Bexley Middle School
Family / Student Handbook
2022-2023

Engage,
Equip,
Empower.

300 South Cassingham Road, Bexley, Ohio 43209 | Phone 614.237.4277 | Fax 614.338.2090 | www.bexleyschools.org/BMS

Please Note: While operating within the protocols for COVID-19, portions of the handbooks will not be fully accurate/implemented. Any protocols adopted by the district that supersede the handbooks will be published for students and parents.

TABLE OF CONTENTS

TABLE OF CONTENTS **3**

2021-2022 SCHOOL CALENDAR **6**

BEXLEY CITY SCHOOL DISTRICT INFORMATION **7**
- SUPERINTENDENT'S WELCOME 7
- BOARD OF EDUCATION 7
- DISTRICT WEBSITE 8
- DISTRICT ADMINISTRATORS 8
- BEXLEY EDUCATION FOUNDATION 8
- BEXLEY HIGH SCHOOL ALUMNI ASSOCIATION 8
- BEXLEY BOOSTER AND PARENT GROUPS 8
- DISTRICT MISSION 9
- DISTRICT VISION 9
- DISTRICT CORE VALUES 9
- BEXLEY'S LEARNER PROFILE 9
- BEXLEY ALMA MATER 10

BEXLEY MIDDLE SCHOOL INFORMATION **11**
- MIDDLE SCHOOL ADMINISTRATORS 11
- MIDDLE SCHOOL OFFICE STAFF 11
- PRINCIPAL'S MESSAGE 11

COMMUNICATION **12**
- NOTIFICATION SYSTEM 12
- ONLINE RESOURCES 12
  - Canvas 12
  - Student Email (Gmail) 13
  - PowerSchool 13
  - School Newsletters 13
  - Parent/Teacher Conferences 13
  - Reports to Parents/Guardians 13
  - Athletic Hotline 13
- RIGHTS TO SCHOOL RECORDS 14

SCHOOL OPERATIONS **15**
- BELL SCHEDULE 15
- TYPICAL DAILY SCHEDULE 15
- COMPUTER/ONLINE SERVICES (Acceptable Use and Internet Safety) 15
- PERSONAL ELECTRONIC DEVICES 19
- ELEVATOR USE 19
- LOCKERS 19

SIGNS 19
STUDY HALL 19
TOBACCO USE 20

ATTENDANCE 21
SCHOOL ATTENDANCE/ HOUSE BILL 410 21
ABSENCES FROM SCHOOL 21
LEAVING SCHOOL EARLY 22
LEAVING BUILDING FOR LUNCH 22

ACADEMIC PLANNING 23
BEYOND BMS 23
STANDARDS-BASED GRADING 23
Marking System 23
Learning Skills and Work Habits 24
SCHEDULE CHANGES 24

ACADEMIC SUPPORTS 26
CLASSROOM SUPPORTS 26
APPROACHES TO LEARNING (ATL) 26
RESPONSE TO INTERVENTION (RTI) 26
STUDY HALL 26
REMOVING NON-ACADEMIC BARRIERS TO SUCCESS 26
SCHOOL CLIMATE 27
SOCIAL/EMOTIONAL DEVELOPMENT 27
GENDER IDENTITY AND EXPRESSION 27
GIFTED EDUCATION 27
ACADEMIC ASSESSMENTS AND TESTING 28
Types of Assessments 28
Standardized Assessments 29

STUDENT SERVICES 30
ENGLISH LANGUAGE LEARNERS (ELL) 30
SECTION 504 PLANS 30
INDIVIDUALIZED EDUCATION PLANS (IEPS) 30

ACADEMIC RECOGNITION 32
QUARTERLY RECOGNITION ASSEMBLIES 32
LAUREL HONOR SOCIETY 32

SAFETY AND SECURITY PROCEDURES 33

STUDENT CONDUCT 36
BEXLEY CITY SCHOOLS STUDENT CODE OF CONDUCT 36
OUT-OF-SCHOOL SUSPENSION (OSS) 36
IN-SCHOOL SUSPENSION (ISS) 36

DETENTION 37

CO-CURRICULAR AND 38

EXTRACURRICULAR INFORMATION 38

ACADEMIC ELIGIBILITY 38
ATHLETICS 39
ATHLETIC HOTLINE 39
BULLYING, HAZING & HARASSMENT 39
ATTENDANCE AND EXTRACURRICULAR PROGRAMS 40
ATHLETIC TRAINER 41
EXTRACURRICULAR PROGRAMS & SUBSTANCE ABUSE 41
FINALFORMS 42
INSURANCE 43
INTERSCHOLASTIC ATHLETICS 43
PARENT/GUARDIAN MEETING 43
PARENT/GUARDIAN ROLE 43
PARTICIPATION FEE 44
ABILITY TO PAY 44
BANQUETS AND AWARDS 44
EQUIPMENT 45
OHSAA ELIGIBILITY CHECKLIST FOR STUDENT ATHLETES 45
OFF-SEASON AND CLUB PLAY 45
PROSPECTIVE COLLEGE ATHLETES 45
RULES OF COACHES AND TEAMS 45
SPORTSMANSHIP 45
TRANSPORTATION 46

STUDENT HEALTH SERVICES 47

EMERGENCY MEDICAL AUTHORIZATION (EMA) 47
HEALTH CLINICS 47
HEARING & VISION SCREENINGS 47
IMMUNIZATIONS 47
ADMINISTERING MEDICATION 48
COMMUNICABLE DISEASES 48
SPECIAL HEALTH ISSUES 49

FOOD SERVICES 50

STUDENT ACCOUNTS - PAYMENT AND ACCESS 50
FREE OR REDUCED MEALS 51
LEAVING BUILDING FOR LUNCH 51

SCHOOL CALENDAR

BEXLEY SCHOOLS 2022 - 2023 CALENDAR

First day of classes - 08/18/2022

Last day of classes 06/01/2023

School Closed

Beginning/Ending Grading Period

AUGUST 2022				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER 2022				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER 2022				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER 2022				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	~~16~~
19	20	21	22	23
26	27	28	29	30

JANUARY 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	~~17~~
20	21	22	23	24
27	28	29	30	31

APRIL 2023				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY 2023				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE 2023				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JULY 2023				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Important Dates 1st Semester:	
18-Aug	First Day of School
5-Sep	Labor Day
26-Sep	Rosh Hashanah
5-Oct	Yom Kippur
17-Oct	No School Students
18-Oct	No School Students
7-Nov	No School Students
23-25-Nov	Thanksgiving
~~16-Dec~~	Students AM: Staff Plan/Prep PM
19-30-Dec	Winter Break

Important Dates 2nd Semester:	
2-Jan	Return from winter break
16-Jan	Martin Luther King, Jr. Day
17-Feb	No School Students
20-Feb	Presidents' Day
~~17-Mar~~	Students AM: Staff Plan/Prep PM
20-24-Mar	Spring Break
27-Mar	Return from spring break
7-Apr	No School Students
28-May	Graduation
29-May	Memorial Day
1-Jun	Last day for students

Important Dates Faculty/Staff:	
10-Aug	New Teacher Orientation
15-Aug	Convocation
16-17-Aug	Teachers/Staff PD
17-Oct	Teacher Work Day
18-Oct	Parent/Teacher daytime conferences
7-Nov	Teachers/Staff PD
~~16-Dec~~	Students AM: Staff Plan/Prep PM
~~17-Mar~~	Students AM: Staff Plan/Prep PM
2-Jun	Teacher Work Day

Student days: 176

Staff days: 186

Calamity Days

June 1, 2, 5, 6, 7, 2023

Board 1st read: 9/9/2021

updated 9/16/2021

BEXLEY CITY SCHOOL DISTRICT INFORMATION

SUPERINTENDENT'S WELCOME

Our students, faculty and staff, families, and community all play an important role in making Bexley City Schools a welcoming, engaging, and excellent district. Together, we will continue to champion opportunities and experiences that support our students in reaching their fullest potential through academic and extracurricular activities.

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: Victoria Powers
Vice President: Alissha Mitchell
Members: Dr. Jonathan Baker, Dr. Marguerethe Jaede, and Joanne Pickrell

For additional information or to view the District's Board Policies, please visit:
https://www.bexleyschools.org/BoardofEducation.aspx

DISTRICT WEBSITE

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

DISTRICT ADMINISTRATORS

Superintendent, Dr. Jason Fine
Treasurer, Kyle Smith
Chief Academic Officer,
Director of Curriculum and Gifted, Dr. Colleen Boyle
Director of Employee Relations, Melissa Klosterman-Lando
Leader of Diversity, Equity, and Inclusion Marcelius Braxton
Director of Student Services,
Coordinator of Special Education, Cathy Rodeheffer
Director of Technology, Brad Petitt
Director of Facilities and Operations, Dr. Harley Williams
Athletic Director, Eli Goldberger
Business Manager, John Eikenberry

BEXLEY EDUCATION FOUNDATION

The Bexley Education Foundation (BEF) was founded on the belief that excellent public schools are essential to the economic and social health of the communities they serve. To that end, the BEF supports educational initiatives that enhance excellence in the Bexley City Schools. For more information, visit www.BexleyEducationFoundation.org

BEXLEY HIGH SCHOOL ALUMNI ASSOCIATION

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

BEXLEY BOOSTER AND PARENT GROUPS

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

DISTRICT MISSION

To provide educational experiences that **engage**, **equip** and **empower** each student.

Bexley City Schools is following a focused and BOLD plan to reach the district's mission.

- **B**uild upon a student-centered learning culture
- **O**pen doors that lead to flexible and expansive future opportunities
- **L**everage and grow vital community relationships
- **D**evelop 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'S LEARNER PROFILE

The learner profile guides all academic planning and programming across our district. We know that our success as educators is achieved when engaged, equipped and empowered students follow personally developed inquiry paths.

The Bexley Learner Profile defines what it means to be an engaged, equipped, and empowered learner, and ultimately, graduate. The learner profile guides all academic, social and emotional planning and programming across our district.

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
Racquel Armstrong, Assistant Principal

MIDDLE SCHOOL OFFICE STAFF

Mary Yoli, Administrative Secretary
Suzanne Klingelhofer, Attendance Secretary
Sarah Busold, School Counselor (for students last name A-K)
Tara Louys, School Counselor (for students last name L-Z)

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.

We strive to provide an education for each student that is::

- Developmentally Responsive: We seek to build relationships with students and families that meet each where they are and support them in reaching their goals.
- Challenging: We believe that each student can learn at a high level.
- Empowering: We believe students need opportunities to develop knowledge, practice skills, and define success related to areas of interest with the support and guidance of trusted adults.
- Equitable: We believe each student deserves to be met where they are and supported to reach higher levels of achievement. This includes utilizing culturally relevant pedagogy, diverse and representative resources, and other research based strategies.

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.

COMMUNICATION

Parents/guardians 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 SchoolMessenger 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 SchoolMessenger 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 City Schools utilizes a wide range of technology to support the educational experience for all 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 District 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)

Google Gmail is the 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/guardians to set up email notifications that will automatically update parents/guardians 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 parents/guardians 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. The following dates and times are set aside for conferences by either teacher or parent request:

Semester 1: October 18, 2022 (8:30am-3:30pm)
Semester 2: January Evening Conferences

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 or 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>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	8:25 am	
Homeroom/Period 1 (53 min)	8:35 am	9:28 am
Period 2 (48 min)	9:33 am	10:21 am
Period 3 (48 min)	10:26 am	11:14 am
Period 4 (48 min)	11:19 am	12:07 pm
Lunch/Recess (49 min)	12:07 pm	12:56 pm
Period 5 (48 min)	12:56 pm	1:44 pm
Period 6 (48 min)	1:49 pm	2:37 pm
Period 7 (48 min)	2:42 pm	3:30 pm

COMPUTER/ONLINE SERVICES (Acceptable Use and Internet Safety)

Technology can greatly enhance the instructional program, as well as the efficiency of the District. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

Computers and use of the District network or online services support learning and enhance instruction, as well as assist in administration. For purposes of this policy computers include District-owned desktop computers, laptops, tablets and other mobile computing devices.

All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below may result in the revocation of the user's access privilege and appropriate discipline. Unacceptable uses of the computer/network include but are not limited to:

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information;

2. using profanity, obscenity or other language that may be offensive to another user or intended to harass, intimidate or bully other users;

3. accessing personal social networking websites for noneducational purposes;

4. reposting (forwarding) personal communication without the author's prior consent;

5. copying commercial software and/or other material in violation of copyright law;

6. using the network for financial gain, for commercial activity or for any illegal activity;

7. "hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;

8. accessing and/or viewing inappropriate material and

9. downloading of freeware or shareware programs without permission of school district technology department personnel

The Superintendent/designee shall develop a plan to address the short- and long-term technology needs and provide for compatibility of resources among school sites, offices and other operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

Because access to online services provides connections to other computer systems located all over the world, users (and parents of users who are under 18 years old) must understand that neither the school nor the District can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive.

The Board does not condone the use of such materials. Employees, students and parents of students must be aware that the privileges to access online services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established.

The District has implemented an Internet Content Filter, which provides measures that protect against access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, harmful to minors. At times, websites may be new, undiscovered, or incorrectly categorized by the Internet Content Filter and material considered illegal, defamatory, inaccurate, or potentially offensive may be accessed. Therefore, it is the responsibility of each user to maintain an appropriate use of online resources. If a student has accessed material they believe to be inappropriate, they are to report this to School District staff as soon as possible.

Note: The District utilizes Lightspeed Inc. technology as its primary Internet content filter.

The District also maintains a running log of Internet activity, recording which sites a particular user has visited. Due to limitations caused by encryption, and the significantly large volumes of activity captured each day, not all activity may be discernible or cataloged to a particular user. Internet access logs are maintained to provide the District administration the best possible historical reference of activity, but it is not a complete document of all online interactions.

“Harmful to minors” is defined as any picture, image, graphic image file or other visual depiction that:

1. taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion;

2. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of genitals and

3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The Superintendent/designee will develop Digital Wellness resources to educate students on these issues.

Students and staff must sign a new agreement each year after reviewing the policies and regulations of the District. These policies and regulations also apply to use of District-owned devices, student-assigned devices, or accessing of District-provided Internet access off District property.

Student Assigned Equipment and Internet Access

The School District may supply a student with a personal computing device as part of a “1:1 Device” initiative or to meet the needs to support student learning. This device may also be allowed to go home with the student. For the District to provide continuous access to resources, we need care and appropriate use from our students.

Students are required to adhere to the following requirements:

1. keep their assigned device in a clean and working condition
2. charge the device every night at home so it can be used throughout the school day
3. secure the device in a case, bag or backpack when traveling outside the school or to class
4. not place any permanent marks on the device
5. limit use of the device around open food or drink containers that may spill onto the device
6. not leave the device unattended in hallways or anywhere that is not secured or locked.
7. The device is only to be used by Bexley City Schools students who are currently enrolled

Students are to report any problems or damages to School District staff as soon as possible.

Device Damage or Vandalism

In the case of a device failure caused by faulty hardware or software, the School District is responsible for the repair. If a principal, District technology staff member or the device manufacturer believes the device is broken or damaged due to a careless accident or abuse such as drops, spills or signs of negligent handling, the family may incur a $50.00 repair fee to be paid to the District. There will not be an appeal process in evaluating broken or damaged equipment.

Stolen or Missing Device

In the event of a stolen or missing device, the family may incur a $150.00 replacement fee to be paid to the District. A device will be considered stolen or missing five days after it has not been recovered and confirmed

missing by a parent or guardian. There will not be an appeal process in evaluating stolen or missing equipment. In the event of stolen, missing, or damaged accessories such as AC adapter or cables, the family may incur a fee equal to the replacement cost of the item.

Mobile Internet Access

Bexley City Schools maintains a limited number of devices that provide cellular internet access. These computers, tablets or mobile routers (“hotspots” or “Mifi”) are assigned to students to provide access to instruction and learning materials. While in the possession of students:

This device is to be used by only Bexley City Schools students who are currently enrolled.

District equipment will continue to be content filtered. The internet content filtering software should block inappropriate content it is aware of, but at times websites may be new, undiscovered, or incorrectly categorized and may include inappropriate content that can be accessed. It is the responsibility of the student to maintain an appropriate use of online resources.

Devices connected to any cellular connection provided by the school other than the provided laptop or tablet will not be content filtered. Only connect devices to this connection for education use or for supporting your child’s education.

Any problems, changes in condition, or damage to the device needs to be brought to the attention of school district technology staff or a building principal.

Student Access Accounts

Students are given access to district provided accounts intended for school related electronic communication and productivity. This may include, but not limited to, email, chat, learning management systems, content-creation applications, or tools for curriculum delivery. Access to these services will also allow students to communicate with others outside of the District.

In an effort for parents to be aware of what programs and applications students access, a District Service Catalog is maintained detailing what programs students use that require their authentication. These services require a student’s full name, username, password, and can contain student created material, works used for grading, and their image where appropriate.

To view our District Service Catalog, please visit https://bex.fyi/service-catalog. A current paper copy can be provided upon request. While this is maintained and updated throughout the school year, only services adopted for the current school year will be covered under this policy. Any additional services that require student authentication not included in the Service Catalog for the current school year will be provided with parent approval where applicable.

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

PERSONAL ELECTRONIC DEVICES

Students are not permitted to access personal electronic devices (phones, smartwatches, headphones, etc.) during class time 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 7:15am-3:45pm 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 a 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.
- 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, without a medical excuse.

Truancy: a student is absent from school without a 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.

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

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@bexley.us 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/guardians 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

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 **Schoolinks** 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.

Additional information about high school scheduling can be found at
https://www.bexleyschools.org/CourseSelectionInformationPlanning.aspx

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.

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

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:

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

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 7:45 - 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 each week in areas such as reading fluency, reading comprehension, word decoding, content area vocabulary, math fluency, and knowledge gaps in mathematics.

RESPONSE TO INTERVENTION (RTI)

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

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

STUDY HALL

All students have the opportunity to take a study hall either every day or on alternating days. Students have access to 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.

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/guardians 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)

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 at
https://www.bexleyschools.org/GiftedEducation.aspx

Students in Grades 6-8 who are identified as gifted in reading or superior cognitive ability will be placed in a gifted section of English Language Arts. Additionally students who meet eligibility criteria for the Compacted Math 6/7 and 7/8 course sequence will be offered placement in those courses, which teach three years of math content in two year's time. A Discovery quarter-long elective course is also available to students in grades 6 and 8 as an opportunity to explore areas of interest. Teachers of the gifted sections of English Language Arts, Compacted Math, and Discovery courses either hold a gifted endorsement on their Ohio teaching license or participate in gifted professional development in accordance with Ohio rules.

Each BMS student who is receiving formal gifted services will have a Written Education Plan developed by the 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.

(For complete Board Policy IGBB and IKEB-R, see BexleySchools.org>Board of Education)

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 the 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/guardians, teachers, and other school personnel with information that can be used to improve programming and align support to student needs. These are not included in any course grades.

Assessment	Time Frame	Method
MAP (6-8th grade)	Fall, Winter, and Spring	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 the 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. A student who receives a proficient score on the OELPA will continue to be monitored for two school years and additional intervention supports provided if necessary.

(For complete policy IGBI, see BexleySchools.org>Board of Education)

SECTION 504 PLANS

A student with an underlying physical or mental impairment medical condition that has a substantial impact on the student's learning may be 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 the same access to the same learning opportunities as students without a disability. 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 which requires specially designed instruction. 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 support and services are provided to students provided students with low-incidence disabilities or significant challenges, such as blindness, deafness, or cognitive disabilities significantly subaverage intellectual (IQ) levels, or with combinations of disabilities. While the district provides for the education of all its students, some programming is provided outside of the district and is determined by the IEP team. 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 may be 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,related services personnel, Speech Therapists, School Psychologists, and building administrators, including the district Director of Student Services and Special Education Coordinator.

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 in the following areas to be inducted at a formal ceremony during the last week of school:

Service
Academics
Participation
Learning Skills & Work Habits
Attendance

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

Stay Safe. Speak Up!

Stay Safe. Speak Up! Is a 24/7/365 online and mobile tool for students and parents to report bullying, health, safety and wellness issues that might impact the safety of students, staff or property. At the heart of this program is the safety management reporting system which immediately communicates to key administrators, and tracks and manages the report to its resolution.

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 the Director of Staff and Student Operations, 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, Maryland Elementary and Montrose Elementary 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 must wear a visible visitor badge while in the building..

Walking to and from school

Students, parents/guardians, 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>Board of Education)

OUT-OF-SCHOOL SUSPENSION (OSS)

The Superintendent, principals, assistant principals and other designated administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct. A student cannot be suspended from school solely because of unexcused absences. When an employee has actual knowledge that the behavior is sexual harassment, the Title IX Coordinator must be contacted. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

No period of suspension is for more than 10 school days. If, at the time a suspension is imposed, fewer than 10 days remain in the school year, the Superintendent cannot apply any or all of the period of suspension to the following year.

The Superintendent may instead require a student to perform community service or another alternative consequence for the number of hours remaining in the student's suspension. The Board directs the Superintendent to develop a list of alternative consequences that may be used. If the student is required to perform community service or another alternative consequence during the summer, he/she will be required to begin serving the consequence during the first full weekday of summer break. If a student fails to complete the community service or assigned alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out of school suspension at the beginning of the following school year

(For complete Policy JFC and JFC-R, see 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 in-school suspension 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/guardians 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>Board of Education)

ACADEMIC ELIGIBILITY

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

Interscholastic extracurricular programs are defined as school-sponsored student programs involving more than one school or school district.

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

In order to be eligible, a high school student must have passed a minimum of five one-credit courses or the equivalent, that count toward graduation, in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

A student enrolled in the first grading period of the ninth grade after advancement from the eighth grade must have passed a minimum of five of all subjects carried the immediately preceding grading period in which the student was enrolled in the eighth grade.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, the student in grade seven or eight must be currently enrolled in school the immediately preceding grading period, and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

If a student received home instruction in the grading period preceding participation, the student must meet any academic requirements established by the State Board of Education for the continuation of home instruction to be eligible to participate in the program.

If a student did not receive home instruction in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program.

Any student who commences home instruction after the beginning of the school year and at that time was considered ineligible to participate in extracurricular activities for failure to meet academic requirements or any other requirements will be ineligible to participate in the same semester the student was deemed ineligible.

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

ATHLETICS

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

Fall Offerings	**Winter Offering**	**Spring Offerings**
Football	Boys Basketball	Softball
Girls Tennis	Girls Basketball	Baseball
Cheerleading	Wrestling	Boys Tennis
Volleyball	Cheerleading	Track & Field
Field Hockey		
Cross Country		
Boys Golf		
Girls Golf		

ATHLETIC HOTLINE

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

Bexley students, parents/guardians and fans can sign up for automatic alerts about athletic events and schedule changes. Visit www.bexleyathletics.org or https://www.bexleyschools.org and click on the Athletics tab on the top of the page.

BULLYING, HAZING & HARASSMENT

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

Students or parents may also talk to a teacher, a counselor or the school principal to report an incident. Any reporting incident method will be treated the same way. No administrator will take action until the report has been discussed with you except in matters where we are legally required to notify authorities.

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

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

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

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

ATTENDANCE AND EXTRACURRICULAR PROGRAMS

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

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

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

College visits should be arranged when they will not conflict with the student's athletic activity. A student's high school and middle school team activities shall take precedence over all select or outside athletic programs.

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

- When an athletic contest and a school concert are in conflict, the student is expected to attend the concert, as it is a part of the graded curriculum.
- When an athletic practice and a rehearsal are in conflict, the student should notify the coach and rehearsal director who will attempt to resolve the conflict on the student's behalf.

- During the sports season, the high school or middle school team activities take precedence over any select or outside athletic programs.
- In the event a performing arts student athlete has an unavoidable conflict due to a league make-up game (due to weather) or a league/state tournament contest, the student may choose which to attend; the student will be expected to complete any missed performance assessment, assigned at the teacher's discretion.

ATHLETIC TRAINER

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

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

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

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

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

EXTRACURRICULAR PROGRAMS & SUBSTANCE ABUSE

Students who violate the Alcohol Use by Students/ Student Drug Abuse Policy (JFCH/JFCI) and/or Tobacco Use by Students Policy (JFCG) will be denied future participation in any school sponsored extracurricular activity. The denial of the privilege to participate will begin on the date on which the administration notifies the student of his/her violation of the Substance Abuse Policy ("Violation Determination Date"). Denial of future participation in any school-sponsored extracurricular activity will remain in place until they have met with and been assessed by a School Based Health Professional.

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

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

The Plan of Action will also include a timeline to complete all requirements. The Director of Student & Community Engagement will meet with the student and parent(s)/guardian(s) after the initial assessment to review the Plan of Action and timeline. The Activity Consequences and Educational Requirements outlined therein are based on the number of offenses and are progressive in nature. The district reserves the right to require additional/alternative educational components based on the unique needs of the student.

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

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

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

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

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

(For complete Board Policy IGDL and IGDL-R, see BexleySchools.org>Board of Education)

FINALFORMS

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

All forms for athletics can be found at BexleySchools.org>Find it Fast>Final Forms 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 health 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 meetingview the OHSAA informational presentation within Final Forms each year, in addition to attending 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 viewed/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 a check payable to Bexley City Schools and write a separate check for each athlete and team and deliver it 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 the season-ending recognition night sponsored by the Athletic Department. The Athletic Director will supply the awards and provide a stipend per athlete of nor 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)

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 grades K,1,3,5,7,9,and 11. 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>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
- COVID-19 – excluded until the recommended isolation period as defined by Franklin County Public Health.

(For complete Board Policies JHCC, see BexleySchools.org>Board of Education)

SPECIAL HEALTH ISSUES

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

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

FOOD SERVICES

Students need nutritious food to sustain the energy levels necessary to be productive. Bexley Food & Nutrition department ensures that every student has access to healthy meals each school day.

Menus are written in accordance with the standard set by the USDA and are published on the Food & Nutrition webpage at https://www.bexleyschools.org/FoodServices.aspx. They are updated monthly, however they are subject to change

Bexley Food & Nutrition participates in the National School Lunch Program and the School Breakfast Program in all of the school buildings. Free and reduced price meals are available. Go to https://www.bexleyschools.org/FoodServices.aspx to find the form to apply.

Students may bring lunch from home.

Below are the cafeteria expectations:

- No cutting the line.
- No touching each other's bodies
- Do not touch food you are not going to consume.
- No loud or unusual noises
- Do not throw food, paper, or other items.
- Students are to remove all materials from tables before leaving.
- Trays, dishes, and utensils are to be taken to the appropriate location. All disposable items are to be placed in trash receptacles.

Bexley's Food & Nutrition Department is peanut, tree nut free and pork free. The district does not restrict foods students bring from home.

STUDENT ACCOUNTS - PAYMENT AND ACCESS

Parent/Guardians are strongly encouraged to set up an account on www.payschoolscentral.com to access their student's account. Viewing purchasing activity, setting low balance reminders and making on-line credit card payments can be done at the site. Cafeteria meal payments are computerized using the *www.payschoolscentral.com* software where students enter an identification number on a keypad, a thumb scan, or parent created barcode scan as they check out.

We use this system to control for food allergies, food restrictions, and payments to maintain students' privacy. See https://www.bexleyschools.org/FoodServices.aspx for information on reporting allergies or food restrictions.

We accept cash and checks at the register. Credit card payments can be made at PaySchoolsCentral.com. Students should have a positive balance on their account at all times.When a student account is in arrears they may continue to purchase a full plate lunch, but all other sales are restricted. Any debts accrued for those meals must be paid off at the end of the school year. The Charging Policy can be found here. https://www.bexleyschools.org/Downloads/JN-R%20Sept%202017.pdf

FREE OR REDUCED MEALS

Forms to apply for free or reduced school meals are sent home at the beginning of the school year. The application and instructions can also be found at https://www.bexleyschools.org/FoodServices.aspx,. A student's qualification is determined by BCS Central Office and is held in strict confidence in accordance with federal regulation. Families can apply at any time in the school year.

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.

Food Deliveries

Students are not allowed to receive food deliveries during the school day from delivery services.

Vending Machines

Vending machines may only be used during the lunch period, before, or after school.