

Bexley High School
Parent / Student Handbook
2019-2020



Engage,
Equip,
Empower.

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POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

School-wide Positive Behavior Intervention and Supports (PBIS) is a system of proactive strategies designed to define, teach, support and acknowledge appropriate behavior in order to create a positive school environment and ensure success for all students. The goal of PBIS is to shift the focus from negative behaviors and punishment-based strategies to positive expectations and rewards for students who follow them.

PBIS MATRIX

	Arrival / Dismissal	Lunch / Cafeteria	Bus	Hallways Between Classes	School Functions / Activities	Community	Restroom	Classroom
Be Safe	Enter and exit the building in a safe and efficient manner. Keep pathways free for traffic flow.	Sit so that there can be two-way traffic. Use school property appropriately.	Stay seated. Keep hands and objects inside the bus.	Be aware of your surroundings.	Listen to and follow directions of staff.	Obey all community laws. Be mindful of self and others in your surroundings.	Wash hands Keep RR clean. Give people privacy. Inform adults of problems.	Keep bookbags out of aiseways. Keep hands, feet, and objects to self.
Be Respectful	Respect each other's personal space – hands to yourself. Use conversational voice	Listen to and follow directions of staff. Refrain from negative or obscene language. Accept consequences without arguing. Speak kindly to and about others. Care for school property.	Follow driver's instructions. Use appropriate language.	Use appropriate language. Use conversational voice. Greet peers and staff positively.	Use appropriate language. Respect each other's personal space – hands to yourself. Listen to and follow directions of staff. Care for school property.	Use appropriate language. Respect each other's personal space – hands to yourself. Listen to and follow directions of adults. Care for community property.	Respect property, yours and others. Return promptly to class.	Be in the classroom when the bell rings with needed materials. Speak kind words.
Be Responsible	Enter the building at 7:45 and exit the building at 3:45. Check in at attendance desk or office when late. Observe and follow building safety procedures.	Clean up after yourself. Let office/teacher know if there is a spill.	Clean up after yourself.	Use time effectively.	Give your best effort. Be accountable for your behaviors	Represent your school positively with school pride.	Use school appropriate language. Use the restroom closest to your class. No cell phone usage	Bring needed materials to class.

INTRODUCTION

This handbook includes information about Bexley High School opportunities and operations. We appreciate you taking the time to read this document as it helps students and their parents/guardians better understand the procedures of Bexley High School. Specific information regarding Bexley High School academic programs can be found on our [website](#) or by viewing the [BHS Curriculum Handbook](#) directly.

The parent / student handbook is designed to provide students and families with information and resources throughout the high school experience and in support of our district mission and vision in providing educational experiences that engage, equip and empower each student.

Bexley High School

326 South Cassingham Road

Bexley, Ohio 43209

BHS Office – (614) 231-4591

Fax (614) 338-2087

Athletic Department (614) 231-4309

Fax (614) 231-7245

Sports Information Hotline (614) 231-4309, ext. 1

Twitter: [@bexleyhs](#) / [@BexleySchools](#)

ATTENDANCE REPORTING: Any time a student is absent from school, a parent/guardian must notify the school of the absence by calling:

(614) 237-4273, option 8, option 6.

BEXLEY CITY SCHOOL DISTRICT INFORMATION

SUPERINTENDENT'S WELCOME

Bexley City Schools is committed to providing an exceptional learning experience that engages, equips and empowers each student to succeed today and tomorrow. Our highly-qualified staff is ready to support your progress throughout this year and encourage all students to reach their potential through academics and extracurricular opportunities. Be Bexley BOLD this year as you learn and grow!

BOARD OF EDUCATION

The Bexley City Schools Board of Education serves as a public legislative and oversight body for the Bexley City School District. The Board of Education seeks to carry out the district's mission through formulating and implementing district policy, fiscal management and oversight and by engaging the community, staff and students in its decision-making process. The Board of Education members are elected by the local community.

President: John Barno

Vice President: Marlee Snowdon

Members: Mike Denison, Melissa Lacroix and Michelle Mineo

DISTRICT WEBSITE

Students and parents can access resources, district and school contact information, forms, files and links on the Bexley City School District website at www.bexleyschools.org.

DISTRICT ADMINISTRATORS

Superintendent, [Dr. Kimberly Pietsch Miller](#)

Treasurer, [Kyle Smith](#)

Chief Academic Officer, [Jill Abraham](#)

Director of Staff and Student Operations, [Dr. Harley Williams](#)

Business Manager, [John Eikenberry](#)

Director of Special Education, [Samantha McMasters](#)

Director of Student and Community Engagement, [Leisan C. Smith](#)

Coordinator of Gifted and Personalized Learning, [Dr. Quint Gage](#)

Director of Technology, [Brad Petitt](#)

Athletic Director, [Eli Goldberger](#)

BEXLEY EDUCATION FOUNDATION

The Bexley Education Foundation (BEF) was founded on the belief that excellent public schools are essential to the economic and social health of the communities they serve. To that end, the

BEF supports educational initiatives that enhance excellence in the Bexley City Schools. For more information, visit www.BexleyEducationFoundation.org

BEXLEY HIGH SCHOOL ALUMNI ASSOCIATION

The Bexley High School Alumni Association (BHSAA), managed and operated by the Bexley Education Foundation, serves as the official link between Bexley City Schools and Bexley High School graduates. BHSAA provides graduates with opportunities to connect to one another and the Bexley community through newsletters, activities and events. For more information, visit www.BexleyAlumni.org

BEXLEY BOOSTER AND PARENT GROUPS

Parent partnership and involvement in Bexley City Schools is a vital part of our community's success. Parent groups support the mission and vision of Bexley City Schools and provide a platform for parents to provide feedback and input on our schools and a variety of interests and activities such as athletics, music, special education and health and wellness. For more information, visit: www.BexleySchools.org/ParentOrganizations.aspx

DISTRICT MISSION

To provide educational experiences that **engage, equip** and **empower** each student. Bexley City Schools is following a focused and BOLD plan to reach the district's mission.

- Build upon a student-centered learning culture
- Open doors that lead to flexible and expansive future opportunities
- Leverage and grow vital community relationships
- Develop a high-performing team

DISTRICT VISION

Bexley: Exceptional education for today and tomorrow.

DISTRICT CORE VALUES

At Bexley, I value:

- Improvement
- Inclusiveness
- Individuality
- Innovation
- Inquiry
- Integrity
- Investment

* Values are placed in alphabetical order as we do not value one area over another.

BEXLEY ALMA MATER

To Alma Mater Bexley,
To thee our praise we bring.
To thee whose hallowed halls we tread,
Our toast to thee we sing.
Tho' friends and hope may fade away,
Our blue and white will live forever.
And as the seasons swiftly go,
Thy name and praise shall ring.

HIGH SCHOOL ADMINISTRATORS

[Kristin Robbins](#), Principal

[Craig McMillen](#), Assistant Principal

HIGH SCHOOL OFFICE STAFF

[Brenda Ferguson](#), Principal's Secretary

[Amy Hart](#), Attendance Secretary

[Sarah Lynch](#), Guidance Secretary

[Pete Liptrap](#), School & Home Attendance Liaison

[Stephanie Krosnosky](#), Career & College Counselor

[David Leland](#), School Counselor (for students last name A-L)

[Carrie Washburn](#), School Counselor (for students last name M-Z)

COMMUNICATION

Parents are encouraged to contact their child's teacher(s) to discuss any concern that may be impeding the student from maximizing their learning potential. Parents are also encouraged to contact their student's assigned [school counselor](#) for any social and emotional concerns and, if appropriate, may request a meeting with the [Response to Intervention \(Rtl\) Team](#).

Bexley City School District use a variety of methods to communicate and collaborate with students and families; some of the more frequent forms of communication include the following:

NOTIFICATION SYSTEM

Parent Notification System-- This automated system allows us to mass call or email those enrolled in the system. The district uses the [Instant Connect](#) system for both calamity calls and informational calls. Every student in the district is automatically enrolled in this system. If you

have a student in the district, you can add three additional numbers to the system so you receive messages on more than just the primary student phone number.

Additionally, students and parents/guardians can download the Bexley City School District app to stay informed, access information and contact teachers and staff. For instructions on how to download the app, visit: <https://www.bexleyschools.org/Downloads/BexleySchoolsApp.pdf>

To add additional contact information or opt out of being contacted, you will need to log into your [PowerSchool](#) account and select the [Instant Connect](#) icon in the [Parent Portal](#). Bexley Schools encourages parents/guardians to ensure the district has their most current contact information in [PowerSchool](#). It is the parent's/guardian's responsibility to keep this contact information up to date.

Only authorized school administrators may activate the notification system. All client information is confidential and secure, and all data is password protected on secure servers accessible only by school administration. Each school's administrative assistant can answer questions about the notification system or assist in changing a home phone (primary) number. Thank you for continuing to work with the District to remain informed and keep our schools safe.

ONLINE RESOURCES

Bexley High School utilizes a wide range of technology to support the educational experience for all BHS students. The following information is intended to serve as a quick reference list for students and parents regarding the various forms of technology utilized throughout the academic year. Students and parents are also encouraged to visit the [Student & Parent Links](#) web page on the Bexley High School website for information and a list of the technology resources available. The more frequently utilized technology applications and programs are:

Canvas

The district's learning management system, *Canvas*, is where teachers post information related to classroom syllabi, resources, assignments, and information. Information on how to navigate and access course content can be found on each teacher's individual home page. Students and parents/guardians can access *Canvas* by going to:

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

Google Gmail

Starting in the 2019-2020 academic year, [Google Gmail](#) is the new email used across the district. While many applications are utilized within the [G-Suite](#) application, all students and staff utilize *Gmail* to communicate via email.

PowerSchool

PowerSchool is a web-based, student information system used by the district for reporting, analyzing and storing student data. *PowerSchool* allows teachers to post grades and attendance that can be viewed by students and parents/guardians. Teachers are expected to post grades within 48 hours once an assignment is returned to the student. *PowerSchool* allows

parents to set up email notifications that will automatically update parents on their child's academic progress on a weekly basis.

Students are encouraged to identify a time once a week to sit down together as a family and review the information on *PowerSchool* instead of ongoing dialogue throughout the week about each and every grade update or change that occurs. Students and parents/guardians can access *PowerSchool* by going to: <https://bexley.powerschool.com/public/home.html>.

Naviance Family Connection

Naviance is a comprehensive college search software that lets students explore their individual interests through college searches, test preparation, career interest survey, personality test, scholarship search, among others. *Naviance Family Connection* is a critical component to the college search and application process. All students and parents/guardians have an individual Naviance account and the BHS registrar assists with accessing [Naviance account information](#). Students and parents/guardians can access Naviance by going to: <https://student.naviance.com/bexley>

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/guardians 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 with the exception of:

- Prior written consent
- Directory information
- Other limited circumstances, as enumerated under administrative regulations

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

- Student's name
- Student's address
- Telephone number(s)

The following rights exist for parents/guardians and eligible students:

- Inspect and review the student's educational records
- 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)
- 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 decisions
- File a complaint with the Department of Education if the District fails to comply with requirements of FERPA

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- Receive, upon request, a copy of the district's Student Education Records Disclosure Policy (for complete Policy JO, see BexleySchools.org>[Board of Education](#))

The parent/guardian 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.

PARENT / TEACHER CONFERENCES

BHS dedicates time both first and second semester to conference with teachers. 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.

Conferences are a great time to ask questions about schoolwork and share information that will help foster better relationships. Additionally, teachers are also available for consultation via [Canvas](#), appointments, and emails.

SCHOOL OPERATIONS

BELL SCHEDULE

Bexley High School's bell schedule varies depending on what is going on at school, such as an assembly, testing, extended homeroom, or other activity. The following bell schedule is the typical schedule followed each school day, altered schedules are announced ahead of time as well as on the school website.

REGULAR SCHEDULE

Period	Start	End
Warning Bell	8:25 am	
Homeroom	8:30 am	8:35 am
Period 1	8:39 am	9:26 am
Period 2	9:32 am	10:19 am
Period 3	10:25 am	11:12 am
Period 4	11:18 am	12:05 pm
Lunch	12:05 pm	12:52 pm
Period 5	12:52 pm	1:39 pm
Period 6	1:45 pm	2:32 pm
Period 7	2:38 pm	3:25 pm

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 digital resources enables faculty, staff and students 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>Board of Education)

BUILDING RULES

A student must remain in the school building except during scheduled lunch or when the principal or assistant principal has granted permission before the end of the last period class for the student to leave.

Students must wear shirts and shoes at all times while on school grounds in order to comply with state law. A detailed explanation of school rules, discipline procedures, and due process rights are found in the *Student Code of Conduct*.

(For complete Policy JF, see BexleySchools.org>[Board of Education](#))

PERSONAL ELECTRONIC DEVICES

Starting in August 2019, students will not be permitted to bring personal electronic devices (phones, smartwatches, headphones, etc.) into classrooms unless there is a documented accommodation for a student.

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

ELEVATOR USE

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

LIBRARY USE

The following procedures must be followed regarding the use of library materials:

- Books may be checked out for up to two weeks and magazines overnight. All materials must be returned to the circulation desk.
- A student must check out all books, magazines, or other materials before they are taken from the library.
- When library materials are used in the library, they must be returned to the shelf, magazine rack, or filing cases before the end of the period.
- Library computers are for research use. The playing of games is not permitted on the library computers.
- Marking, defacing or any type of destruction of books, magazines or library furnishings or tampering with library computers will result in disciplinary action, a loss of future privileges and responsibilities for placement of the damaged items.

LOCKERS

Lockers are assigned to students on the first day of school. Student lockers are the property of the Board of Education, provided solely as a convenience for students. They should be used only for the purpose of storing textbooks, school supplies, clothing, and lunches. The following rules and standards will apply:

- Writing on the outside or inside of a locker is prohibited, and the student assigned will be subject to disciplinary action. Also, any damage incurred through carelessness, kicking, slamming, etc., will be considered vandalism. Parents are responsible for damages.

-
- Student lockers, desks or similar property are subject to search by school officials at any time and without notice.
 - Any problems with lockers should be referred to the main office.
 - Magnets may be used on the locker, but no tape or other adhesives may be used as they destroy the paint.
 - Students are encouraged to provide their own locks to secure all personal possessions brought to school.

SIGNS

Administrators must pre-approve any signs before the signs are posted; they may not be taped on lockers or painted walls. All signs should be removed upon completion of publicized event.

STUDENT PARKING

Students must park on the streets adjacent to the school and may not park on school grounds or in visitor parking areas due to space limitations on campus. Violation of this rule may result in disciplinary action and the student's car being towed. Students are not permitted to go to their cars during school hours without permission from an administrator. It is expected that students who drive to school will show proper respect to area property owners by avoiding loitering and littering. Cars parked on the street illegally will be ticketed by the police.

STUDY HALL

The following rules ensure a quiet atmosphere conducive to study:

- Students are expected to use their study halls to work on school assignments.
- Non-academic activities are discouraged.
- The study hall teacher's consent is necessary for students to talk with each other or listen to their individual music-playing devices.
- No student will be excused from study hall unless the student has an excuse slip signed by a requesting staff member.

Students may go to the library during study hall periods by signing up in the library for the appropriate period. Because space is limited, students are advised to sign up upon arrival at school in the morning. A student who wishes to study in the library must present a completed library pass to the study hall monitor in order to be dismissed from study hall to the library. The library is for quiet study or research. Inappropriate behavior will result in return to study hall and/or suspension of library study hall privileges.

TOBACCO USE

According to state statute, students are prohibited from using or possessing any type of tobacco product or E-cigarette on school grounds, at school sponsored events, or any time the student is under the jurisdiction of the school. Violation of this rule will result in disciplinary action.

ATTENDANCE

ATTENDANCE REPORTING

Any time a student is absent from school, the parent/guardian must notify the school of the absence using the phone number (614) 237-4273, option 8, option 6. If not contacted, the office personnel will try to contact the parent/guardian of the absent student. 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.

ATTENDANCE & CONFLICTS

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

ATTENDANCE EXPECTATIONS & REQUIREMENTS

It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. There are many reasons students miss school, but districts often can directly impact their students' attendance. By using data to identify and support students who may need extra support and services, districts can target supports to get students to school every day. In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy.

Schools cannot suspend or expel students for missing too much school. Districts will amend or adopt policies that outline their interventions and plans for students who miss too much school. Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absence including, but not limited to:

- Notification of student absence to the parent or guardian
- Development and implementation of an absence intervention plan, which may include supportive services for students and families
- Counseling
- Parent education and parenting programs
- Mediation
- Intervention programs available through juvenile authorities; and
- Referral for truancy, if applicable

DEFINITION OF TRUANCY & EXCESSIVE ABSENCES

Definition of 'habitual truant' changed from days to hours. The new definition is:

- Absent 30 or more consecutive hours without a legitimate excuse;
- Absent 42 or more hours in one school month without a legitimate excuse;
- Absent 72 or more hours in one school year without a legitimate excuse.

Definition of 'excessive absences':

- Absent 38 or more hours in one school month with or without a legitimate excuse;
- Absent 65 or more hours in one school year with or without a legitimate excuse.

(For complete Policy JEDA, see [BexleySchools.org>Board of Education](https://www.bexleyschools.org/Board-of-Education))

MAKE-UP WORK

A student will be allowed at least one make-up day for each day of absence, e.g., if a student is absent for two days, the student will have two days to make up missed assignments. When a major assignment, quiz, test or exam was announced prior to the student absence, an exception occurs, and the student will be expected to fulfill the obligation. If an absence is planned, the expectation is for students to complete their assignments before the absence.

PLANNED STUDENT ABSENCES

Except in the case of exam days, administrators have the discretion to define as "excused" a planned absence from school if a student must miss school for one of the following reasons:

- Family vacation
- College visit (verification from the college should be submitted upon return)
- Non-school related activities or functions

The principal generally grants an excused absence to a student with acceptable school attendance and passing grades. Planned absence forms should be submitted as far in advance as possible. Students who are absent must collect and complete all missed work. Use of [Canvas](#) and/or email may assist in this process.

The following procedures apply and noncompliance may cause the absence to be considered "unexcused," resulting in disciplinary action:

- The student and the student's teachers must complete a Planned Absence form and submit it to administration three days before the absence or planned medical procedure.
- Medical and dental appointments do not require a Planned Absence form if the student returns to school with an appointment verification card from the office visited.

-
- Any absence from all or part of a school day that is not included in the state definitions requires prior approval from administrators.
 - Teachers determine a reasonable timeline for make-up work.

Students who miss part of a school day or leave early must submit parent/guardian notes to the attendance secretary by 8:30am on the day of the absence. The student is expected to sign out at the attendance desk before leaving school and sign back in upon return.

TARDY TO SCHOOL / CLASS

A student who arrives after the bell to start school, but no later than 15 minutes after, is considered tardy to school and should check in with the attendance secretary before proceeding to class. Only tardies that fall under the five reasons for an excused absence will be excused.

A student who is late to class must have a pass from the teacher who caused the tardiness or the late arrival will be unexcused. Teachers will take necessary disciplinary action to ensure prompt arrival of students to class. Repeated tardiness may result in additional disciplinary action by administrators.

Students must take the responsibility of coming to class on time. Oversleeping, traffic problems, transportation issues, utility situations, etc., are considered unexcused for which a detention may be issued. Students receive five “consequence-free” tardies each semester to cover such situations.

EDUCATIONAL PROGRAMS

COLLEGE CREDIT PLUS

[Ohio's College Credit Plus](#) program provides free college credit courses to any Bexley student in grades 7 - 12 who demonstrates college readiness. Developed by the Ohio Board of Regents and the Ohio Department of Education, College Credit Plus provides many college course options.

The School Counseling Team has created a [College Credit Plus Information & Planning Guide](#) for students and families to learn about the program, including expectations, requirements, benefits / limitations and additional responsibilities students accept when participating in the College Credit Plus program. Students and families should carefully read the reference guide and refer to the [College Credit Plus webpage](#) on the school website for general information and questions regarding the program and process for participating.

(For complete Policy IGCH and LEC, see BexleySchools.org>[Board of Education](#))

EASTLAND-FAIRFIELD CAREER & TECHNICAL SCHOOL

[The Eastland-Fairfield Career & Technical School District](#) is an extension of Bexley High School that provides high school students with academic opportunities across a wide range of career and technical programs. These programs are designed to help students prepare for future opportunities in either a college or career path setting. Students who enroll in a career center program continue to have the same flexibility and opportunities to pursue a post-secondary career at a college or university, along with the education and skills to enter directly into a specific career path.

EDUCATIONAL OPTIONS

The Educational Options program brings educators, students, parents and others together to provide opportunities for students to learn in an independent or individual setting based on the student's academic goals and/or need for flexibility with their schedule. Educational Options programs can include distance learning, educational travel, independent study, internship, mentorship, project portfolio, study abroad program or a tutoring program. All Educational Options programs are graded pass/fail and count towards graduation requirements.

Students interested in pursuing an Educational Options program must meet with their assigned school counselor to discuss the option and next steps if they decide to move forward and submit a proposal. The school counselor can provide information on how to submit a proposal using the online [Application and Action Plan for Educational Options Coursework Form](#).

(For complete Policy IGCD and LEC, see [BexleySchools.org>Board of Education](#))

MOSAIC

The [Mosaic Program](#) is a project-based, integrated humanities curriculum available to juniors and seniors interested in an alternative to the traditional classroom experience. Students who are typically strong candidates for the program are: independent and original thinkers, intellectually curious who are creative, interested in the arts and creative expression, motivated by 'real life' learning experiences, and committed to having a voice and making a difference.

Informational meetings are typically held during early February each year, applications and interviews conducted in March, and decision letters received during the first week of April. All application selections are determined by members of the Mosaic Program.

Each year, Mosaic students are eligible to earn the following course credits:

- 1.0 English
- 1.0 Social Studies*
- 0.50 Art Appreciation (elective credit)
- 1.0 Cultural Studies (elective credit)

*Juniors participating in the [Mosaic Program](#) will earn a full elective credit for participating in a social studies-based elective course but this does not meet the graduation requirement for Government. Therefore, Mosaic students must complete a Government course as a senior (either through Mosaic or at Bexley High School).

Typically, juniors attending Mosaic will attend Bexley High School in the morning for periods 1-4 and then transition to Mosaic for the afternoon. Seniors attending Mosaic will attend Mosaic in the morning and return to Bexley High School for periods 4-7 (starting at 11:15 am).

To learn more about Mosaic, contact your school counselor or visit the [Mosaic](#) website.

OHIO WORK EXPERIENCE & CAREER EXPLORATION PROGRAM

The Ohio Work Experience and Career Exploration Program (WECEP) is designed to help Ohio high school students explore potential careers. Through an internship of at least 20 weeks, students have the opportunity to explore all aspects of a profession and to gain better understanding of the training needed to enter a career field. This internship program is not focused on one task, but provides students with a wide range of experiences within a career field.

To learn more about how the program works, student and business eligibility, and well as how students can apply, please visit the [Career Exploration Internship page](#) on the Ohio Department of Education (ODE) website and then schedule an appointment to meet with your high school counselor.

ACADEMIC PLANNING

Bexley High School students have the opportunity to pursue numerous course offerings across a wide range of academic subject areas, which is very unique given the total number of students enrolled in the high school. The administration, teachers, counselors and support staff are committed to providing as many opportunities to each and every student, and as part of this commitment students need to carefully prioritize their individual academic goals and plans throughout their high school career.

Students and families are encouraged to regularly check the [Academic Scheduling: Information, Resources & Planning](#) site on the Bexley High School website. Additionally, students and families can view / download the latest [Bexley High School Course Handbook](#) for all course offerings, descriptions and graduation pathways.

ACADEMIC INTEGRITY

The District is committed to providing an atmosphere in which the values of truth, integrity, personal accountability and respect for the rights of others are modeled. To this end, academic dishonesty is prohibited. Academic dishonesty occurs when students 1) engage in behaviors that give them or others the opportunity to obtain credit for work that is not their own; 2) attempt

to obtain or assist others in obtaining credit for work that is not their own; or 3) obtain or assist others in obtaining credit or attempting to obtain credit for work that is not their own.

(For complete Policy JFCM, see [BexleySchools.org>Board of Education](https://www.bexleyschools.org/Board-of-Education))

GRADE LEVEL PROMOTION

In accordance with the school district policy regarding High School Grade Level Promotion, a student shall be promoted in class standing at the high school level when credits have been successfully earned as follows:

- To sophomore: 4 credits
- To junior: 9 credits
- To senior: 15 credits

(For complete Policy IKE, see [BexleySchools.org>Board of Education](https://www.bexleyschools.org/Board-of-Education))

GRADUATION REQUIREMENTS

Bexley High School students are required to meet specific graduation requirements and standards to earn a [high school diploma in the State of Ohio](#). In preparing for post-secondary opportunities such as career, college, military service, etc., it is important for students and families to carefully evaluate course options each spring during the scheduling process for the upcoming academic year. Students and families are strongly encouraged to meet with their assigned school counselor and/or college counselor to discuss options, opportunities and goals.

CREDIT REQUIREMENTS

Students are required to complete and earn a total of 21.0 credits within specific subject areas. Credit requirements are subject to change based on the standards set by the [Ohio Department of Education \(ODE\)](#). The following requirements may be at times the same or different based upon these standards:

Credit Requirement by Content Area	Total Credits (Class of 2020)	Total Credits (Class of 2021 & Beyond)
English Language Arts	4.0	4.0
Mathematics	4.0	4.0
Science	3.0	3.0
Social Studies	3.0	3.0
Fine Arts	1.0	1.0
Health	0.50	0.50

Physical Education*	0.50	0.50
Personal Finance & Capstone	0.50	0.50
Electives*	5.50	5.50

*Students completing the Physical Education requirement utilizing a Physical Education Waiver must complete an additional half-credit of a general elective towards the completion of the 21.0 credits required for graduation.

GRADUATION PATHWAY REQUIREMENT

In addition to meeting the above mentioned credit requirements, students must meet ONE of the following three pathways:

Ohio's State Tests

Students [earn a cumulative score of 18 points on seven end-of-course state tests](#). To ensure students are well rounded, they must earn a minimum of four points in Math, four points in English and six points across Science and Social Studies. The seven End-of-Course (EOC) tests are:

Algebra I*	Biology
Geometry*	American History
English Language Arts I	American Government
English Language Arts II	

*Integrated Math I & Integrated Math II can be counted for students who are new to the district and have already completed one or both Integrated Math tests.

For each test, students earn one (1) to five (5) graduation points towards the 18-point pathway requirement:

- 5 – Advanced
- 4 – Accelerated
- 3 – Proficient
- 2 – Basic
- 1 – Limited

Advanced Placement (AP) test scores in *United States History* or *United States Government and Politics* may be used as a substitute for end-of-course exams. Students may also substitute grades from College Credit Plus (CCP) courses in the Science (Biology) and Social Studies (American History and American Government) subject areas for end-of-course state tests.

Industry-Recognized Credential and Score on Workforce Readiness Test

[Students earn an industry-recognized credential or a group of credentials](#) totally 12 points and earn the required score on the [WorkKeys](#) test. The State of Ohio will pay one time for those who take the WorkKeys assessment.

College and Career Readiness Tests

Students earn [remediation-free scores](#) in English Language Arts and Math on the [ACT](#) or [SAT](#), both of which are a nationally recognized college admission exam. Bexley High School administers the ACT during the spring of junior year for all students to provide students with an opportunity to meet this requirement.

ACADEMIC SUPPORTS

ACADEMIC SUPPORT (BEFORE SCHOOL)

Teachers and departments are available to work with students from 7:35 - 8:20 am Tuesdays through Fridays. Students can utilize this time to meet with a teacher regarding homework questions, review for upcoming assessments, re-teaching of material they have questions on, or to work on assignments in a location where they can ask questions as needed. The current schedule of office hours by department is provided below:

- Tuesdays: Math, Social Studies, Special Services, World Language
- Wednesdays: English, Science, World Language
- Thursdays: Arts, Business, Math, Social Studies, Technology
- Fridays: Arts, Business, English, Science, Special Services, Technology

ENGLISH RESOURCE CENTER (ERC)

The English Resource Center is a drop-in, appointment, and referral center for BHS students. The ERC supports students, helping them maximize their literacy and composition skills through enrichment. The ERC may also assist with interventions for students who struggle with basic literacy and composition skills.

ENGLISH LANGUAGE LEARNER (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 Learner (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. Two levels of service support for grades 9-12 students are possible: ELL courses and ELL tutoring. Each available for a 1.0 credit, both courses require students to meet daily with an ELL teacher for an entire school year. Tutoring is scheduled, dependent upon individual student schedules and needs and is assigned as part of a district-wide schedule for the ELL teacher who serves all the district's K-12 students.

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 Board Policy IGBI, see BexleySchools.org>[Board of Education](#))

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 a large number of students with gifted identifications, and as a result, the district has offered a more rigorous curriculum that supports its students.

BHS 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 co-curricular activities are available to engage students in their areas of talents and interests.

Each BHS student with a gifted identification in superior cognitive ability has a Written Education Plan (WEP) created by a general classroom teacher. Parents/guardians are notified about the WEP, written annually. Teachers report on the annual goals at mid-year and at the end of the school year.

(For complete Board Policy IGBB, see BexleySchools.org>[Board of Education](#))

GUIDED LEARNING LUNCH

All students have access to their individual classroom teachers during the second half of lunch. This time may be utilized in a variety of ways: clarification of instruction, re-assessment, pre-teaching of upcoming topics, question/answer sessions, review for assessments, etc. This time may be scheduled with a teacher, or students may drop in during a teacher's specific open office hours.

Students who need assistance with day-to-day student skills or work completion may be assigned for 3-6 weeks with a content specific teacher (not necessarily their classroom teacher). During this time, a students' main task is completion of homework. Students may also be asked to check upcoming assignments, review for assessments, etc.

MATH RESOURCE CENTER (MRC)

The Math Resource Center (MRC) provides students with math content and subjects. Students can drop-in to review or ask questions about homework, prepare for upcoming assessments, or just to ask any general questions related to the student's math course(s).

RESPONSE TO INTERVENTION (RTI) TEAM

BHS engages a multi-level system of supports, using Rtl as a general education framework that involves research-based instruction and interventions, regular monitoring of student progress, and subsequent use of these data over time to support students with academic organizational, medical, and/or social/emotional struggles.

Rtl is a general education responsibility, a process that uses multiple data to identify low-achieving students. Rtl is engaged prior to special education eligibility determination. General education assumes responsibility for delivery of high-quality instruction, research-based interventions, and prompt identification for student s who may be at risk. Essential components of Rtl include a differentiated curriculum with different instructional methods and possibly curriculum materials and multiple tiers of increasingly intense interventions if needed.

Core components of Rtl include:

1. Use of normative measures to identify students "at risk".
2. Research-based interventions used with fidelity to address student difficulties.
3. Frequent review of student progress.
4. Increasing intensity of interventions.
5. Data-informed decision making.

SCHOOL COUNSELING

In support of the Bexley City Schools' mission, the School Counselors provide a comprehensive, developmental counseling program to all students. Our programs are designed to help each

student develop and enhance their academic, social/emotional, and college/career strengths in order to become responsible and productive citizens.

As part of the school counseling role, we believe it is important to connect students with the incredible resources available to each BHS student. Students are encouraged to regularly visit with their school counselor regarding any academic and non-academic needs and opportunities available in the school, community and beyond.

Students and families may also visit the [School Counseling](#) and [Career & College Counseling](#) web pages for information and resources available to all Bexley High School students. Students and families may schedule a time to meet with one of the school counselors using any of the following contact information:

David Leland, School Counselor
students whose last names begin with A - L
(614) 231-4591 ext 4190
david.leland@bexley.us
<http://mrleland.youcanbook.me>

Stephanie Krosnosky, Career & College Counselor
all students
(614) 231-4591 ext 4192
stephanie.krosnosky@bexley.us
<https://mrsk.youcanbook.me>

Carrie Washburn, School Counselor
students whose last names begin with M - Z
(614) 231-4591 ext 4191
carrie.washburn@bexley.us
<http://washburn1.youcanbook.me>

Sarah Lynch, Guidance Secretary
(614) 231-4591, ext. 4194
sarah.lynch@bexley.us

CAREER & COLLEGE COUNSELOR

Bexley High School's Career & College Counseling program helps students prepare for life beyond high school, maximize opportunities, excel in a career or college courses and successfully complete a college degree. Bexley traditionally sends over 90 percent of its graduates on to college.

College admissions planning begins in middle school as students can select a course of study consistent with college aspirations and develop study habits necessary for college preparation. Planning intensifies in high school as students work to meet college entrance requirements and as the actual college application process and selection for admission occur. The BHS Career & College Counselor provides assistance in college admissions planning through a variety of resources, supports and reference material available in the College Counseling Center which includes:

- Campus Visits
- College, Career and Military Representative Visits
- [Columbus Suburban College Fair](#)

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- Financial Aid Information
 - High School Testing Timeline
 - Post-Secondary Information & Planning
 - Scholarship Opportunities

ACADEMIC ASSESSMENT AND TESTING

BHS historically has offered a rigorous curriculum and assessment system to help determine if students are attaining the skills and conceptual understandings students need to be successful in college and careers. Multiple assessments are used to include local, state and national tests administered throughout the school year. These assessments help staff improve curriculum and select resources as well as assist with determining necessary supports for each student.

EXAM ATTENDANCE

The purpose of exams is to provide students with the opportunity to demonstrate mastery and competence of specific course material. The exam program lets students demonstrate the knowledge, skills and aptitudes they are expected to possess on completion of a course. BHS requires semester exams and/or culminating assessments in all subjects and expects that all students will take their exams on the scheduled days at the assigned times. Students and parents/guardians should avoid scheduling any other activities during the exam days.

The school understands that extreme circumstances may occur and situations specific to a particular family may arise. Parents/guardians must provide documentation explaining the situation when requesting any alteration to the regular exam schedule. Only a principal or assistant principal can approve such a request.

EXAM SCHEDULE

First Semester Exam Schedule:

- Day 1: Period 7 (9:55-11:35), Period 6 (1:20-3:00)
- Day 2: Period 5 (9:55-11:35), Period 4 (1:20-3:00)
- Day 3: Period 3 (9:55-11:35), Period 2 (1:20-3:00)
- Day 4: Period 1 (9:55-11:35), Make-Ups (1:20-3:00)

Second Semester Exam Schedule

- Day 1: Period 1 (9:55-11:35), Period 2 (1:20-3:00)
- Day 2: Period 3 (9:55-11:35), Period 4 (1:20-3:00)
- Day 3: Period 5 (9:55-11:35), Period 6 (1:20-3:00)
- Day 4: Period 7 (9:55-11:35), Make-Ups (1:20-3:00)

EXAMS FOR SENIORS

Seniors are exempt from second semester final exams unless the passage of the exam is required for course credit. Seniors may opt to take a final exam for grade improvement

purposes. They should notify their teachers if they wish to exercise this option prior to the Senior Awards Assembly.

AP TESTS & FINAL EXAMS

Students who have attended and completed their standardized AP test will be afforded the opportunity for exemption from the teacher created final exam for the course. In such instances, the final grade for the semester will be determined by adding the third and fourth term grades and dividing by 2. This exemption is not available for students in danger of failing the course. AP students may take the teacher created final exam for grade improvement. If the exam is taken for grade improvement, the score earned will be recorded and calculated into the final grade for the course.

ADVANCED PLACEMENT® (AP)

Three-hour [AP exams](#) are administered in May and are scored on a 1-5 scale with scores of 3-5 typically eligible for college credit. All students are encouraged to enroll in AP courses. Research demonstrates that all students who enroll in AP courses are more successful in postsecondary education, regardless of their performance on the AP exams.

OHIO'S STATE TESTS (OST) FOR GRADUATION

The State of Ohio requires high schools to administer a series of tests, aligned to graduation requirements for all students of the Class of 2018 and beyond. These tests consist of both Performance-Based Assessments (PBA) that are administered mid-year and End-of Year (EoY) course assessments. The PBA are administered after approximate completion of 75 percent of the school year, and the EoY are administered after 90 percent completion of the school year. These tests comprise the content of the Common Core State Standards (2010) for English language arts (ELA) and mathematics and the content of Ohio's academic learning standards for science and social studies:

Algebra I
Geometry
English I
English II

Biology
American History
American Government

PSAT / NMSQT

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) BHS uses the Preliminary Scholastic Aptitude Test (PSAT) to measure the critical skills of reading, math and writing needed for college and beyond. This two-hour exam, is administered in October of sophomore and junior year for the purposes of providing a predictive "practice" for the SAT and identifying National Merit Scholarship qualifiers. Verbal and math scores are reported on a scale from 20 – 80 and an NMSQT Selection Index is generated for National Merit qualifying purposes.

The cost of the PSAT is paid by the district. After the test students receive feedback on how ready they are for college and access to tools that help them improve. The PSAT scores also tell students how likely they are to succeed in AP courses and on AP exams.

COLLEGE ENTRANCE TESTING

Students are responsible for registering and taking all appropriate entrance exams, with the Career and College Counselor actively assisting with the planning process. Students must carefully plan the types of exams they take and attend to the schedule and dates for taking them. All exam materials are available in the Career and College Counseling Center, with links included on the [Career and College Counseling](#) web page.

Students are strongly encouraged to take the [ACT](#) and [SAT](#) for the first time during winter of junior year and possibly again during fall of senior year. Those who intend to apply under one of the early notification plans should take required [SAT II-Subject Tests](#) before the end of junior year. The Career and College Counselor works to provide and promote free testing activities for students in the Bexley area.

AMERICAN COLLEGE TESTING PROGRAM (ACT)

The [ACT](#) is administered on seven national testing dates annually at established test centers in metro Columbus. It consists of four curricular-based tests: English, mathematics, reading and science reasoning plus an optional writing section. Students are scored for each content area which are then averaged to give a composite score. All scores are reported on a scale of 1-36, with scores in the 18-21 range considered “average.”

SCHOLASTIC APTITUDE TEST (SAT)

The [SAT](#) is a three-hour exam consisting of verbal, mathematical and written sections is administered on seven national testing dates at established test centers in metropolitan Columbus. Scores are reported on a scale from 200–800.

SAT II: SUBJECT AREA TESTS

The [SAT II Subject Tests](#) include up to 18 one-hour curricular-based subject tests. Many highly selective colleges require the SAT II for admissions or placement purposes. They are administered on national SAT test dates at established testing centers. Students may take up to three SAT II tests on a single testing date, though not on the same date they take the SAT. SAT II tests should be taken as soon as possible after the completion of the related course.

Information is available at [CollegeBoard.org](#) or through the college counselor about tests dates for each SAT II: Subject Area Test. They should also consult with classroom teachers regarding whether to take a particular Subject Area Test. Here are BHS courses that prepare students for the associated SAT II Subject Area Tests:

High School Course	SAT II Subject Test
AP Language or AP Literature	Literature
AP World History	World History
Algebra 2 or above	Mathematics Level I
Honors Precalculus or above	Mathematics Level II
Honors Biology or AP Biology	Biology E/M
Honors Chemistry or AP Chemistry	Chemistry
Physics or AP Physics	Physics
Honors French IV or AP French	French Reading or Reading and Listening
Honors Spanish IV or AP Spanish	Spanish Reading or Reading and Listening
Honors Latin IV or AP Latin	Latin Reading

ACADEMIC RECOGNITION

AP SCHOLAR

The College Board recognizes students who have demonstrated outstanding college-level achievement through AP courses and exams with the AP Scholar Awards. Although there is no monetary award, each award-winning student receives a certificate, and the award is acknowledged on any AP score report sent to colleges after the award has been conferred. Awards are added to online score reports in late August, and award certificates are sent by mail in September:

- AP Scholar – score of 3 or higher on three or more AP exams.
- AP Scholar with Honor – average score of at least 3.25 on all AP exams taken and scores of 3 or higher on four or more of these exams.
- AP Scholar with Distinction – average score of at least 3.5 on all AP exams and scores of 3 or higher on five or more of these exams.
- National AP Scholar – average score of at least 4 on all AP exams taken and scores of 4 or higher on eight or more of these exams.

CUM LAUDE SOCIETY

Membership in this honor society is one of BHS's highest academic honors with induction held each spring. Students are invited for induction based on these criteria:

-
- Seniors must rank in the top 20 percent of their class and maintain a 3.5 GPA based on at least 16 credits earned in a Music Theory course or in the English, Math, Science, Social Studies and World Languages Departments.
 - Juniors must rank in the top 10 percent of their class and maintain a 3.75 GPA based on at least 12 credits in the aforementioned areas.
 - A junior who is graduating early may qualify based on the condition above or with 16 credits in the aforementioned areas and a 3.5 GPA.
 - Transfer students who have attended BHS for at least one year and fulfill the requirements listed above may qualify. The cumulative average will represent academic work completed at BHS as well as the total of all high school academic work.
 - Grades from the third nine-week period are counted as second semester toward the 12 and 16 credits requirements.
 - When a student takes a qualifying course on a Pass/Fail basis or as an independent study, the credit counts toward Cum Laude eligibility while the grade does not.

HONOR ROLL

The BHS Honor Roll is comprised of students who attain a GPA of at least 3.4 and published at the end of each nine-week quarter.

NATIONAL HONOR SOCIETY

All juniors and seniors with a 3.6 cumulative GPA are eligible for this honor society. Students must apply for the honor, presenting evidence of leadership, service and character, as well as scholastic achievement. A faculty committee reviews the applications and makes a final decision for selection. A junior who is not inducted may still be selected senior year. The induction ceremony takes place in the fall.

SAFETY AND SECURITY PROCEDURES

Bexley City Schools has several features in place in each school building to maintain students' safety, including:

- Visitor management system and check-in procedures, including photo ID login and name tags issued when visitors register at buildings' main entrances
- Staff members required to wear identification badges at all times when students are present

Safety Plan

Bexley Schools works in close concert with the City of Bexley and the Bexley Police Department on crisis planning measures. A Safety Committee composed of teachers, counselors, police and parents meets regularly to address safety issues and review the district safety plan. School principals regularly review procedures with their staff members for the drills and/or threats likely to confront the school community: lockdowns, bomb or bio threats and fire and tornado drills.

Ohio schools must have a comprehensive school safety plan that addresses their response not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to school violence and various types of terrorist threats. Our Emergency Operations Manual and Emergency Response Plan includes comprehensive information and descriptions of the overall concept of operations, organization, roles and responsibilities, along with checklists, to guide school personnel in addressing various emergency hazards that may affect the safety of our children and school community. Ohio law, for security purposes, prohibits schools from sharing these plans with the general public. An overview of the Emergency Management Plan established for schools can be found at <https://saferschools.ohio.gov/content/legislationrules>

The three main objectives for any Bexley City School District employee when dealing with an Emergency Situation is to keep students safe; when it is safe to do so, contact the police or someone for assistance; and finally do not make the situation worse. These objectives are applicable for all emergencies such as an active shooter or a student injury.

When keeping students safe we are entrusting school employees to make the best decision possible with the information available. For an active shooter we have adopted the “**Take-Out, Get-Out, or Lock-Out**” approach. Each of these options are available to school employees and one does not trump the other. The employee has discretion as to which of the three “Outs” best affords the opportunity to keep their students safe.

Notification System

The district’s Instant Connect notification system contains emergency contact information for every student and staff member, allowing the district to make immediate contact in case of an emergency situation in one of the schools.

Visitors

Bexley school buildings have security systems and check-in procedures. All visitors at the Cassingham Complex must swipe into tracking system software using a government-issued photo ID, such as a driver’s license. The district’s Main Entrance receptionist and building secretaries produce badges for visitors and volunteers, record and monitor volunteer hours and electronically check all visitors against registered sex offender and other databases. Visitors to Maryland and Montrose Schools must sign in at the office and wear a visible visitor badge.

Walking to and from school

Students, parents, teachers and citizens share responsibility for the protection of schoolchildren. We value our walking community. Some basic safety suggestions include:

- Parents/guardians should work with children to map out the safest walking route to and from school.
- All pedestrians should obey the safety patrol and cross only at intersections

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- Drivers must take extreme care when picking up or discharging children from cars at school, pulling to the sidewalk nearest the school
 - Children should come directly to school and proceed directly home unless previous plans have been made. School staff members are not responsible for supervision of students after dismissal

Severe Weather

In cases of severe weather, the Bexley City School District operates under specific emergency procedures for notifying parents/guardians while evacuating and maintaining safety for students and staff. Monthly drills during the spring tornado season help the school community prepare.

A tornado alert prompts the Bexley Police Department to contact the Bexley Schools Superintendent who immediately calls each school. When severe weather occurs at dismissal time, students are kept indoors until danger has passed. Parents/guardians should wait to pick up students until students exit the building.

School Closings

Bexley Schools Superintendent or a designated administrator is authorized to close any or all schools in the district, if emergency conditions necessitate the measure. Such a closing is announced in as timely a manner as possible via the Instant Connect notification system, the district website, social media platforms and broadcast on local radio and television stations on the morning of the closing.

Bicycles

The area of the Bexley school district is compact and most students can walk or bicycle to their school. Due to this fact, the district asks that all residents and drivers exercise extreme caution and concern for safety.

SPECIAL EDUCATION

The structure and delivery of all special education programs is strictly governed by federal and state law, as well as federal, state, and local policies and procedures. Special education programs are designed for those with a specifically documented disability that has a significant and adverse effect on the ability to learn. Eligible students are provided with a free appropriate public education. Intervention in general education as well as small group and learning center settings are available in each of the district's buildings.

Additional levels and types of supports are provided students with low-incidence disabilities or significant challenges, such as blindness, deafness, or significantly subaverage intellectual (IQ)

levels, or with combinations of disabilities. While the district provides for the education of all its students, not all special education programming is provided within the district's buildings. The district does pay for the program, provide transportation, and monitor the effectiveness of each of these programs.

Students and families may also visit the [Special Education webpage](#) for additional information and resources: <https://www.bexleyschools.org/SpecialEducation.aspx>.

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. Bexley's Director of Special Education oversees 504 services for the district.

INDIVIDUAL EDUCATION PLANS (IEPs)

A student with disabilities that have a substantial impact on his or her learning is eligible for an Individual 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.

STUDENT CONDUCT

Bexley City Schools Student Code of Conduct

Compliance with Bexley Schools' *Student Code of Conduct* regarding school rules, discipline procedures, and due process rights is mandatory and includes but is not limited to the following circumstances:

- Any conduct occurring in school groups, during and immediately before or after school hours
- On school grounds at any time when the school or school grounds are being used by a school-related group
- Off school grounds at a school-sponsored activity
- On a school bus or conveyance
- At any other time when the student is subject to the authority of the school

(For complete Policy JF, see [BexleySchools.org>Board of Education](#))

OUT-OF-SCHOOL SUSPENSION

A student receiving an Out-of-School Suspension loses the opportunity to receive direct classroom instruction. The student must arrange for each assignment to be completed and turned in to the principal on the day it is due. Suspended students should remain under parental supervision. They are not allowed on school property or at school-sponsored events during their 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 JFC and JFC-R, see BexleySchools.org>[Board of Education](#))

IN SCHOOL SUSPENSION

In school suspension may be used in lieu of an Out of School Suspension if allowed by board policy for certain code of conduct violations and/or discipline situations. This decision is made at the discretion of the building administration.

BEFORE SCHOOL DETENTION

Students may be assigned to attend detention instead of being suspended out of school, depending upon the severity of the offense.

The purpose of detention is to enable a student who would otherwise be suspended to remain at school and have the opportunity to improve the student's academic standing. This alternative to suspension is available at administrator discretion as a learning experience and chance to change behavior.

CO-CURRICULAR & EXTRACURRICULAR

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 co-curricular and extracurricular programs consistent with its philosophy of, and goals for, education, and all programs.

(For complete Board Policy IGD, see BexleySchools.org>[Board of Education](#))

CLUBS AND PROGRAMS

BHS club membership is open to any interested BHS student. The list of clubs and programs is subject to change but a current list of clubs and organizations are provided below:

Animal Rights Club	In-the-Know Quiz Team
Art Club	Japanese Club
Bexleo Yearbook & Media Enterprises	Jewish Student Union
Bexley Thespians	Key Club
Book Club	Lamplight Literary Magazine
Bowling Club	Latin Club
Business Club	LEO Mission: Lions Experiencing Orbit
Chess Club	M Factor
Cinema Club	National Honors Society
Classics Club	Ping Pong Club
Crafts & Charity Club	Poetry Out Loud
Cum Laude Society	Robotics Club
Environmental Club	Ski Club
Engineering Club	Sleep Out Club
E-Sports Club	Social Justice
French Club	Student Council
Gaming Club	The Torch Student Newspaper
Garden Club	Ultimate Frisbee Club
Gay-Straight Alliance	Women's Empowerment Club
Improv	Youth Philanthropy Program

Some clubs and activities require enrollment in a particular subject area and others are selective. For example, The Torch provides many opportunities for students showing proficiency and interest in the journalism field. With BHS's Journalism course as a prerequisite, students must apply to join the staff. Students publish the Lamplight literary and artistic magazine each year.

Any student may submit an artistic or literary work for publication, with submissions reviewed by the student editors and teacher advisor. BHS's interscholastic academic quiz team, In-The-Know, hosts tryouts each fall. Students who are interested in forming a new club may request a form for such from their school counselors. For the most up to date list, visit the [Clubs and Organizations](#) web page.

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 provided that they have met the OHSAA guidelines of having passed 5 one (1) credit courses the previous quarter.

In addition, students participating in any program regulated by the Ohio High School Athletic Association must also comply with all eligibility requirements established by the Association.

(For complete Board Policy IGDK, see BexleySchools.org>[Board of Education](#))

SOCIAL ACTIVITIES

Students are encouraged to become involved in many of the social activities of the school. These include such activities as dances after football and basketball games, Homecoming Dances, Junior-Senior Prom, support of local charities and various other events sponsored by many of the organized clubs.

STUDENT COUNCIL

The purpose of Student Council is to allow student input in the decision making process of the school, promote good student and staff relationships and promote school spirit. The membership of Student Council is composed of the four council officers, four class officers per class and five elected representatives per class.

There are also an unlimited number of at-large representatives. The representatives are chosen from students who demonstrate an interest in being involved in student government.

ATHLETICS

As a member of the Mid State League, BHS participates in .

Bexley City Schools has a total 25 offerings / 22 interscholastic sports and fields 73 different teams.

Fall Offerings

Football

Winter Offering

Boys Basketball

Spring Offerings

Softball

Boys Soccer
 Girls Soccer
 Volleyball
 Field Hockey
 Girls Tennis
 Girls Cross Country
 Boys Cross Country
 Boys Golf
 Girls Golf
 Cheerleading

Girls Basketball
 Wrestling
 Boys Swimming
 Girls Swimming
 Cheerleading
 *Bowling

Baseball
 Boys Lacrosse
 Girls Lacrosse
 Boys Track & Field
 Girls Track & Field
 Boys Tennis

MID-STATE LEAGUE

Ohio Division

Cardinal Division

Buckeye Division

Bexley Buckeye Valley Columbus Academy Columbus School for Girls Grandview Heights Whitehall-Yearling Worthington Christian Wellington	Berne Union Fisher Catholic Fairfield Christian Grove City Christian Harvest Preparatory Logan Elm Millersport	Amanda Clearcreek Bloom- Carroll Circleville Fairfield Union Hamilton Township Liberty Union Teays Valley
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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 students, parents/guardians and fans can sign up for automatic alerts about athletic events and schedule changes. Visit www.bexleyathletics.org or <https://www.bexleyschools.org> and click on the Athletics tab on the top of the page.

BULLYING, HAZING & HARASSMENT

The Bexley City School District is committed to health, welfare and safety for all students. The district must be able to hear about and take action to support our students. Bexley Schools provides an online Incident Reporting tool as an opportunity to report incidents related to: Bullying, Hazing and Harassment.

Students or parents 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.

Confidentiality: We are committed to the highest level of confidentiality about what we discover and about to whom and what type of consequences are imposed, if any. This is to protect the privacy of all persons involved.

False Accusations: To protect members of the school community from unjust accusations, the district has policies (ACAA-R, JFCR-R) that prohibit anyone from misrepresenting facts or falsely accusing someone, especially when such action is intended to cause harm to another. Those who make reports in good faith, meaning they believe the information to be truthful, would not have any adverse consequences for making a report. Those who choose to fill out this form will see a copy of it sent to the email address entered on the form so that the person who submits the form has a record of the information. The report will also be sent to the building principal of the building, or buildings indicated on the form and to the district Central Office.

Bullying, harassment and intimidation is defined as an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationships. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive education environment for the other student. This behavior is prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying, including harassment, intimidation or bullying by an electronic act, may be suspended.

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

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.

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.

College visits should be arranged when they will not conflict with the student's athletic activity. 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.

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.

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. 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”). Denial of future participation in any school-sponsored extracurricular activity will remain in place until they have met with and been assessed by a School Based Health Professional.

A School Based Health Professional is any person with appropriate substance abuse credentials occupying any position the Superintendent may designate in writing. The School Based Health Professional will then meet with the [Director of Student & Community Engagement](#) to recommend a plan of action. The Plan of Action could include, but is not limited to the following:

- additional counseling with a School Based Health Professional
- a referral to an Educational Workshop
- referral to a Drug/Alcohol Group
- and/or a referral to a Recovery Treatment Program

The Plan of Action will also include a timeline to complete all requirements. [The Director of Student & Community Engagement](#) will meet with the student and parent(s)/guardian(s) after the initial assessment to review the Plan of Action and timeline. 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 facts or credible witnesses that the student is in violation of the policy.

This policy applies to all school sponsored extracurricular activities. 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 co-curricular 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 addressed 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 first day of 6th grade. Any violations committed in middle school will be collapsed to one first offense when the student enters high school.

(For complete Board Policy IGDL and IGDL-R, see [BexleySchools.org>Board of Education](https://www.bexleyschools.org/Board-of-Education))

FINALFORMS

Bexley City Schools uses [FinalForms](#), a data management system, to process all athletic forms. Once you fill out the forms, the system will save the data and each year you will review, edit if necessary and sign the forms again.

All forms for athletics can be found at [BexleySchools.org>Find it Fast>Final Forms](https://www.bexleyschools.org/Find-it-Fast/Final-Forms) or by going directly to: <https://bexley-oh.finalforms.com/>. Students and parents/guardians can also visit the [Athletic Director's Office](#) at Bexley High School. The required forms typically include the following:

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 Authorization \(EMA\) Form](#): 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 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.
5. Neurocognitive Test Form: Nationwide Children's Hospital offers baseline neurocognitive testing for all Bexley athletes. This form gives consent for the testing and acknowledges receipt of the Ohio Department of Health's Concussion and Head Injury Information Sheet.

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.

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>[Board of Education](#))

PARENT/GUARDIAN MEETING

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.

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

PARTICIPATION FEE

The Board has adopted a participation fee schedule for extracurricular participation. The collection of participation fees is in place to recoup a portion of the amount paid out to support the activities beyond the structure of a regular school day. Students participating on an athletic team in grades 7 through 12 must pay the fee in order to participate. The fee structure calls for Middle School athletes to pay \$100 per sport and High School athletes to pay \$150 per sport. A paid participation fee does not guarantee that a student athlete will play. We ask that you please do not pay your athletic participation fee until final rosters have been determined.

Fees may be paid to the athletic department via personal/cashier check. Payments can also be made, for a 4% transaction cost fee, through Final Forms. Parents are encouraged to use the online system, if possible. If paying by check, please make check payable to Bexley City Schools and write a separate check for each athlete and team and deliver to our Athletic Department 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.

BANQUETS AND AWARDS

A season ending banquet will be held at the end of the sports season for all teams. All athletes are expected to attend in the season-ending recognition night sponsored by the Athletic Department. The Athletic Director will supply the awards and provide a stipend per athlete of not more than \$10 per athlete to cover the costs of the dessert and drinks. Permissible venues for the end-of-season banquet include any school facility, Jeffrey Mansion, or parent/coach home. In order to remain compliant with Title IX regulations, any other venue than those listed above must be approved by the Athletic Director.

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.

OHSAA ELIGIBILITY CHECKLIST FOR STUDENT ATHLETES

Before an athlete plays, the athlete must be eligible. Students and parents must review the [OHSAA Eligibility Checklist](#) and refer questions to the high school principal or [Athletic Director](#).

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. Information regarding the process and necessary requirements are available online: <https://web3.ncaa.org/ecwr3/>

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.

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.

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- 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.

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.

STUDENT HEALTH SERVICES

Bexley Schools' Health Services is 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.

Students and parents/guardians can also visit the Health Services web page at: <https://www.bexleyschools.org/HealthClinics.aspx>

(For complete Board Policy JHC, see [BexleySchools.org>Board of Education](https://www.bexleyschools.org/BoardofEducation))

EMERGENCY MEDICAL AUTHORIZATION (EMA)

Bexley Schools' EMA form must be electronically signed by a parent/ guardian each year through the electronic verification system in PowerSchool. The form 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.

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 all students with Body Mass Index (BMI) screening available only upon request
- 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

HEARING & VISION SCREENINGS

Clinic nurses screen students' vision and hearing in ninth grade. 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.

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

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- A tuberculin test for a student who is new to the United States

(For complete Board Policy JHCB, see BexleySchools.org>[Board of Education](#))

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.

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 Board Policies JHCC, 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.

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 on the district website by going to:

BexleySchools.org>[Food ServicesEZpay](#)

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.

EZPAY STUDENT ACCOUNT

Cafeteria meal payments are computerized using the online program [EZPay](#), 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 *EZPay* or check to the school office, or cash or check to cafeteria personnel

BHS students are not allowed to charge a school lunch meal. Food Services emails a parent/guardian through the *EZPay* system 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.

Students and families may also pick up a form in the Central Office, which is located at the south end of the high school on the second floor.

OPEN LUNCH PROCEDURES

The [BHS schedule](#) allows one 50-minute lunch, during which students may leave the school grounds. Permission to leave during lunch is a privilege and students must accept the responsibility for returning to school on time. Inappropriate behavior while away from school may result in a student's loss of open lunch privileges, and when such conduct violates school rules, appropriate action will be taken by school officials.

Students are expected to comply with the following rules:

- All food is to be eaten in the cafeteria or other designated areas. This includes food purchased outside the school and brought back to the school.
- Students may use the library during lunch.
- A student who fails to return to school after lunch will be considered truant unless the parent/guardian contacts the school that afternoon.
- Students who choose to order food to be delivered to the school through a food service company (mobile delivery company or directly through a restaurant) **MUST** meet the delivery person at the main entrance to pick up the order. Food Delivery drivers are **NOT** permitted to enter the building to deliver the food to a student or students.

SCHOOL & COMMUNITY RESOURCES

Bexley High School believes it is important to develop and maintain active and supportive partnerships within the school as well as among organizations, businesses and educational programs within the community. The following information is provided as a quick reference list of organizations, business and community resources that are frequently utilized by members of the Bexley community.

BEXLEY MINORITY PARENT ALLIANCE

The mission of the Bexley Minority Parent Alliance is to empower minority students to achieve their full potential by providing support and advocacy, as well as influencing policy. The goals of the organization include:

- To form community among families with minority children
- To support children, families and district personnel
- To advocate on students' behalf with school and community leaders
- To guide policy and training decisions

Visit <https://bexleyminorities.wixsite.com/bmpa> for more information.

BEXLEY MUSIC PARENTS

Bexley Music Parents support music programming in all Bexley Schools, K-12. An all-volunteer organization, Bexley Music Parents raise and disburse funds to augment an already robust music curriculum with special opportunities such as guest clinicians who work with students in all grades. Music Parents also support the high school choral accompanist position and provide funding for ensemble uniforms, music scholarships, and much more.

Visit <http://www.bexleymusicparents.org/> for more information.

BEXLEY THEATRE ARTS

The mission of the Bexley Theatre Arts program is to deliver support and assistance to the cast, crew and staff to ensure a positive, productive and rewarding theater experience.

Visit http://www.bexleytheatrearts.com/Welcome_Theatre_Parents_.html for more information.

DARN (Developmental Assets Resource Network)

DARN ([Developmental Assets Resource Network](#)) strives to meet the needs of Bexley community children and families through the allocation of community resources, funding of camp scholarships, and engagement in policy-making efforts to assure these groups have access to necessary resources.

Some in the Bexley community find themselves challenged from time to time to make ends meet and provide for their families. Sometimes families need help with "life's extras", while others need periodic assistance with more basic needs, such as food and clothing. When such needs arise, families can turn to DARN for support.

Students and families can contact their building School Counselor for more information or visit <https://darncares.org/> for more general information about the organization.

ADDITIONAL COMMUNITY RESOURCES

Bexley Recreation & Parks

165 N. Parkview Avenue

<http://www.bexley.org/recreation/>

Bexley City Hall

2242 E. Main Street

www.bexley.org

Bexley Police Department

559 N. Cassingham Road

<http://www.bexley.org/police-department/>

Bexley Public Library

2411 E. Main Street

www.bexleylibrary.org

Bexley Urgent Care

2216 E. Main Street

www.uurgentcare.com/bexley-urgent-care

Capital University

E. Main Street & College Avenue

www.capital.edu

Drexel Theatres

2254 E. Main Street

www.drexel.net

Jewish Community Center (JCC) of Greater Columbus

1125 College Avenue

www.columbusjcc.org

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