an extensive and wide-

ranging sportsmanship program, with a focus on ethics and integrity. Coaches, athletes and parent/guardians are expected to set an example of sportsmanship that reflects positively on the school and community, adhering to the following standards of behavior:

- The use of profanity is not tolerated at practices or games.
- Approaching an official, or even excessively questioning an official's calls, is not tolerated.
- Inappropriate cheers are not allowed. Bexley fans cheer positively for their own teams, not negatively against another team.
- When an injury occurs to an opposing player, Bexley fans have the courtesy to applaud as the injured athlete leaves the field.
- Bexley fans model sportsmanship regardless of the behavior of the opposing fans or team.
- Shirts and shoes must be worn at all athletic events.
- Unsportsmanlike behavior during a contest should be reported to a school official. Violation of the above expectations can result in ejection from a contest and further disciplinary action.
- Spectators who are ejected from a contest automatically have at least a two-game suspension from home contests at that level of play (for example, varsity or junior varsity). Before returning to contests, ejected spectators must meet first with the Athletic Director and a secondary school administrator regarding a plan for changing the behavior that resulted in the suspension.

### **Rules of Coaches and Teams**

Coaches for each sport set their own rules and expectations that are approved by the Athletic Director. An athlete and the athlete's family agree to these expectations by virtue of participating on the team. Questions about team rules and expectations should be directed to the coach.

### **Parent/Guardian Role**

Parent/guardians who support their students' participation in organized sports are helping them achieve higher results in school, develop interpersonal skills and lead healthier lives. Parents/guardians are encouraged to be positive and encouraging supporters and model the type of behavior expected of the student athlete. Parents/guardians are asked to remember some key items:

- The coach determines playing time, positions, level of play, game strategy and practice routines.
- The above are purely at the coach's discretion and should not be items of discussion.

A coach is hired to run a team according to the coach's best judgment and is supported by the school district administration. Parents/guardians can expect coaches to provide information about:

- Philosophy
- Expectations for the student athlete and the entire team
- Locations and times of all practices and contests
- Team requirements, such as special fees or equipment
- Procedure in the case of injury
- Off-season conditioning program
- Teaching sportsmanship, ethics, good behavior and drug prevention

The following items are appropriate for discussion at any time off the playing field:

- Team rules and expectations
- Communication
- Concerns about mental or physical treatment of an athlete
- College options and recruiting

### **Positive Athletic Experience**

Bexley City Schools has partnered with the Positive Coaching Alliance in an effort to provide district families, players, and coaches with knowledge, skills, and guidance necessary to create a healthy and positive experience for young athletes in the community.

Positive Coaching Alliance (PCA) is a nonprofit organization founded at Stanford University with the mission to transform youth sports so sports can transform youth. PCA was created to transform the culture of youth sports to give all young athletes the opportunity for a positive, character-building experience.

PCA has three national goals:

- Replace the "win-at-all-cost" model of coaching with the Double-Goal Coach®, who wants to win but has a second, more important, goal of using sports to teach life lessons;
- Teach youth sports organization leaders how to create an organizational culture in which Honoring the Game is the norm; and
- Spark and fuel a "social epidemic" of Positive Coaching that will sweep this country.

# SIGNATURE SHEET FOR COMMUNITY SERVICE HOURS SERVED

Agency: \_\_\_\_\_

Contact at Agency: \_\_\_\_\_

Bexley High School Student: \_\_\_\_\_

*Submit completed form to the Director of Student and Community Engagement.*

Date submitted \_\_\_\_\_

DATE AND TIME OF SERVICE	# OF HOURS	SIGNATURE FROM AGENCY CONTACT
DATE: _____ _____ AM / PM to _____ AM / PM		
DATE: _____ _____ AM / PM to _____ AM / PM		
DATE: _____ _____ AM / PM to _____ AM / PM		
DATE: _____ _____ AM / PM to _____ AM / PM		
DATE: _____ _____ AM / PM to _____ AM / PM		
DATE: _____ _____ AM / PM to _____ AM / PM		
DATE: _____ _____ AM / PM to _____ AM / PM		

## Sanctions for General Extracurricular Programs Substance Abuse Policy Violations Activity Consequences and Educational Requirements

OFFENSE	ACTIVITY CONSEQUENCES	EDUCATIONAL REQUIREMENTS
<b>SELF-REPORT AS A FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>Loss of participation privilege <b>for ten percent (10%)</b> of the contests/performances for a season from the Violation Determination Date</li> <li>Letter documenting violation on file</li> <li>Loss of any leadership position for the season</li> </ul>	<ol style="list-style-type: none"> <li>Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>High School Family Workshops through ESCCO (or other approved Workshop) AND</li> <li>Invitation to recovery support group meeting</li> </ol>
<b>FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>Loss of participation privilege <b>for twenty-five percent (25%)</b> of the contests/performances for a season from the Violation Determination Date</li> <li>Letter documenting violation on file</li> <li>Loss of any leadership position for season</li> </ul>	
<b>SECOND OFFENSE</b>	<ul style="list-style-type: none"> <li>Loss of participation privilege for fifty percent (50%) of the contests/performances for a season from the Violation Determination Date</li> <li>Letter documenting violation on file</li> <li>Loss of any leadership position for season</li> </ul>	<ol style="list-style-type: none"> <li>Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>High School Family Workshops through ESCCO (or other approved Workshop) if not completed previously) AND</li> <li>Referral to School Based Mental Health Professional</li> </ol>
<b>THIRD OFFENSE</b>	<ul style="list-style-type: none"> <li>Loss of participation privilege for one year (365 days) from the Violation Determination Date</li> <li>Letter documenting violation on file</li> <li>Loss of any leadership position for one year (365 days)</li> </ul>	<ol style="list-style-type: none"> <li>Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>Referral to recovery treatment</li> </ol>
<b>FOURTH OFFENSE</b>	<ul style="list-style-type: none"> <li>Privilege of participation in extra-curricular programs is revoked for the remainder of the student's middle and/or high school career</li> </ul>	<ol style="list-style-type: none"> <li>Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>Assessment by a licensed clinician AND</li> <li>Referral to recovery treatment</li> </ol>

## Sanctions for Music Department (Band, Orchestra, Choir) Extracurricular Activities Substance Abuse Policy Violations Activity Consequences and Educational Requirements

OFFENSE	ACTIVITY CONSEQUENCES	EDUCATIONAL REQUIREMENTS
<b>SELF-REPORT AS A FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of next non-graded educational, social or volunteer event occurring after the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for 9 weeks</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. High School Saturday Family Workshop through ESCCO AND</li> <li>3. Invitation to recovery support group meeting</li> </ol>
<b>FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of participation at next OMEA honors group event (if applicable)</li> <li>• Loss of next non-graded educational, social or volunteer event occurring after the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for one year (365 days)</li> </ul>	
<b>SECOND OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of participation in all non-graded events; educational, social or volunteer occurring after the Violation Determination Date for one year (365 days)</li> <li>• No participation in any OMEA honors groups for the remainder of the academic year</li> <li>• Letter documenting violation on file</li> <li>• Loss of travel privilege with the group for one year (365 days)</li> <li>• Permanent loss of any leadership position</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Referral to recovery support group meeting AND</li> <li>3. Assessment required by licensed clinician</li> </ol>
<b>THIRD OFFENSE</b>	<ul style="list-style-type: none"> <li>• Permanent loss of participation in all non-graded events; educational, social and volunteer occurring after the Violation Determination Date</li> <li>• No participation in any OMEA honors groups for one year (365 days)</li> <li>• Letter documenting violation on file</li> <li>• Permanent loss of travel privilege with the group</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Wellness Learning Community AND</li> <li>3. Referral to recovery treatment</li> </ol>
<b>FOURTH OFFENSE</b>	<ul style="list-style-type: none"> <li>• Privilege of participation in music department extracurricular activities is revoked for the remainder of the student's middle and/or high school career</li> <li>• Letter documenting violation on file</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Referral to recovery treatment AND</li> <li>3. Referral to School Based Mental Health</li> </ol>

## Sanctions for Theatre Arts Programs Substance Abuse Policy Violations Activity Consequences and Educational Requirements

OFFENSE	ACTIVITY CONSEQUENCES	EDUCATIONAL REQUIREMENTS
<b>SELF-REPORT AS A FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of next social theatre activity, such as company parties, field trips, events and conferences from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for 9 weeks</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. High School Saturday Family Workshop through ESCCO AND</li> <li>3. Invitation to recovery support group meeting</li> </ol>
<b>FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of on-stage participation and recognition in one production from the Violation Determination Date (productions include plays, musicals and one acts at student's grade level)</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for one year (365 days)</li> </ul>	
<b>SECOND OFFENSE</b>	<ul style="list-style-type: none"> <li>• Full loss of participation in one production occurring within 365 days from the Violation Determination Date (productions include plays, musicals and one acts at student's grade level)</li> <li>• Letter documenting violation on file</li> <li>• Permanent loss of any leadership position</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Referral to recovery support group meeting AND</li> <li>3. Assessment required by licensed clinician</li> </ol>
<b>THIRD OFFENSE</b>	<ul style="list-style-type: none"> <li>• Full loss of participation in all productions for one year (365 days) from the Violation Determination Date (productions include plays, musicals and one acts at student's grade level)</li> <li>• Letter documenting violation on file</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Wellness Learning Community AND</li> <li>3. Referral to recovery treatment</li> </ol>
<b>FOURTH OFFENSE</b>	<ul style="list-style-type: none"> <li>• Privilege of participation in theatre program is revoked for the remainder of the student's middle and/or high school career</li> <li>• Letter documenting violation on file</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Referral to recovery treatment AND</li> <li>3. Referral to School Based Mental Health</li> </ol>

## Sanctions for Student Council Substance Abuse Policy Violations Activity Consequences and Educational Requirements

OFFENSE	ACTIVITY CONSEQUENCES	EDUCATIONAL REQUIREMENTS
<b>SELF-REPORT AS A FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of all voting privileges for two meetings from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any internal leadership position for 9 weeks</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. High School Saturday Family Workshop through ESCCO AND</li> <li>3. Invitation to recovery support group meeting</li> </ol>
<b>FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of all voting privileges for nine weeks from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of internal leadership position for remainder of academic year</li> </ul>	
<b>SECOND OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of title and all voting privileges for 18 weeks from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for one year (365 days)</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Referral to recovery support group meeting AND</li> <li>3. Assessment required by licensed clinician</li> </ol>
<b>THIRD OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of title and all voting privileges for one year (365 days) from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Ineligible to be selected or elected to any leadership position for remainder of student's middle and/or high school career</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Wellness Learning Community AND</li> <li>3. Referral to recovery treatment</li> </ol>
<b>FOURTH OFFENSE</b>	<ul style="list-style-type: none"> <li>• Privilege of participation in Student Council is revoked for the remainder of the student's middle and/or high school career</li> <li>• Letter documenting violation on file</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of twelve (12) hours of community service that supports recovery with reflection artifact submitted to Director of Student and Community Engagement AND</li> <li>2. Referral to recovery treatment AND</li> <li>3. Referral to School Based Mental Health Professional</li> </ol>



Bexley City  
School District