

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

Mr. Jason Caudill, Principal

Ms. Brooke Smith, Admin Intern

Ms. Sarah Busold, School Counselor (Last Name A-K)

Ms. Tara Louys, School Counselor (Last Name L-Z)

Ms. Mary Yoli, Administrative Secretary

Ms. Cindi Miller, Attendance Secretary

Mr. Eli Goldberger, Athletic Director

The Bexley City School District does not want students to miss out on any academic, co-curricular, or extracurricular 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.

Bell Schedule

The student day begins at 8:39am and ends at 3:35pm. On Wednesdays and Fridays, students may arrive at 7:40am for additional access to teachers (office hours).

Students Enter	8:30am
Period 1	8:39 – 9:27
Period 2	9:31 – 10:19
Period 3	10:23 – 11:11
MS Lunch/ Recess	11:11 – 11:55
Period 4	11:55 – 12:43
Period 5	12:47 – 1:35
Period 6	1:39 – 2:27
Study Hall/ HR	2:31 - 3:01
Flex/ Study Hall	3:05 - 3:35

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, 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.

School Newsletters

Each school provides interested parents with a weekly newsletter containing information about upcoming events, schedule updates, PTO information, and other relevant news. To receive these weekly updates, please ensure that your contact information is correct in PowerSchool.

Online Tools

PowerSchool is the Bexley Schools system 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 <https://bexley.powerschool.com/>

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 <https://bexleyschools.instructure.com/>

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. 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 four 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

Instant Connect 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.

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 cancelations.

Bexley parents/guardians and fans can sign up for automatic alerts about athletic schedule changes. Visit BexleyLions.org or 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

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, see AC/ACA/ACAA/ACB)

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 on the main page at BexleySchools.org

(For complete policy, see AC-E/ACCA-E)

School Attendance/ House Bill 410

It is important for your child to attend school every day. When your student misses a significant amount of school, even if the absences are excused, the child misses critical instruction time and learning

opportunities. This often has long-term, negative effects on a child, such as lower achievement and a greater chance of not graduating on time.

State law defines excessive absence and truancy:

Excessive absence: a student misses 38 or more hours of school in a single month, or 65 or more hours in one school year, with or without a legitimate excuse.

Truancy: a student is absent from school without legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year.

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 8:45am on the day of absence. Parents/guardians must either email 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.
4. A student with an absence has the same number of days as the absence to complete make-up work, including tests.
5. 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.

6. House Bill 410 requires schools to notify parents of excessive absences via letter.

Leaving School Early

Students who need to leave school early for an appointment must submit a note to the attendance secretary before school begins on that day. If a note or email is not received, the parent/ guardian will need to come into the office to sign their student out. With written permission, students may sign themselves out. **We cannot release student by a phone call.** Students are expected to return from the medical appointment with an excuse from the doctor's office, in order to excuse the absence and allow them to participate in afterschool activities.

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 nine 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 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 recess 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

A detention is assigned as a consequence for a lower-level offense. The purpose is to provide a deterrent for students so they choose not to repeat the behavior.

Students will be provided with a detention slip upon the issuance of a detention.

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 policy, see JFC and JFC-R)

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, see JGD)

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, see EDE)

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, see JFCA)

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 Instant Connect 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 has designated 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)
4. student's date and place of birth
5. participation in officially recognized activities and sports
6. student's achievement awards or honors

7. student's weight and height, if a member of an athletic team
8. major field of study
9. dates of attendance ("from and to" dates of enrollment)
10. date of graduation

(For complete policy, see JO)

Additional Education Programs

Service and Action

Students will have an opportunity to participate in a variety of service projects throughout their middle school experience.

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 games 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 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 7:40am-4:00pm 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 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 postgraduate 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 (4) = Student is currently showing detailed knowledge and understanding of learning targets.

Approaching Mastery (3) = Student is currently showing good understanding of learning targets and makes few content or skill errors.

Needs Support (2) = Student is currently showing fair understanding of learning targets and can only show understanding with support.

Insufficient Evidence (0) = Student is currently having significant difficulty demonstrating understanding of learning targets. There is insufficient evidence of student work to evaluate.

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.

Supports for Students

Quarterly Recognition Assemblies

After each quarter, 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 assemblies.

Approaches to Learning (ATL)

BMS offers this course to students who need additional support to be successful in reading and math classes. Students receive additional time in each week in areas such as reading fluency, reading comprehension, word decoding, content area vocabulary, math fluency, and knowledge gaps in mathematics.

Math/English 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, exceptionalities, family style, social status, religion and belief systems feels welcome, safe and included while at school.

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

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.

(For complete policy, see ACAB)

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.

(For complete policy, see IGBB)

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.

(For complete policy, see IGBI)

Special Education

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.

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 Pupil Services.

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. 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 allowed to charge a standard school lunch but not ala carte items. 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 wellbeing.

Student health services ensure continuity and create linkages between school, home and community service providers.

(For complete policy, see JHC)

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.

(For complete policy, see JHC)

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.

(For complete policy, see EBBA, JHCD)

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, see JEG)

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, see JHCD)

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 policy, see IGD)

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 policy, see IGDJ)