

Bexley Middle School  
Parent / Student Handbook  
2019-2020



Engage,  
Equip,  
Empower.

---

# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b>	<b>2</b>
<b>2019-2020 SCHOOL CALENDAR</b>	<b>6</b>
<b>BEXLEY CITY SCHOOL DISTRICT INFORMATION</b>	<b>7</b>
SUPERINTENDENT'S WELCOME	7
BOARD OF EDUCATION	7
DISTRICT WEBSITE	7
DISTRICT ADMINISTRATORS	7
BEXLEY EDUCATION FOUNDATION	7
BEXLEY HIGH SCHOOL ALUMNI ASSOCIATION	8
BEXLEY BOOSTER AND PARENT GROUPS	8
DISTRICT MISSION	8
DISTRICT VISION	8
DISTRICT CORE VALUES	8
BEXLEY ALMA MATER	9
<b>Bexley Middle School Information</b>	<b>10</b>
MIDDLE SCHOOL ADMINISTRATORS	10
MIDDLE SCHOOL OFFICE STAFF	10
PRINCIPAL'S MESSAGE	10
<b>COMMUNICATION</b>	<b>11</b>
NOTIFICATION SYSTEM	11
ONLINE RESOURCES	11
Canvas	11
Student Email (Gmail)	12
PowerSchool	12
School Newsletters	12
Parent/Teacher Conferences	12
Reports to Parents/Guardians	13
Athletic Hotline	13
RIGHTS TO SCHOOL RECORDS	13
<b>SCHOOL OPERATIONS</b>	<b>15</b>
BELL SCHEDULE	15
TYPICAL DAILY SCHEDULE	15
ACCEPTABLE USE POLICY	15
PERSONAL ELECTRONIC DEVICES	16
ELEVATOR USE	16
LOCKERS	16
SIGNS	17

---

STUDY HALL	17
TOBACCO USE	17
<b>ATTENDANCE</b>	<b>18</b>
SCHOOL ATTENDANCE/ HOUSE BILL 410	18
ABSENCES FROM SCHOOL	18
LEAVING SCHOOL EARLY	19
LEAVING BUILDING FOR LUNCH	19
<b>ACADEMIC PLANNING</b>	<b>19</b>
SCHEDULING ORIENTATION	19
FIFTH GRADE VISITS	19
CURRICULUM NIGHT	19
STUDENT-LED CONFERENCES	19
BEYOND BMS	20
STANDARDS-BASED GRADING	20
Marking System	20
Learning Skills and Work Habits	21
HIGH SCHOOL COURSES	21
SCHEDULE CHANGES	21
<b>ACADEMIC SUPPORTS</b>	<b>22</b>
CLASSROOM SUPPORTS	22
APPROACHES TO LEARNING (ATL)	22
MULTI-TIERED SYSTEM OF SUPPORT (MTSS)	22
STUDY HALL	23
REMOVING NON-ACADEMIC BARRIERS TO SUCCESS	23
SCHOOL CLIMATE	23
SOCIAL/EMOTIONAL DEVELOPMENT	23
GENDER IDENTITY AND EXPRESSION	24
GIFTED EDUCATION	24
ACADEMIC ASSESSMENTS AND TESTING	25
Types of Assessments	25
Standardized Assessments	25
<b>STUDENT SERVICES</b>	<b>26</b>
ENGLISH LANGUAGE LEARNERS (ELL)	26
SECTION 504 PLANS	26
INDIVIDUALIZED EDUCATION PLANS (IEPS)	26
<b>ACADEMIC RECOGNITION</b>	<b>28</b>
QUARTERLY RECOGNITION ASSEMBLIES	28
LAUREL HONOR SOCIETY	28
<b>SAFETY AND SECURITY PROCEDURES</b>	<b>28</b>

---

---

<b>STUDENT CONDUCT</b>	<b>31</b>
BEXLEY CITY SCHOOLS STUDENT CODE OF CONDUCT	31
OUT-OF-SCHOOL SUSPENSION (OSS)	31
IN-SCHOOL SUSPENSION (ISS)	31
DETENTION	32
<b>CO-CURRICULAR AND</b>	<b>32</b>
<b>EXTRACURRICULAR INFORMATION</b>	<b>32</b>
ACADEMIC ELIGIBILITY	32
<b>ATHLETICS</b>	<b>33</b>
ATHLETIC HOTLINE	34
BULLYING, HAZING & HARASSMENT	34
ATTENDANCE AND EXTRACURRICULAR PROGRAMS	35
ATHLETIC TRAINER	35
EXTRACURRICULAR PROGRAMS & SUBSTANCE ABUSE	36
FINALFORMS	37
INSURANCE	38
INTERSCHOLASTIC ATHLETICS	38
PARENT/GUARDIAN MEETING	38
PARENT/GUARDIAN ROLE	38
PARTICIPATION FEE	39
ABILITY TO PAY	39
BANQUETS AND AWARDS	39
EQUIPMENT	39
OHSAA ELIGIBILITY CHECKLIST FOR STUDENT ATHLETES	40
OFF-SEASON AND CLUB PLAY	40
PROSPECTIVE COLLEGE ATHLETES	40
RULES OF COACHES AND TEAMS	40
SPORTSMANSHIP	40
TRANSPORTATION	41
<b>STUDENT HEALTH SERVICES</b>	<b>41</b>
EMERGENCY MEDICAL AUTHORIZATION (EMA)	41
HEALTH CLINICS	42
HEARING & VISION SCREENINGS	42
IMMUNIZATIONS	42
ADMINISTERING MEDICATION	43
COMMUNICABLE DISEASES	43
SPECIAL HEALTH ISSUES	43
<b>FOOD SERVICES</b>	<b>44</b>
EZPAY STUDENT ACCOUNT	44
FREE OR REDUCED MEALS	45

---

---

LEAVING BUILDING FOR LUNCH	45
<b>SCHOOL &amp; COMMUNITY RESOURCES</b>	<b>45</b>
BEXLEY MINORITY PARENT ALLIANCE	45
BEXLEY MUSIC PARENTS	46
BEXLEY THEATRE ARTS	46
DARN (Developmental Assets Resource Network)	46
ADDITIONAL COMMUNITY RESOURCES	47
Bexley Recreation & Parks	47
Bexley City Hall	47
Bexley Police Department	47
Bexley Public Library	47
Bexley Urgent Care	47
Capital University	47
Drexel Theatres	47
Jewish Community Center (JCC) of Greater Columbus	47

# 2019-2020 SCHOOL CALENDAR

## 2019 -2020 School Calendar

Board approved:  
11.19.2018

August '19						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 14

September '19						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 19

October '19						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

22 20

November '19						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 16

December '19						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15 15

January '20						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

19 18

Aug. 1-9: Flexible Teacher Work Day	
Aug. 9: New Teacher Orientation	Feb. 14: No School (Conference Comp Day)
Aug. 12: Convocation/Bldg. Mtgs.	Feb. 17: No School (President's Day)
Aug. 13: First Day of School	
Sept. 2: No School (Labor Day)	Mar. 13: End 3rd term (46 student days)
Sept. 30: No School (Rosh Hashana)	Mar. 16 - 20: No School (Spring Break)
	Mar. 23: No School (.5 Staff PD a.m. / .5 Work Day)
	Mar. 24: 4th term begins
Oct. 9: No School (Yom Kippur)	Apr. 10: No School (Good Friday)
Oct. 11: End 1st term (41 student days)	
Oct. 14: No School (MS/HS Cont. Day / ELEM. Cont. Comp. day)	
Oct. 15: No School (.5 Staff PD a.m. / .5 Work Day)	
Oct. 16: Begin 2nd term	
Nov. 4: No School	May 24: Graduation
Nov. 5: No School (Staff PD)	May 25: No School (Memorial Day)
Nov. 27: No School (Conference Comp Day)	May 29: Last day for staff & students (47 student days)
Nov. 28 & 29: No School (Thanksgiving)	
Dec. 20: End 2nd term (43 student days)	
Dec. 23 - 31: No School (Winter Break)	
Jan. 1 - 3: No School (Winter Break)	
Jan. 6: No School (.5 Staff PD a.m. / .5 Work Day)	
Jan. 7: Second Semester / 3rd term begins	
Jan. 20: No School (MLK Day)	
No School	5 Calamity Make-Up Days
No School, but Staff on Duty	June 1-5, 2019
Late Start Day	
Parent/Teacher Conference	Teacher Days (new teachers work 187)
Beginning/Ending of Grading Period or Semester	Student Days

February '20						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

19 18

March '20						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

17 16

April '20						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21 21

May '20						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 20

June '20						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July '20						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

---

# 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](http://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](http://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](http://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](http://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.

---

# Bexley Middle School Information

## MIDDLE SCHOOL ADMINISTRATORS

[Jason Caudill](#), Principal

[Brooke Smith](#), Administrative Intern

## MIDDLE SCHOOL OFFICE STAFF

[Mary Yoli](#), Administrative Secretary

[MSAttendance](#), Attendance Secretary

[Sarah Busold](#), School Counselor (for students last name A-K)

[Tara Louys](#), School Counselor (for students last name L-Z)

[Eli Goldberger](#), MS/ HS Athletic Director

## PRINCIPAL'S MESSAGE

Middle School can be a crazy time in the life of a child. With so many changes and opportunities happening at once, it is sometimes hard to know which end is up. The Middle School Philosophy (*This We Believe*, AMLE) acknowledges this and seeks to support students during this important time of growth.

### **Some of the things that make Bexley Middle School a great place to learn:**

- We are a small community of learners, committed parents, and a veteran teaching staff.
- We seek developmentally appropriate ways to build both internal and external Developmental Assets.
- We seek to equip, empower, and engage our students in service where they can turn their knowledge into action.
- We value the role that data can play in helping us ensure that every student is successful. Teachers, counselors, and administrators use data to inform their decisions

I am proud to serve the Bexley community as the principal of the middle school. If you have any questions or concerns, please don't hesitate to contact me.



Jason Caudill

---

# 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 additional student, family, or academic concerns.

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 Parent [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>

## *Student Email (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>.

## *School Newsletters*

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

## *Parent/Teacher Conferences*

BMS dedicates time to scheduled conferences with teachers, students and parents/guardians twice each school year. In October, all parents/guardians are invited to participate in student-led conferences. The school sends home information about the scheduling process a few weeks in advance of the conference times.

Second semester conferences are scheduled at the request of either parents/guardians or teachers in late January or early February. Not all students will have a second semester conference.

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

---

## *Reports to Parents/Guardians*

Teachers maintain current student grades in PowerSchool, which gives students a report card four times each school year. Report cards are not printed, but parents/guardians may at any time request a printed version through the office.

## *Athletic Hotline*

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

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

## RIGHTS TO SCHOOL RECORDS

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

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

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

The following rights exist:

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

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

---

The district has designated the following personally identifiable information contained in a student's education records as "directory information":

1. student's name
2. student's address
3. telephone number(s)
4. student's date and place of birth
5. participation in officially recognized activities and sports
6. student's achievement awards or honors
7. student's weight and height, if a member of an athletic team
8. major field of study
9. dates of attendance ("from and to" dates of enrollment)
10. date of graduation

(For complete policy JO, see [BexleySchools.org](http://BexleySchools.org)>[Board of Education](#))

---

# SCHOOL OPERATIONS

## BELL SCHEDULE

Bexley Middle School's bell schedule may vary 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. When possible, altered schedules are announced ahead of time.

## TYPICAL DAILY SCHEDULE

Period	Start	End
Students Enter	8:30 am	
Period 1	8:37 am	9:27 am
Period 2	9:31 am	10:19 am
Period 3	10:23 am	11:11 am
Lunch/ Recess	11:11 am	11:55 am
Period 4	11:55 am	12:43 pm
Period 5	12:47 pm	1:35 pm
Period 6	1:39 pm	2:27 pm
Study Hall/ Homeroom	2:31 pm	3:01 pm
Flex Period	3:05 pm	3:35 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](http://BexleySchools.org)>[Board of Education](#))

## PERSONAL ELECTRONIC DEVICES

Students are not permitted to bring personal electronic devices (phones, smartwatches, headphones, etc.) into classrooms unless there is a documented accommodation for a student.

Students are able to bring phones to school to let parents know they have arrived or about after school plans. They may access their devices during non-instructional times (passing periods, lunch/ recess, before and after school). Office phones are staffed from 7:30am-4:00pm each school day. We will be happy to get important messages to your child.

## 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.

## 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.

## 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.
- No student will be excused from study hall unless the student has an excuse slip signed by a requesting staff member.
- Study Hall is an instructional environment and personal electronic devices are prohibited.

Students may go to the library during study hall with a pass from a teacher. 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

## SCHOOL ATTENDANCE/ HOUSE BILL 410

It is important for your child to attend school every day. When your student misses a significant amount of school, even if the absences are excused, the child misses critical instruction time and learning opportunities. This often has long-term, negative effects on a child, such as lower achievement and a greater chance of not graduating on time.

State law defines excessive absence and truancy:

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

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

## ABSENCES FROM SCHOOL

While students are urged to be regular in attendance at school, personal illness does make absence necessary.

1. Parents/guardians should contact the school before 8:45am on the day of absence. Parents/guardians must either email [MSAttendance@bexleyschools.org](mailto:MSAttendance@bexleyschools.org) or call (614) 237-4435, prompt #7 then #6, and leave a message on voicemail. If not contacted by parents/guardians, the office personnel will try to contact the parent/guardian(s) of absent students.
2. The student should contact each teacher upon return from an illness to arrange make up of any work missed while absent. This is the student's responsibility.
3. The student should make every effort while absent to keep work up to date as much as possible. This is particularly important if the student is absent more than one day.
4. Students are responsible for checking **Canvas** and emailing their teachers to find out what assignments have been given during their absence.
5. A student with an absence has the same number of days as the absence to complete make-up work, including tests.
6. **A student who is absent any part of a day without a doctor's note will not be allowed to participate in after school activities on that day.** Exceptions may be made for emergencies and appointments if made in advance with the Principal or Athletic Director.
7. House Bill 410 requires schools to notify parents of excessive absences via letter.

---

## LEAVING SCHOOL EARLY

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

## LEAVING BUILDING FOR LUNCH

Students must either have a note granting parental permission to leave or an authorized person must come into the office to sign them out in order for a student to leave the building at any point during the school day (including lunch). Once a student leaves campus under these conditions, parents/ guardians are wholly responsible for their students.

Students who have left without permission are subject to truancy procedures and may be held accountable by the school for any related code of conduct violations.

# ACADEMIC PLANNING

## SCHEDULING ORIENTATION

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

## FIFTH GRADE VISITS

These half-day visits in the Spring are for incoming students to tour the middle school with their classroom teachers. Information about middle school and athletics is shared with all students.

## CURRICULUM NIGHT

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

## STUDENT-LED CONFERENCES

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

---

## BEYOND BMS

Academic planning for high school and beyond starts in eighth grade with classroom guidance lessons focused on college and career planning. Students review standardized test scores, learn about college admissions requirements, career center pathways, and other postgraduate options. Students are introduced to tools such as **Naviance** to aid in the planning process. Each spring, BHS school counselors meet with incoming freshmen to discuss educational and career goals and provide assistance in developing two- and four-year plans.

## STANDARDS-BASED GRADING

Bexley City Schools uses a standards-based grading format to most accurately represent student achievement, K-8.

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

Unlike traditional grades, no GPA is calculated.

### *Marking System*

**Secure (4)** = Student *independently* and *consistently* demonstrates that they meet or exceed expectations as defined by course learning targets/ learning skills and work habits.

**Approaching (3)** = Student’s *independent* achievement *inconsistently* meets expectations as defined by course learning targets/ learning skills and work habits.

**Needs Support (2)** = Student is *dependent* on external support to *consistently* meet expectations as defined by course learning targets/ learning skills and work habits.

**Insufficient Evidence (0)** = Student has not yet provided enough information to determine what the student can do as defined by course learning targets.

---

## *Learning Skills and Work Habits*

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

<b>Personal Responsibilities</b>
<ul style="list-style-type: none"><li>• Completes and submits quality class work and homework on time</li><li>• Maintains a system of organization</li><li>• Takes responsibility for own actions; demonstrates self-control</li><li>• Follows directions</li><li>• Uses technology in accordance with school policies</li><li>• Upholds the academic integrity policy</li></ul>
<b>Self-Directed Learning</b>
<ul style="list-style-type: none"><li>• Perseveres when facing challenges</li><li>• Demonstrates stamina needed to complete work</li><li>• Initiates tasks and maintains appropriate level of independence</li></ul>
<b>Classroom Interactions</b>
<ul style="list-style-type: none"><li>• Participates actively and cooperatively in group work</li><li>• Listens respectfully and acknowledges the thinking of others</li></ul>

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

## HIGH SCHOOL COURSES

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

1. The credit earned at BHS does not count on the BMS grade card.
2. The students receive a separate report card from BHS for the course(s).
3. The course credit and grade are posted on the student's high school transcript and included in their high school GPA.
4. The student's high school course grade is calculated to determine athletic eligibility.
5. Attendance in the high school class takes precedence when schedules are in conflict.

## SCHEDULE CHANGES

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

Master schedules are built far in advance of the first day of school based on student requests;

---

therefore, schedule changes are discouraged. Requests are not honored after September 1, unless approved by the teacher and/or administrator.

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

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

Changes are not granted under these circumstances:

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

## ACADEMIC SUPPORTS

### CLASSROOM SUPPORTS

Teachers and departments are available to work with students from 7:40 - 8:30am on Wednesdays and Fridays as well as during available Flex Period sessions. 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.

### APPROACHES TO LEARNING (ATL)

BMS offers this course to students who need additional support to be successful in reading and math classes. It is scheduled in place of a world language.

Students receive additional time in each week in areas such as reading fluency, reading comprehension, word decoding, content area vocabulary, math fluency, and knowledge gaps in mathematics.

### MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

BMS steps in when students are not experiencing the success they could be. A team of teachers considers the student from a “big picture” perspective, identifies what is working, and develops a plan to replicate that success. If a student needs additional supports, either academic or non-academic, the team works to ensure those supports are put into place.

---

Typically, the school tries tailored interventions for four to six weeks with the student, then evaluate for success, and make adjustments as necessary.

## STUDY HALL

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

## REMOVING NON-ACADEMIC BARRIERS TO SUCCESS

Bexley City Schools recognize that a student's needs extend beyond the curriculum. Two school counselors provide classroom guidance, small group opportunities, and individual counseling to students. Weekly Homeroom meetings, Pathways to Success 7, and Health classes are all structured instructional time focused on building and supporting each student's character development.

Bexley is unique in that it has a Director of Student and Community Engagement, who is dedicated to addressing students' social and emotional health. Some students face non-academic barriers that require a higher level of mental health support than school counselors can provide. Through a grant from ADAMH (Alcohol, Drug and Mental Health Board of Franklin County), Bexley is able to support a full-time, licensed clinician who is on-site to meet with students and their families and consult with school staff. Students are identified and referred through either the MTSS team or via the counselor and principal.

## SCHOOL CLIMATE

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

## SOCIAL/EMOTIONAL DEVELOPMENT

BMS promotes an environment that intentionally enhances relationships among students, staff, parents and community members.

The school focuses on mental health/wellness supports, drug/alcohol prevention and bullying prevention that will lead to understanding and managing emotion, and problem-solving constructively and ethically.

---

## GENDER IDENTITY AND EXPRESSION

Bexley City Schools believe that every student is an important part of our learning community and should be made to feel welcome and supported at school, regardless of their gender identity or expression. We are committed to ensuring that every student has equal educational opportunities and equal access to the District's programs and activities. Bexley City School staff shall accept a student's asserted gender identity when it is a sincerely held part of the student's core identity. Staff shall not disregard the student's assertion of their gender identity.

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

(For complete policy ACAB, see [BexleySchools.org>Board of Education](https://www.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.

Additional information about gifted services across the district can be found [here](#).

Grades 6-8 students may be clustered in classrooms and may participate in compacted curriculum; compacted curriculum is generally for students who have not been accelerated in math at earlier grade levels. High school students have a variety of course options to engage their interests and provide intellectual rigor (Honors, AP, College Credit Plus / Dual Enrollment).

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

Some students may benefit from single-subject or whole-grade acceleration. Candidates for acceleration are those students who perform at remarkably high levels of accomplishment when compared to others of their age and experiences and whose unique needs cannot be met in the classroom with applied academic differentiation strategies.

State regulations require that multiple factors be considered when evaluating a student for acceleration. A team approach is used to make the final decision.

Referrals for acceleration must be made to the student's principal during one of two referral windows – either the month of November or March for testing to occur by December and April.



## ACADEMIC ASSESSMENTS AND TESTING

Throughout their school career, students will participate in a variety of assessments with different purposes.

### Types of Assessments

**Universal Screener** – An assessment tool designed to collect data for purpose of measuring effectiveness of core instruction and identifying students needing more intensive interventions and support. They may be group administered and should never be used for a grade.

**Diagnostic Assessment** – Formal or informal assessment tool that measures skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring. These should never be used for a grade.

**Formative Assessment** – Ongoing assessments to guide instruction, monitor student progress, and evaluate instruction/intervention decisions. It is “practice” and students should not be held accountable in “grade book fashion” for skills and concepts they have just begun to learn.

**Summative Assessments** – Typically administered at the end of instruction to get an overall perspective of effectiveness of the instructional program. Student achievement on these should be a part of the academic record.

### Standardized Assessments

Students participate in a variety of standardized, externally monitored, assessments during the school year. These provide students, parents, teachers, and other school personnel with information that can be used to improve programming and align supports to student needs. These are not included in any course grades.

<b>Assessment</b>	<b>Time Frame</b>	<b>Method</b>
MAP (6th & 7th grade)	Fall, Winter, and Spring	Online
PSAT 8/9 (8th grade)	Fall	Online
Ohio State Test (6-8th grade)	Spring	Online
OELPA (ELL Students)	Spring	Online
AASCD (Qualifying Students)	Spring	Individual

---

# STUDENT SERVICES

## ENGLISH LANGUAGE LEARNERS (ELL)

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

This assessment helps determine proficiency levels used to determine recommended support services.

Parent/guardian consent is required for ELL services, which focus on reading, writing, listening and speaking.

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

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

## SECTION 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.

[BMS School Counselors](#) are the 504 Coordinators for middle school students.

## INDIVIDUALIZED EDUCATION PLANS (IEPS)

The structure and delivery of all special education programs are 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>.

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

---

# ACADEMIC RECOGNITION

## QUARTERLY RECOGNITION ASSEMBLIES

After each of the first three quarters, the entire student body comes together to honor student achievements and those who have participated in various activities during the quarter.

Teachers from each grade level recognize individual students who demonstrate the Bexley Core Values (Improvement, Inclusiveness, Individuality, Innovation, Inquiry, Integrity, and Investment).

Families are invited to attend these assemblies.

## LAUREL HONOR SOCIETY

Induction into the Laurel Honor Society at the end of 8th grade is the top academic honor at BMS.

The society was organized during the second semester of 1931. The 1931 Constitution of the Laurel Society stated its purpose: "to encourage a higher standard of scholarship, to promote a greater respect for the student, ... that the desire to do better work may reach the entire student body."

Students must meet the following criteria to be inducted at a formal ceremony during the last week of school:

**Service:** Student has successfully completed the 8th grade Community Service Project.

**Academics:** During the first seven quarters of 7th and 8th grade, the student has only earned strand grades of "Secure" and "Approaching."

**Participation:** Student has participated in at least one co-curricular, extracurricular, or school club/ organization during 7th or 8th grade.

**Learning Skills & Work Habits:** During the first three quarters of 8th grade, the student has only earned grades of "Secure" and "Approaching."

**Attendance:** Student has a school attendance rate of 90% or better during 7th and 8th grade.

## 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
- 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.

---

# 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](http://BexleySchools.org)>[Board of Education](#))

## OUT-OF-SCHOOL SUSPENSION (OSS)

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](http://BexleySchools.org)>[Board of Education](#))

## IN-SCHOOL SUSPENSION (ISS)

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.

## DETENTION

Detentions may be issued by school staff for violations of school or classroom rules. Students may be required to serve the detention with an administrator or teacher and they may be issued for before or after school or during lunch/ recess. Parents are notified by a detention slip and/ or an email home.

## CO-CURRICULAR AND EXTRACURRICULAR INFORMATION

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](http://BexleySchools.org)>Board of Education)

## ACADEMIC ELIGIBILITY

Extracurricular activities with academic eligibility requirements includes but is not limited to: all school sponsored athletic programs, the theater program, student council, all MS/HS clubs that have competitions or performances.

Extracurricular activities are any school sponsored group or team that performs/ competes as representatives of the school and/or district but does not have a grade or credit earned as a result. This includes, but is not limited to, athletic teams, theater program, academic bowls, etc.

This does not include band, choir, orchestra, non-competitive clubs, community sponsored athletic teams, etc.

The Ohio High School Athletic Association (OHSAA) governs athletic eligibility in the state of Ohio for students in grade 7-12. In order to be eligible, a student must pass five (5) classes the preceding grading period. Students will receive an overall course grade of passing or failing for this reason.



---

In addition, Bexley City Schools requires that a student not fail any classes for preceding grading period to remain eligible. When a student meets the OHSAA eligibility requirement but not the Bexley City Schools requirement (i.e., passing five classes and failing one class), the student has the ability to regain eligibility on a probationary basis through the principal.

In a class that uses Standards-Based Grading, students who earn a **Secure (4), Approaching (3), or Needs Support (2)** in each standard for a course will be given an overall grade of “Pass” for that course.

**Insufficient Evidence (0)** is in place of a traditional zero or incomplete and it is meant to be a temporary score. Students who earn an “0” will be given an overall grade of “Fail” for that course until the teacher has received enough information to make a determination of their knowledge and skills.

Once a student regains eligibility, the teacher will notify the principal. Within 24 hours of receiving that information, the principal will notify the coach, player, parent/ guardian(s), and athletic director.

Passing grades are required in a minimum of five subjects in which enrolled in the immediately preceding grading period. All courses, regardless of how many times per week the course meets, in which a student receives a grade count toward this eligibility requirement.

Any questions about eligibility should be directed to the building or athletic administration.

[BMS Extracurricular Eligibility Information](#)

[OHSAA Eligibility Guide for Participation in 7th-8th Grade Athletics](#) (external link)

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

## ATHLETICS

Bexley Middle Schools is a member of the Mid-State League, Ohio Division.

### Fall Offerings

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

### Winter Offering

Boys Basketball  
Girls Basketball  
Wrestling  
Cheerleading

### Spring Offerings

Softball  
Baseball  
Boys Tennis  
Track & Field

---

## 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](http://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](http://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 6<sup>th</sup> 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](http://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](http://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.
- 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
- A tuberculin test for a student who is new to the United States

(For complete Board Policy JHCB, see [BexleySchools.org](http://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](http://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](http://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.

## LEAVING BUILDING FOR LUNCH

Students must either have a note granting parental permission to leave or an authorized person must come into the office to sign them out in order for a student to leave the building at any point during the school day (including lunch). Once a student leaves campus under these conditions, parents/ guardians are wholly responsible for their students.

Students who have left without permission are subject to truancy procedures and may be held accountable by the school for any related code of conduct violations.

# SCHOOL & COMMUNITY RESOURCES

Bexley City Schools 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](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](http://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](http://www.bexleylibrary.org)

### Bexley Urgent Care

2216 E. Main Street

[www.uaurgentcare.com/bexley-urgent-care](http://www.uaurgentcare.com/bexley-urgent-care)

### Capital University

E. Main Street & College Avenue

[www.capital.edu](http://www.capital.edu)

### Drexel Theatres

2254 E. Main Street

[www.drexel.net](http://www.drexel.net)

### Jewish Community Center (JCC) of Greater Columbus

1125 College Avenue

[www.columbusjcc.org](http://www.columbusjcc.org)