



**Bexley City School District**  
A community of learners becoming productive global citizens and leaders

# High School Student Handbook 2017/18

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## Introduction

This handbook includes information about Bexley High School opportunities and operations. We appreciate you taking the time to read this document as it helps students and their parents/guardians better understand the procedures of Bexley High School. Specific information pertaining to Bexley High School's academic programs can be found on our website in the Program of Studies. BHS strives to meet the needs of all students and challenge students at all levels to be college and career ready. Please contact a student's assigned counselor with scheduling or academic concerns or call the school with comments or questions.

## Bexley High School

326 South Cassingham Road

Bexley, Ohio 43209

BHS Office – (614) 231-4591

Fax (614) 338-2087

Absence Reporting Line (614) 237-4273, option 8 then 6

Athletic Department (614) 231-4309

Fax (614) 231-7245

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

- Dr. Harley Williams, Principal of Secondary Schools
- Ms. Kristin Robbins, Assistant Principal
- Mr. David Leland; Counselor (students whose last names begin with A-L)
- Ms. Carrie Washburn; Counselor (students whose last names begin with M-Z)
- Ms. Stephanie Krosnosky, College Counselor

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

## Best Practices

BHS has adopted Advanced Placement (AP) and a Partnership with Battelle for Kids as research-based best practices to help students thrive in a changing world. Best practices suggest how curriculum guides should be translated into units of study and provides philosophical underpinnings for daily school operations and ongoing professional development of teachers.

## Advanced Placement (AP)

BHS offers 22 AP courses in a variety of content areas. AP courses are intended to give students college preparatory experiences in a rigorous curriculum. Students enrolled in AP courses are required to take the AP end-of-course exams in May, with the school district paying for the cost of the exam.

## Battelle for Kids

BHS partners with this organization to create a thriving culture of learning. Its approach involves:

1. Helping districts thoughtfully plan for college and career readiness: academic preparation, accessibility, and aspiration.
2. Establishing effective teams and leaders.
3. Ensuring the curriculum aligns to more rigorous standards.
4. Adopting formative instructional practices.
5. Using a variety of valid and reliable student growth measures, rigorous end-of-course exams, short cycle assessments, and value-added analysis with student projections to inform instruction.
6. Advancing dual enrollment and providing opportunities that ensure students graduate from high school prepared for post-secondary education and careers.

## Bell Schedule

BHS's bell schedule varies depending on what is going on at school, such as a Town Meeting or assembly, testing, extended homeroom, or other activity. On delayed start days, students should report to school by 8:55am. For full bell schedules, visit [BexleySchools.org](http://BexleySchools.org)>Bexley High School.

## Regular Schedule

<u>Period</u>	<u>Start</u>	<u>End</u>
Warning Bell	7:49am	
Homeroom	7:54am	8:01am
1	8:05am	8:55am
2	8:59am	9:49am
3	9:53am	10:43am
4	10:47am	11:37am
Lunch	11:37am	12:37pm
5	12:37pm	1:27pm
6	1:31pm	2:21pm
7	2:25pm	3:15pm

## Communication

Parents are encouraged to contact their child's teachers to discuss any concern that may be impeding the student from maximizing his/her learning potential. Parents are also encouraged to contact their student's assigned counselor for any social and emotional concerns and, if appropriate, may request a meeting with the Response to Intervention (RtI) Team.

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

## District Online

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

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

## Online Tools

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

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

## Parent/Teacher Conferences

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

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

## **Reports to Parents/Guardians**

PowerSchool is a web-based, student information system. PowerSchool allows teachers to post grades and attendance that can be viewed by parents and students at all times. Teachers are expected to post grades within 48 hours once an assignment is returned to the student. PowerSchool allows parents to set up email notifications that will automatically update parents on their child's academic progress on a weekly basis.

## **Notification System**

One Call Now helps the school district update and inform parent/guardians, staff and students quickly and efficiently with telephone and various messages about school closings and other emergencies. The system's email function sends messages about events and activities as well. Parents/guardians can visit [BexleySchools.org](http://BexleySchools.org)>Parents/Students to add or change the means by which they are contacted. Parent/guardians may designate up to six contact phone numbers and addresses for email and text messages. Weekly announcements, bell schedules, calendar of events, and other important information will be sent to parents each week using the email feature of One Call Now.

## **Athletic Hotline**

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

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

## **Attendance**

It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. There are many reasons students miss school, but districts often can directly impact their students' attendance. By using data to identify and support students who may need extra support and services, districts can target supports to get students to school every day. In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy. Beginning with the 2017-2018 school year, several changes take effect. Schools cannot suspend or expel students for missing too much school. Districts will amend or adopt policies that outline their interventions and plans for students who miss too much school. Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absence including, but not limited to:

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

## **DEFINITION OF TRUANCY AND EXCESSIVE ABSENCES**

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

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

3. Definition of 'excessive absences':

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

Any time a student is absent from school, the parent/guardian must notify the school of the absence using the phone number (614) 237-4273, option 8, option 6. If not contacted, the office personnel will try to contact the parent/guardian of the absent student. Bexley's Secondary School and Home Attendance Liaison ensures that barriers to learning associated with school attendance issues are remedied and resolved in a collaborative manner as quickly as possible.

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

### **Planned Student Absences**

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

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

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

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

- The student and the student's teachers must complete a Planned Absence form and submit it to administration three days before the absence or planned medical procedure.
- Medical and dental appointments do not require a Planned Absence form if the student returns to school with an appointment verification card from the office visited.
- Any absence from all or part of a school day that is not included in the state definitions (above) requires prior approval from administrators.
- Teachers determine a reasonable timeline for make-up work.

Students who miss part of a school day or leave early must submit parent/guardian notes to the attendance secretary by 8:00am on the day of the absence. The student is expected to sign out at the attendance desk before leaving school and sign back in upon return.

### **Attendance and Conflicts**

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

### **Make-up Work**

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

## **Exam Attendance**

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

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

## **Exam Schedule**

First Semester Exam Schedule:

Day 1: Period 7 (8:30-11:05), Period 6 (11:55-2:30)  
Day 2: Period 5 (8:30-11:05), Period 4 (11:55-2:30)  
Day 3: Period 3 (8:30-11:05), Period 2 (11:55-2:30)  
Day 4: Period 1 (8:30-11:05), Make-Ups (11:55-2:30)

Second Semester Exam Schedule

Day 1: Period 1 (8:30-11:05), Period 2 (11:55-2:30)  
Day 2: Period 3 (8:30-11:05), Period 4 (11:55-2:30)  
Day 3: Period 5 (8:30-11:05), Period 6 (11:55-2:30)  
Day 4: Period 7 (8:30-11:05), Make-Ups (11:55-2:30)

## **AP Tests and Final Exams**

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

## **Seniors and Final Exams**

Seniors are exempt from second semester final exams unless the passage of the exam is required for course credit. Seniors may opt to take a final exam for grade improvement purposes. They should notify their teachers if they wish to exercise this option prior to the Senior Awards Assembly.

## **Tardy to School/Class**

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

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



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

## **School Operations**

### **Building Rules**

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

Students must wear shirts and shoes at all times while on school grounds in order to comply with state law. A detailed explanation of school rules, discipline procedures, and due process rights are found in the Student Code of Conduct. Copies of the code are posted in the BHS office and library and can be obtained from a building administrator or via the BHS web site ([BexleySchools.org](http://BexleySchools.org)>Parent/ Student).

### **Bexley City Schools Student Code of Conduct**

Compliance with Bexley Schools’ Student Code of Conduct is mandatory. Copies of the Code are available in the BHS office and library, as well as on the BHS web site ([BexleySchools.org](http://BexleySchools.org)>Parent/Student). It applies in 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.

### **Out-of-School Suspension**

A student receiving an Out-of-School Suspension loses the opportunity to receive direct classroom instruction. The student must arrange for each assignment to be completed and turned in to the principal on the day it is due. Suspended students should remain under parental supervision. They are not allowed on school property or at school-sponsored events during their suspension.

The Superintendent and principals may suspend a student from school for disciplinary reasons outlined in the Student Code of Conduct. No period of suspension is for more than 10 school days. Suspensions may extend beyond the current school year if, at the time a suspension is imposed, fewer than 10 days remain in the school year. The Superintendent may apply any or all of the period of suspension to the following year.

The Superintendent may require a student to perform community service in conjunction with or in place of a suspension. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the suspension into the following school year. The District may deny admittance to a student who has been suspended from another district for the period of the suspension.

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

### **Before/After School or Lunch Retention**

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

The purpose of Retention 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 only one time for each offense and is used at administrator discretion as a learning experience and chance to change behavior.

## **Lockers**

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

- Writing on the outside or inside of a locker is prohibited, and the student assigned will be subject to disciplinary action. Also any damage incurred through carelessness, kicking, slamming, etc., will be considered vandalism. Parents are responsible for damages.
- Student lockers, desks or similar property are subject to search by school officials at any time and without notice.
- Any problems with lockers should be referred to the main office.
- Magnets may be used on the locker, but no tape or other adhesives may be used as they destroy the paint.
- Students are encouraged to provide their own locks to secure all personal possessions brought to school.

## **Signs**

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

## **Acceptable Use**

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

The District will use an internal security system and content filtering standards and will monitor system use as is appropriate for an educational setting. Administrative procedures will be developed to provide exemptions to filtered materials that may be needed for educational purposes. Teachers, parents and students should be aware that students may still find digital resources that have not been reviewed by faculty or staff and that may contain inappropriate materials. Teachers and parents should create opportunities to discuss this with students.

Every user is responsible for ethical behavior when using digital resources, personal devices and communication services that support personal, blended and traditional classroom learning environments. Access to digital resources is a privilege. Users should not expect that data stored or transmitted at or to school will ever be private. Access to services may be denied to users who use digital resources in ways that are not in support of or are inconsistent with educational objectives and educational environments.

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

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

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

## **Cell Phones and Digital Resources**

The Bexley City School District offers students access to digital resources. The use and exploration of these resources are important skills that students need to become productive global citizens and leaders.

The school district uses an internal security system, content filtering procedures and means for monitoring system use as is appropriate in an educational setting. Yet, it is still possible that students will be exposed to digital resources that contain inappropriate content, lack staff review, or sell goods or services. This content may be illegal, defamatory, inaccurate or offensive.

Nonetheless, the school district asserts that students benefit from access to digital resources and that this benefit exceeds any potential disadvantage. Ultimately, parent/guardians are responsible for setting and conveying standards that their students should follow when using digital resources.

Bexley Schools encourages teachers to integrate multiple types of technology into classroom instruction. Students are permitted to bring cell phones, iPods, electronic readers, laptop computers and other types of electronic devices to school for their personal use, in accordance with the district's Acceptable Use Policy. Such devices are entirely the responsibility of their owners with their use restricted by the following:

- Students may use these devices before school, during lunch, after school and in between classes, and in the classroom with teacher permission.
- Students must avoid wearing headphones over both ears while they are inside the school. This is a safety concern.

Students who fail to comply with these restrictions will face discipline consequences or further discipline on repeated offenses. The student may also be assigned after school retention. Students who do not comply with a staff member's request to give them the student's device may be suspended for failing to comply with a staff member's request.

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

## **Study Hall**

The following rules ensure a quiet atmosphere conducive to study:

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

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

## **Library Use**

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

- Books may be checked out for up to two weeks and magazines overnight. All materials must be returned to the circulation desk.
- A student must check out all books, magazines, or other materials before they are taken from the library.

- When library materials are used in the library, they must be returned to the shelf, magazine rack, or filing cases before the end of the period.
- Library computers are for research use. The playing of games is not permitted on the library computers.
- Marking, defacing or any type of destruction of books, magazines or library furnishings or tampering with library computers will result in disciplinary action, a loss of future privileges and responsibilities for placement of the damaged items.

## **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.

## **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.

## **Student Parking**

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

## **Parent Access to Student Records**

Pursuant to the Family Educational Rights and Privacy Act (FERPA), Bexley City School District is providing this notification of the rights of parents/guardians of students and eligible students. It is the intent of the district to limit the disclosure of information contained in the student's education records with the exception of:

1. Prior written consent
2. Directory information
3. Other limited circumstances, as enumerated under administrative regulations.

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

1. Student's name
2. Student's address
3. Telephone number(s)

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

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 decisions
4. File a complaint with the Department of Education if the District fails to comply with requirements of FERPA
5. Receive, upon request, a copy of the district's Student Education Records Disclosure Policy.

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

## **Educational Options**

Students can customize their learning experiences and earn independent study credit through a variety of opportunities, such as distance or online learning, educational travel, internships, mentor programs, project portfolios, study abroad programs, and tutorial programs.

Prior to beginning any Educational Options program, a student must complete an application form to be submitted to the assigned school counselor for approval. Educational Options programs are graded on a pass/ fail basis and count towards graduation requirements. Students should see a school counselor to complete an application for Educational Options.

(For complete policies IGCD and LEC, see [Bexley.Schools.org](http://Bexley.Schools.org)>Board of Education)

## **Ohio Career Exploration Internship**

The Ohio Career Exploration Internship program is designed to help Ohio high school students explore potential careers and gain valuable work experience in a professional environment. Through an internship of at least 20 weeks and 200 hours of training, students have the opportunity to explore all aspects of a profession and to gain better understanding of the training needed to enter a career field. The program is not focused on one task, but provides students with a wide range of experiences within a career field.

This is a partnership-driven program between a business and a student. Working together the student and business identify the goals of the internship and complete an online application. Once the application is approved by the Ohio Development Services Agency, the internship can begin. For high school juniors and seniors between the ages of 16-18 years old (or enrolled in grades 11 or 12), this internship program reimburses 50 percent of an intern's wages up to \$5,000. Businesses with high school interns working in an in-demand career may apply up to 30 days after the start of the student's internship.

More details on eligibility and the application process are available in the school counselor's office or by visiting the Ohio Department of Education webpage.

## **College Credit Plus**

Every Ohio school district must partner with higher education institutions nearby to offer students various options for earning college credit, according to a new state law. With College Credit Plus, students may take classes at BHS or at Columbus State Community College to earn college credit, sometimes while simultaneously earning high school course credits.

Students must notify the school of their intention to participate in the program by: March 1 for summer session courses, April 1 for first semester courses and October 1 for second semester courses. The higher education admissions process and course enrollment process begins in the spring.

More information is available to BHS students and parents/guardians at Curriculum Exploration Night. Information can also be found on the Ohio Department of Education web site. College Credit Plus replaces BHS programs like dual enrollment, dual credit, and Post-Secondary Educational Options (PSEO).

## **Mosaic Program**

Mosaic serves high school junior and senior students from public schools across Franklin County. Implementing a project-based, integrated humanities curriculum, the Mosaic Program challenges students to become analytic thinkers, effective communicators, successful collaborators, and responsible citizens. Students prepare for life in the global society by pursuing in-depth research projects, examining international connections in Central Ohio, engaging with the local arts community, and making major presentations in a variety of forums.

Applicant selection is determined by the Mosaic staff. There is a cost associated with this program. Bexley City School will fund two junior and two senior students to attend. Self-pay is an option for those accepted into the program but not selected for the district sponsorship. Application must be submitted by March 1.

Each year Mosaic students earn the following credits:

1.0 English

1.0 Social Studies

0.5 Cultural Studies (Elective)

0.5 Art Appreciation (Elective)

A Mosaic junior earns a full elective credit for participating in a world studies-related course and must complete a government requirement as a senior (either through Mosaic or at BHS).

## **Eastland-Fairfield Career & Technical Schools**

Career center programs are open to all students in grades 11 – 12 who demonstrate the ability and interest to attend. Applications are due in the BHS office by December 15. Eastland-Fairfield programs are housed on two campuses and in five satellite locations around the central Ohio area.

Among the 40 programs available are Engineering and Science Technologies, Health Science, Information Technology, Transportation Systems, and Hospitality and Tourism. Students immerse themselves in a career field or profession, spending half days with hands-on learning and real-world experience, while still enrolled at BHS. The programs allow students to pursue their talents and interests, whether future plans include attending college or starting a career. Internships, community service, job shadowing and cooperative education are available. Students can also earn college credit in selected programs. More information is available at [Eastland-Fairfield.com](http://Eastland-Fairfield.com).

## **Academic Planning**

### **Graduation Requirements**

BHS students must meet specific graduation standards and requirements to earn a high school diploma. In preparing for post-secondary opportunities such as college, career or the military, it is important to evaluate carefully course options before the beginning of each academic year. The School Counseling Team is available to assist students with this process.

Individual course listings, along with course sequences, credit values and course expectations can be found in this handbook, under “Academic Program.”

## **Credits Required for Graduation**

**English**—The four required English credits must include yearlong courses in grades 9 – 12. Students may take additional English courses beyond the requirement.

**Mathematics**—This must include one unit of Algebra II or equivalent.

**Science**—This must include inquiry-based lab experience, including one unit each in physical science and life sciences and one unit in chemistry, physics, or other physical science or other life sciences.

**Social Studies**—The three social studies credits required for graduation are comprised of World Studies, AP or U.S. History and Government/Economics or AP Government. Students may pursue interests by taking electives in addition to the required courses.

**Fine Arts**—Students must complete two semesters of any fine arts offerings in grades 7 - 12, unless following a career-technical pathway.

**Health**—0.5 credit is required for graduation.

**Physical Education**—0.50 credit. This course is required for graduation, which is fulfilled by completing (2) semester-long physical education courses, with each one being worth 0.25 credits). Students may also fulfill the physical education requirement via the BHS physical education Waiver, in which a student is required to complete two full seasons of an approved District-sponsored activity.

**Personal Finance/Capstone**—0.5 credit. This course supports development of personal financial and management skills and techniques. Students focus on becoming financially literate in order to become independent and financially successful. Course requires students to practice skills, such as budgeting, banking, savings and investments, insurance, credit, identity theft, buying consumer goods, renting an apartment, paying bills, buying a car, and buying a house. For the Capstone students plan and conduct a program of independent study, which is dependent upon individual student interest and requires focus on an element of career search, educational opportunity, or creative endeavor. Both course work and Capstone completion are required to garner credit for the course. Graduation is dependent upon successful completion of both the course and the Capstone Project.

**Electives**—Students may select courses from any BHS subject area, including fine arts, business/technology, and world languages.

**Special Education Services**—A variety of courses are offered through the high school’s special education department. Decisions regarding placement in these courses are made at IEP or 504 meetings each spring as required by law. These courses include some of the high school’s general education curriculum as well as modified course curriculum that are designed to fit the individual needs of students eligible for 504 or IEP services.

**Graduation Participation Requirements**—Students who have not met Bexley’s graduation requirements by the Friday before the graduation ceremony will not be permitted to participate in the Commencement Ceremony held the following Sunday at 4:00pm in the stadium.

## Required Units for Bexley High School and Career Center

### Requirements

English Language Arts	4.0 units
Social Studies	3.0 units
Science	3.0 units
Mathematics	4.0 units
Financial Literacy/Senior Capstone	0.5 unit
Health	0.5 unit
Physical Education	0.5 unit
Electives	5.5 units
Total	21.0 units

### **Physical Education Waiver**

In accordance with Senate Bill 311, students in grades 9-11 may be excused from the physical education (PE) requirement for graduation by participating in district-sponsored interscholastic athletics, marching band, or cheerleading for at least two seasons. If the physical education requirement is waived, the student will be required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Should a student become injured or not complete the season for ANY reason, he/she must find an alternate way to satisfy his/her PE requirement. Participation in interscholastic athletics, marching band, and cheerleading is a privilege, and not a right. This policy shall not in any way be construed as granting a student the right to participate in such district-sponsored activities. Board rules and policies including the Code of Conduct continue to apply. In addition, any student participating in this policy shall be subject to any athletic fee and/or pay-to-participate fee.

Note: The Ohio Core Graduation Requirements mandate participation for at least two (2) full seasons of an approved activity in order to waive the PE requirement. Participation in only one (1) full season cannot be combined with 0.25 credits of PE to meet the PE requirement for graduation.

The tracking of students eligible for this waiver will happen automatically at the end of each athletic season. Students do not need to apply for the waiver. Any student who has not fulfilled the PE requirement prior to the beginning of his or her senior year will be scheduled into a PE class. Participation in an athletic team, marching band or cheerleading will not qualify for the waiver during senior year without the approval of the administration.

### Approved Interscholastic Athletic Teams:

Baseball	Basketball
Cross Country	Cheerleading (Fall and winter)
Football	Golf
Soccer	Softball
Track and Field	Wrestling



Field Hockey                      Lacrosse  
Swimming                          Tennis  
Volleyball

## Frequently Asked PE Waiver Questions

### What constitutes a “full season” in Bexley City Schools?

A full season for athletic/cheerleading purposes is defined by the OHSAA as the first day of practice until the last event or banquet per the athletic handbook. A full season of Marching Band will be defined from the first day of Band Camp until the completion of the last varsity football game.

### For Physical Education (PE) Exemption, will other activities (show choirs, non-school sponsored athletics, etc.) which involve physical activity on the part of students be counted toward the two semesters of PE?

No. The statute specifically limits the participation to interscholastic athletics, marching band and cheerleading. There is no authority granted to a board of education to include any additional participation.

### Are there any other requirements students must meet beyond the two full seasons of participation in interscholastic athletics, marching band or cheerleading?

Yes. Exempted students must also complete one-half unit in another curricular area. This one-half unit in another curricular area maintains the 21 required credits for graduation.

### What if a student is cut or ruled ineligible, quits, or has an athletic/activity code violation during the season?

The statute requires participation “for at least two full seasons.” The season during which a student is cut or ruled ineligible, quits or has an athletic/activity code violation cannot be used to meet the two-season requirement.

### If a student participates in only one full season of an approved activity, can the student be excused from .25 units of PE and thus have to take only .25 units of PE to complete his or her PE requirement under the Ohio Core?

No. The statute requires participation “for at least two full seasons.” There is no provision in the law that would permit any type of a partial waiver.

### What happens if a student is injured during the season?

Injury will not prevent the completion of one season if the coach/director concedes that the student actively participated in 75% of practices and participated and/or was able to participate in 75% of the contests.

### Can team managers or statisticians complete the waiver?

No, Bexley team managers and statisticians are not eligible for the waiver. Only students physically participating in interscholastic athletics, marching band, and cheerleading are eligible.

### What if a student is “cut” from a team, can he/she join another team that same season and have that count as a season toward the PE Waiver?

Yes. As long as the student is able to join the team within three week days after being cut.

### Can the previous extracurriculars that a student who transfers to BHS from another school be used to satisfy the BHS PE Waiver?

If the former school did not have a PE Waiver available, the student can request that the former school's administrator or athletic director verify completed approved activities. If the former school had a PE Waiver available and the student elected not to request it there, then it may not be requested at BHS.

## **Ohio High School Academic Diploma with Honors**

BHS students may complete one of two pathways to the Diploma with Honors, according to the Ohio Department of Education.

Students completing the Academic Pathway must meet at least seven of the following eight criteria:

1. Earn four units of English;
2. Earn at least four units of mathematics which shall include Algebra I, Algebra II, geometry and another higher level course, or a four-year sequence of courses which contains equivalent content;
3. Earn at least four units of science including one unit of physics and one unit of chemistry;
4. Earn four units of social studies;
5. Earn three units of world languages (must include no less than two units for which credit is sought), i.e., three units of one world language or two units of two different languages;
6. Earn one unit of fine arts;
7. Maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year; or
8. Obtain a composite score of 27 on the American College Testing Services' ACT assessment (excluding the optional Writing Test) or a combined score of 1210 on the College Board's SAT verbal and mathematics sections (excluding the required writing section).

The student who completes an intensive Career-Technical Education Pathway must meet at least seven of the following eight criteria:

1. Earn four units of English;
2. Earn at least four units of Mathematics which shall include Algebra I, Algebra II, geometry and another higher level course, or a four-year sequence of courses which contains equivalent content;
3. Earn at least four units of science, including two advanced sciences;
4. Earn four units of social studies;
5. Earn four units in a career-technical education program that leads to an industry-recognized credential, results in an apprenticeship or is part of an articulated career pathway, which can lead to post-secondary credit. If the student's program design does not provide for any of these outcomes, then the student must achieve the proficiency benchmark established for the applicable Ohio career-technical competency assessment or the equivalent;
6. Achieve the proficiency benchmark established for the Ohio Career-Technical Competency Assessment or equivalent assessment aligned with state-approved and industry validated technical standards;
7. Maintain an overall high school grade point average of at least 3.5 on a 4.0 scale up to the last grading period of the senior year; or
8. Obtain a composite score of 27 on the American College Testing Service's ACT assessment (excluding the optional writing test) or a combined score of 1210 on the college board's SAT verbal and mathematics sections (excluding the score obtained on the required writing section).

## **College and Career Preparation & Curriculum Exploration**

This is the main event for BHS students' academic planning. Held in February, it starts the class scheduling process for the next academic year. School counselors are on hand at an evening session to help with scheduling procedures, graduation requirements and general course information.

## **Scheduling Classes**

Academic planning starts in eighth grade when school counselors meet with incoming freshmen to discuss educational and career goals and provide assistance in developing two- and four-year plans. Each student in grades 9 - 12 and parents/guardians are encouraged to contact the student's assigned school counselor to begin the course selection process for the upcoming academic year.

The school counselors are available to meet with students individually during the school day, as well as before and after school with parents/guardians. The counselors encourage students and parents/guardians to coordinate meetings so that everyone is available to participate, ensuring that decisions are made collaboratively and present the best possible opportunity for student success.

## **Student Class Load**

Students are expected to take a minimum of six courses in the seven-period school day. The Ohio High School Athletic Association requires that athletes earn passing grades in at least five one-credit classes or the equivalent. Physical education is not counted as part of these five credits. For more information about athletic eligibility, turn to the section in this handbook about extracurricular activities.

## **Schedule Changes**

Students and parents/guardians are strongly encouraged to evaluate course selections carefully prior to submitting a course request. By signing and/or electronically submitting a course selection request, a student and parent/guardian are accepting the responsibility of the student's fulfilling the requirements for each course and his or her full academic course schedule.

Last minute schedule change requests negatively impact the school's scheduling process, causing issues with sizes of classes, teacher assignments and room accommodations. Therefore, while some situations and circumstances may merit a schedule change in order to serve the student's best interests, not all requests will be granted. All change requests must be submitted with the appropriate form (Level Change Request Form or Elective Change Request Form) and must be evaluated on a case-by-case basis through the Schedule Review Committee and/or Response to Intervention team, depending upon when the request is made.

## **Schedule Change Procedures**

Students who request to drop a course must still maintain the five courses required for the duration of the academic year. They should carefully consider how the requested change might impact athletic and extracurricular eligibility requirements.

Courses in the areas of art, business, family and consumer sciences, industrial technology, music and performing arts, physical education/health and other elective courses, including core content courses taken above and beyond graduation requirements, will be held to the following standards:

- A student may request to add or drop a course during the first five days, provided there is room in the course and the student's schedule can accommodate the additional course. Students are responsible for all course work missed. They are not permitted to add an elective course after the first five days due to the amount of content that has likely been missed to date in the course.
- When courses are dropped on or before the fifth academic day, nothing will appear on the student's academic transcript.
- Any approved drop after the first five academic days shall result in a WF (withdraw failing) or WP (withdraw passing) for the course, based upon the student's academic status at the time of the change request. The WF or WP will be reflected on the student's transcript.
- Students are required to coordinate with the teacher for the new elective to ensure that all content missed prior to adding the course is made up within a reasonable time period.
- Courses dropped on the sixth day or later will appear on the student's transcripts

Core courses in the areas of English, world language, mathematics, science, and social studies (AP, honors, regular and extra) will be held to the following standards:

- Any student request for a level change will be reviewed only between the third and eighth weeks of the semester. Any changes outside this window may be reviewed on a case-by-case basis by the administrative and/or Response to Intervention (RtI) team to determine course level placement. A student making such a request is expected to fulfill the commitments to the course requirements for a minimum of three weeks so that enough data is available to evaluate the student's current ability to be successful in the course.
- A student requests a change in course levels by submitting a completed Level Change Request Form to the student's assigned counselor. The RtI team will evaluate the request.
- If the level change is granted, the original course will appear on the student's transcript as W (withdrawn).
- The teacher in the new course will determine the student's quarter grade based on the following:
  - 1) If the student completes at least 50 percent of the assigned course work for the quarter, then the teacher will give the student the marking period grade. (This does not mean that the student is expected to make up missed assignments from the part of the course the student missed. It means the student will be in the new course long enough to complete 50% of the work for that marking period.)
  - 2) If the student does not complete at least 50 percent of the work for the marking period in the new course, then the next quarter grade will count for two-thirds and the exam for one-third of the semester grade. A grade of P (Pass) will appear on the card for the previous term until the end of the following academic term.

## Repeating a Course

A student may request to repeat a course by completing the course repeat form that is available from the school counselor. The form is necessary to properly compute the student's Grade Point Average (GPA). The grade that is earned the second time is the grade that is included in the calculation of GPA. The course and the grade earned the first time remain on the transcript as part of the student's academic record, but the credit and quality points are generated by the second course attempt. All F grades are included in GPA.

## Pass/Fail Option

In elective courses, students may apply to receive a Pass/Fail grade rather than a letter grade. The school counselor and administrators determine whether a student is placed in a course with the Pass/Fail option. Pass/Fail in high school is viewed unfavorably by some colleges.

These guidelines apply for the Pass/Fail option:

- A student may take Pass/Fail a maximum of two yearlong courses, four semester courses or any combination of two credits during his or her high school career.
- The Pass/Fail option must be declared prior to the end of the first grading period in year-long courses or before the first interim report in semester courses.
- The student must fulfill all course requirements.
- The student may elect to revert from Pass/Fail to letter grade status by submitting a completed Pass/Fail Form to the appropriate school counselor before interim reports (second quarter for semester courses and fourth quarter for year-long courses).
- A grade of satisfactory (Pass) or unsatisfactory (Fail) will be given each grading period.

- A failing grade will be counted in determining GPA. The student must have earned a minimum of a D grade in order to receive a Pass, unless Pass/Fail is used as an intervention by the RtI team.

## **Auditing a Course**

The purpose of auditing a course is to give a student the opportunity to experience course content and enhance the student's understanding and proficiency. Students will audit courses only by recommendation from school counselors and administrators.

One who audits a course must complete all course work, including daily assignments, quizzes, tests and any other additional requirements. If a student is auditing a course due to an RtI placement, the course work requirements may be modified based on the student's needs. No course credit is granted in the case of an audited course.

## **Earning Class Credit**

Students who need more information regarding the class credit requirement calculation under the state 20/20/10 Guidelines may speak with a school counselor or visit [BexleySchools.org](http://BexleySchools.org)>BHS>School Counseling.

A student in a yearlong course who has not passed the first two quarters or first semester exam while having a first semester average of 55-59 percent may remain in the course for second semester based on the recommendation of the Response to Intervention (RtI) team. The student will show an F for the semester grade.

In order for the student to remain in the course for second semester, an educational plan will be developed by the RtI team, the student and the teacher. The plan must outline the conditions to be met by the student, as well as a date by which the plan will be reevaluated. The plan may also include required class attendance, attendance during office hours and/or homework completion. If the student meets the conditions of the plan, passing both third and fourth quarters and the second semester exam, the student will receive credit for the course. A student who does not meet the conditions of the plan will be removed immediately from the class.

Students with a first semester intervention plan and a first semester average between 50-54 percent will be removed from the course after first semester. Students without a first semester intervention plan and a first semester average between 50-59 percent will be referred to the RtI team for second semester course consideration.

Students with a first semester intervention plan and a first semester average from 0-49% will be removed from the course after first semester.

Note: while unique circumstances may merit a deviation from the 20/20/10 requirements, such exceptions can only be executed by the administration team and each individual request is to be submitted to the Response to Intervention (RtI) Team for collaborative review to maintain the integrity of the policy.

## **20/20/10 Calculation**

Students have the opportunity to earn a total of 100 points for a year-long course and 50 points for a semester-long course. Among the available points, 20 may be earned by passing each grading period (nine weeks) and 10 may be earned by passing a semester exam. In order to receive credit for a course, a student shall earn a minimum of 60 points for a year-long course and a minimum of 30 points for a semester course. Of the required 60 point minimum for a yearlong course, a minimum of 30 points must be earned during the second semester.

## **AP Course Participation**

AP courses provide students with college preparatory experiences required by a nationally reviewed and vetted curriculum that provides normative measures for college-level matriculation. BHS offers 22 AP courses across multiple academic content areas.

Enrollment in AP courses is optional; however, enrolled students are required to take the AP exam related to the course. The district pays for the cost of the exams. Students who attend the entire test session and attempt to complete the test in its entirety. Students that fail to meet this requirement will not receive weighted grade credit for the course and will be invoiced the cost of the exam. Students may be eligible for course credits, depending on the college or university where they have applied and been accepted.

When making the decision to enroll in one or multiple AP courses, students should consider:

1. Will the student be able to manage all requirements for the course? Will other activities (sports, theatre, music, work, etc.) affect the ability to manage time and complete assignments?
2. Is the student's interest in the AP course work enough to motivate him or her to study independently and at a deeper level?
3. Has the student demonstrated potential success in "related AP courses," such as honors courses?
4. Would other "informed" persons support the thinking that the student is ready for the rigor of AP courses?

## **Academic Integrity**

### **Policy Statement**

The District is committed to providing an atmosphere in which the values of truth, integrity, personal accountability and respect for the rights of others are modeled.

To this end, academic dishonesty is prohibited. Academic dishonesty occurs when students 1) engage in behaviors that give them or others the opportunity to obtain credit for work that is not their own; 2) attempt to obtain or assist others in obtaining credit for work that is not their own; or 3) obtain or assist others in obtaining credit or attempting to obtain credit for work that is not their own.

### **Statement of Concern**

Examinations, written work, presentations, or other student-generated information are evidence of a student's understanding. They are intended to reflect important learning known by the student and are, therefore, useful to the student in future learning. Behaviors that compromise the learning environment result in an inaccurate view of student learning which, in turn, limits future ability to learn what is expected. The honest evaluation of student progress demands honest work by each learner.

### **Expectations**

The District certified staff believes strongly in the partnership between school and home. To this end, the staff models the values of truth, integrity, personal accountability, and respect for the rights of others. To help students achieve their maximum academic potential, the staff promotes an environment that fosters integrity and honorable conduct. Administrators, faculty, students, and parents share the responsibility for maintaining an atmosphere in which personal accountability is valued. To achieve the goal of academic integrity, expectations must be articulated.

Beginning with students in kindergarten, teachers instruct students as to expectations for academic integrity, such as defining the problem, discussing expectations, and monitoring progress. During the first week of classes in all grades, teachers define honest and dishonest academic work in their classes by discussing expectations and the importance of honest effort. Teachers inform students of procedures, practices, and expected student behaviors relating to examinations, homework, class work, and laboratory examinations.

Study or homework collaboration is not considered academic dishonesty unless prohibited or limited by procedures/expectations established by the teacher. Teachers guide students in understanding when collaborative efforts are not appropriate.

## Definitions

Academic dishonesty occurs when students 1) engage in behaviors that give them or others the opportunity to obtain credit for work that is not their own; 2) attempt to obtain or assist others in obtaining credit for work that is not their own; or 3) obtain or assist others in obtaining credit for work that is not their own. Students shall follow rules prohibiting dishonest academic behavior and must resist peer pressure to violate Bexley standards. Whenever students have questions about this procedure, they should ask their teachers and/or advisers.

## Academic Dishonesty

Examples of academic dishonesty may include, but are not limited to, the following:

- A. Communicating with another student during an examination or quiz.
- B. Copying from another student's material during an examination or quiz or allowing a student to copy from one's examination or quiz.
- C. Using another's work for submission to a teacher or submitting work from a previous class for a current class.
- D. Using unauthorized notes or devices.
- E. Failing to put away notes, devices, and materials not authorized for use during examinations.
- F. Submitting falsified information for grading purposes.
- G. Obtaining a copy of and/or information about an examination or quiz without the knowledge and consent of the teacher.
- H. Submitting any assignment that is not the student's work.
- I. Copying another person's assignment.
- J. Allowing another student to copy one's assignment.
- K. Removing and/or sharing examinations or parts of examinations without the knowledge and consent of the teacher.
- L. Stealing or accepting stolen copies of tests, answer keys, or any academic materials
- M. Changing answers and seeking credit on an assignment or examination after the work has been graded and returned.
- N. Altering a teacher's grade book.
- O. Falsifying information for applications (e.g., college scholarships).
- P. Using computers, personal devices, and/or programmable calculators in violation of guidelines established by the teacher.
- Q. Copying computer software or data created by others and submitting same as one's personal work.
- R. Misusing school computer systems that are used for student, staff or administrative purposes.
- S. Any attempt to engage in any behavior identified in (A)-(R) above.
- T. Engaging in any other behaviors that give the student or others the opportunity to obtain credit for work that is not their own.
- U. Engaging in any other behaviors attempting to obtain or attempting to assist others in obtaining credit for work that is not their own.
- V. Engaging in any other behaviors to obtain or assist others in obtaining credit for work that is not their own.

## Plagiarism

Plagiarism is the act of taking and using as one's own work another's published writings or unpublished thoughts, ideas and/or writings. This definition includes computer programs, drawings, artwork and all other types of work that are not one's own. Types of plagiarism include word-for-word text use, rearrangement or rewording without documentation, and paraphrasing of a passage without documentation. Material taken from another source without adequate documentation may include, but not be limited to, the following:

- A. Failing to cite with quotation marks the written words or symbols of another author.
- B. Failing to footnote or cite the author and sources of materials used in a composition.
- C. Failing to cite research materials in a bibliography/works cited.
- D. Failing to name a person or source quoted in an oral report.
- E. Failing to cite an author whose works are paraphrased or summarized.
- F. Presenting another person's work or ideas as one's own in essays, poems, music, art, computer programs, or other projects.
- G. Copying or paraphrasing ideas from literary criticism or study aids without documentation.

## Minor offense(s)

A minor offense does not significantly impact the content of the academic product delivered by the student and may occur due to student error or oversight. A minor offense becomes a major offense when it is repeated on multiple occasions beyond the first offense. Whereas all offenses are serious, they do not constitute the level of punishment that more major offenses do.

### **Major offense(s)**

A major offense is one that significantly impacts the content of the academic product delivered by the student or others; the student attempts to significantly impact the content of the academic product delivered by the student or others; gives the student or others the opportunity to obtain credit for work that is not their own; or consists of repeated minor violations. Major offenses of academic dishonesty or plagiarism are considered more serious and thus shall be dealt with more severely. In general, major offenses include, but are not limited to, incidents involving academic dishonesty or plagiarism in which a student copies the homework of another student; a student knowingly provides his/her work to another student for that student's submission; a student cheats or attempts to cheat on a summative assessment as with a test; a student fails to put away unauthorized notes, devices or materials during an examination; a student obtains another student's paper and represents as one's own; a student gains unauthorized access to a teacher's examination; a student alters a teacher's grade book; or a student shares test answers with another student.

### **Consequences**

The purpose of all academic integrity procedures is to cultivate an academically honest environment. The following consequences for academic dishonesty and/ or plagiarism are to be implemented by all teachers so that educators are fair and consistent when dealing with academic dishonesty. Students will be subjected to both Bexley and university policies for academic integrity when enrolled in Dual Enrollment courses in which they have an opportunity to earn simultaneously both high school and college credits.

### **Minor offense(s)**

- Consequences for a minor offense shall include communication with parent(s). In general, consequences shall also include, but not be limited to, the following:
- The teacher reports any incident of academic dishonesty to the administration.
- Academic probation (i.e., a period of time, up to one year, during which the student will be on warning that a repeat offense may lead to an effect on a grade or to suspension).

### **Major offense(s)**

Major offenses of academic dishonesty or plagiarism, to include repeated minor offenses, shall be dealt with more severely and include meeting with parent(s). Consequences also shall include, but not be limited to, the following:

- Academic probation (i.e., a period of time, up to one year, during which the student will be on warning that a repeat offense will lead to suspension).
- Notification to the student's guidance counselor.
- No public recognition of the middle or high school student at any academic honors function in the academic year of the offense.
- Ineligibility for any local scholarship awarded by the Bexley High School Nominating Committee.
- Ineligibility for participation in 20 percent of the athletic competitions for one season or a combination of two seasons if the infraction occurs during an athletic season in which the student is involved.
- Ineligibility for participation on stage for the next performance of the fall play or spring musical.
- Ineligibility to serve as a Class Officer and/or in a leadership position for the Student Council for a calendar year from the date of infraction.
- Requirement to redo assignment with the student receiving no more than 59 percent of the earned grade.
- In-school or out-of-school suspension at the discretion of the administrator.

### **Multiple major offenses**

In addition to all the consequences listed above, repeated major incidents of academic dishonesty or plagiarism may result in



- Withdrawal with a failing grade from the high school class in which the additional offense occurred and placement into a study hall.
- Ineligibility for participation in 100 percent of the athletic competitions for one season or a combination of two seasons if the infraction occurs during an athletic season in which the student is involved.
- Ineligibility for participation on stage for the fall play or spring musical for a calendar year from the date of the infraction or a combination of both performances if the infraction occurs during a performance in which the student has a stage role.
- Ineligibility to serve as a Class Officer and/or in a leadership position for the Student Council for two years from the date of infraction.

## Suspension from school

Students who engage in minor and/or major offenses are also subject to discipline in conformity with the District’s student discipline policies. Teachers to whom a student is assigned are to have full access to any disciplinary records documenting academic dishonesty.

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

## Class Credit

### Class Rank

Bexley High School does not its students for college admissions. However the school does maintain class rank information, which is released upon request for some scholarship applications and admission to U.S. military academies. BHS graduates with cumulative GPAs of 4.0 or higher are recognized at commencement according to the following:

Summa Cum Laude	3.9 and higher
Magna Cum Laude	3.89 – 3.75
Cum Laude	3.74 – 3.50

### Grade Scale

BHS has a schoolwide 10-point grading scale as follows: (Teacher’s discretion determines whether grades are rounded.)

### Weighted Grading Scale

Grade	Value	Honors	AP
A+, A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.3	1.3
D	1.0	1.0	1.0
D-	0.7	0.7	0.7
F	0.0	0.0	0.0

“I” = Incomplete with note stating turns into an “F” after two weeks unless an extension has been granted by the school administration.

## **GPA and Transfer Credit**

The BHS GPA for each semester is calculated by multiplying the semester credit value of each course by the point value of the grade earned; this figure is then divided by the total number of credits attempted for that semester with the result being the GPA. Only course grades from the following are used to compute the GPA:

- Bexley High School
- Bexley Summer Academy
- Eastland-Fairfield Career Centers
- Mosaic Program
- College Credit Plus

## **Academic Recognition**

### **Honor Roll**

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

### **National Honor Society**

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

### **Cum Laude Society**

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

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

### **AP Scholar**

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

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

## **College Counseling**

BHS helps students prepare for life beyond high school, maximize opportunities, excel in a career or college and successfully complete a college degree. Bexley consistently sends well over 90 percent of its graduates on to college.

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

### **Resources**

A complete library of college-related reference books is available for loan to students. The books include profiles of individual colleges, financial aid information, and test preparation materials.

The Bexley college counseling web page includes information regarding the college search and selection process. An array of links allows students to explore their specific college interests. PowerPoint videos, topically organized and explaining aspects of the college search, are also available.

### **Naviance Family Connection**

Naviance is comprehensive college search software that lets students explore their individual interests through college searches, test preparation, career interest survey, personality test, scholarship search, among others. Naviance Family Connection is a critical component to the college search and application process. All students and parents/guardians have an individual Naviance account and the BHS registrar assists with accessing Naviance account information.

### **College Fairs and Visits**

College fairs allow students to gather information about their colleges of interest. BHS participates in the planning of the local Columbus Suburban College Fair in the fall at Otterbein University.

College representatives visit BHS throughout the school year to meet with interested students in the College Counseling Center during the school day. The schedule for these is available on the web site Counseling Calendar. A student may schedule a meeting with the college rep by signing up through the student's Naviance account at least one day in advance and making prior arrangements with teachers to complete any missed class work. Students may miss class up to five times for a college visit.

Students are encouraged to visit colleges as an integral part of their college planning. The visits, including a campus tour and interviews, should be arranged at least three weeks in advance. Students must complete BHS's Planned Absence form in order for a

college visit to be approved as an excused absence. Students who have poor attendance may be denied an excused absence for a college visit. Classroom teachers must be consulted in order to avoid conflicts with tests, quizzes and other classroom activities

## **Supports Available**

BHS's college counselor offers checklists, portfolios and college resource guides for each grade level that help students and parents/guardians through the process of post-secondary planning.

The college counselor also works directly with faculty members to visit students in the classroom setting, visiting juniors during the winter months and seniors in the fall. Summer Academy courses are available that are devoted to writing essays for college admissions and completing college applications.

The college counselor provides parent support through the college search and selection process by hosting several parent meetings throughout the academic year. College Nights are early in the school year and a College Information Series for junior parents/guardians takes place during the winter months. A College Awareness Workshop for grades 8 – 11 happens in the winter.

Students and parents/guardians can arrange to meet with the college counselor by contacting her directly.

## **College Entrance Testing**

Students are responsible for registering and taking all appropriate entrance exams, with the college counselor actively assisting with planning. They must carefully plan the types of exams they take and attend to the schedule and dates for taking them. All exam materials are available in the College Counseling Center, with links included on the College Counseling web page.

Students are strongly encouraged to take the ACT and SAT for the first time during spring of junior year and possibly again during fall of senior year. Those who intend to apply under one of the early notification plans should take required SAT II-Subject Tests before the end of junior year. Free practice ACT and SAT tests are offered at school on students' days off in early November.

## **Assessments & Testing**

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

### **American College Testing Program (ACT)**

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

### **Scholastic Aptitude Test (SAT)**

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

### **SAT II: Subject Area Tests**

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

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

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

## Support Services

### School Counseling

The BHS school counseling team seeks to provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. A district counseling plan guides their program.

In addition, a Director of Student and Community Engagement is charged with helping students and families overcome non-academic barriers to success. To that end, an ADAMH grant provides on-site in Bexley Schools a full-time mental health professional from Nationwide Children's Hospital.

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

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

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

Core components of RtI include:

- Use of normative measures to identify students “at risk.”
- Research-based interventions used with fidelity to address student difficulties.
- Frequent review of student progress.
- Increasing intensity of interventions.
- Data-informed decision making.

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

## **Approaches to Learning**

BHS identifies students who would benefit from this class before they arrive in high school. This semester long course is graded on a pass/fail basis. An 80% constitutes passing and students receive 0.5 elective credit for the course. The class helps students develop skills in the following areas:

- Literacy/numeracy mastery
- Work completion
- Organization of materials
- Assessment preparation
- Daily student habits like taking notes, using a planner, setting goals and advocating for oneself

## **M-Factor Mentor Program**

BHS juniors apply to be part of the Counseling Department’s M-Factor mentoring program for incoming eighth graders. The mentors attend training and planning sessions to help ease the new students’ transition to high school.

## **Learning Lunch**

This provides students an opportunity to meet with their teachers during the final 30 minutes of the lunch hour, Mondays through Thursdays and on Fridays by appointment. Learning Lunch lets students check in with teachers for clarification, support or a make-up test. Occasionally teachers use this time to re-teach a concept to a small student group. Due to the limited time frame and the number of students each teacher sees per day, this time is not conducive to one-to-one tutoring or re-teaching.

## **English Resource Center (ERC)**

The English Resource Center is a drop-in, appointment, and referral center for BHS students. The ERC supports students to maximize their literacy and compositional skills through enrichment. It assists students who struggle with basic literacy and composition skills.

## **Math Help**

Math teachers are available each morning at 7:25am to help students with questions about homework and/or concepts they have yet to master. This support is available to all students.

## **Gifted Education**

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

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

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

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

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

## **English as a Second Language (ESL)**

All parents/guardians of students entering the school district are given a home language survey when completing enrollment application. If any answer on this survey indicates any language other than English, students are given a State of Ohio-approved assessment to determine if students require English as a Second Language (ESL) 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 ESL services, which focus on reading, writing, listening and speaking. Two levels of service support for grades 9-12 students are possible: ESL courses and ESL tutoring. Each available for a 1.0 credit, both courses require students to meet daily with an ESL teacher for an entire school year. Tutoring is scheduled, dependent upon individual student schedules and needs and is assigned as part of a district-wide schedule for the ESL teacher who serves all the district's K-12 students.

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

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

## **504 Plans**

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

### **Individual Education Plans (IEPs)**

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

### **Advanced Placement® (AP)**

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

### **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

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

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

### **Required State Tests for Graduation**

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

- Algebra I
- Geometry
- English I
- English II
- Biology
- American History
- American Government



## Food Services

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

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

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

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

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

## Computerized Accounting

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

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

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

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

## Free or Reduced Meals

Forms to apply for free or reduced school meals are sent home at the beginning of the school year. The district reviews the completed forms and notifies families who qualify for the program. The accounts of students receiving free or reduced meals include this status, while the computerized accounting system maintains their privacy. They enter their student identification numbers when going through the cafeteria line without other students in the cafeteria knowing about their status.

## Open Lunch Procedure

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

Students are expected to comply with the following rules:

- All food is to be eaten in the cafeteria or other designated areas. This includes food purchased outside the school and brought back to the school.
- Students may use the library during lunch.
- A student who fails to return to school after lunch will be considered truant unless the parent/guardian contacts the school that afternoon.

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

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

## Health Clinics

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

- Care of injured or ill students and staff members
- Vision and hearing screenings for 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

## Screenings

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

## Immunizations

The State of Ohio and Bexley Board of Education require that each student meet a minimum vaccine requirement in order to attend school. The month/day/ year that each required vaccination was given must be on file no later than two weeks after the student has entered school. Without this required information on file, a student may not attend school.

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

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

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

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

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

## **Staying Home**

1. A student with a temperature of 100.0 or above needs to be kept home. He or she may return to school when free of fever for 24 hours without the use of anti-fever medication.
2. A child who is vomiting or suffering from diarrhea needs to remain at home until he/she is symptom-free for 24 hours.
3. Any child who is complaining of headache, sore throat, cough, extreme fatigue, stomach ache, earache or injury that is severe enough to decrease the child's ability to participate in class needs to stay home.
4. A child with a rash of unknown cause should stay at home until a doctor confirms the rash is not contagious. Students with chicken pox need to stay at home for seven (7) days or until all the lesions are crusted.

## **Communicable Diseases**

In some cases parents/guardians are informed if students are exposed to a communicable disease at school. The school advises the parent/guardian to observe the student during a disease incubation period and contact the school if the student has a communicable disease.

Students with communicable diseases are excluded from school as follows:

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

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

## **Special Health Issues**

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

Bexley Schools works with the family of a student with special dietary needs to keep the student as safe as possible. A student with a severe food allergy must file a statement each year with the school. A student with non-allergic food hypersensitivity may choose to

inform the Food Service Director. Bexley's Food Services does not serve tree-nuts, ground nuts, or pork; it offers vegetarian entrée options every day. The school district does not restrict food brought to school in lunches or for celebrations.

## **Administering Medication**

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

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

## **Cocurricular and Extracurricular Programs**

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

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

## **Interscholastic Extracurricular Eligibility**

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

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

The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular programs if they receive a failing grade in the previous grading period and are granted an athletic waiver by the building principal.

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

## **Clubs and Programs**

BHS club membership is open to any interested BHS student. The list of clubs and programs is subject to change:

African-American Alliance  
Art Club  
*Bexleo* Yearbook  
Book Club  
Business Club  
Chess Club  
Cum Laude Society  
El Club de Espanol  
Engineering Club  
Key Club

*Lamplight* Literary Magazine  
Latin Club  
LEO Mission: Lions Experiencing Orbit  
Model UN  
Pep Club  
Poetry Out Loud  
Robotics Club  
Ski Club  
Social Justice  
Speech & Debate Club

Student Council  
Students for an Equal Society  
Thespian Troupe 2512  
*The Torch* Student Newspaper  
Women's Empowerment Club  
Environmental Club

Gay-Straight Alliance  
In The Know  
Japanese Club  
Junior Statesmen of America  
Young Conservative's Club

Some clubs and activities require enrollment in a particular subject area and others are selective. For example, *The Torch* provides many opportunities for students showing proficiency and interest in the journalism field. With BHS's Journalism course as a prerequisite, students must apply to join the staff. Students publish the *Lamplight* literary and artistic magazine each year. Any student may submit an artistic or literary work for publication, with submissions reviewed by the student editors and teacher advisor. BHS's interscholastic academic quiz team, In The Know, hosts tryouts each fall. Students who are interested in forming a new club may request a form for such from their school counselors.

## Student Government

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

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

## Social Activities

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

## Athletics

As a member of the Mid State League, BHS participates in 20 interscholastic sports:

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

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

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

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

Refer to Board Policy IGDL and IGDL-R for more information on this subject.

## **Interscholastic Athletics**

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

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

## **Meetings for Parents/Guardians**

Each athlete's parent/guardian must attend an OHSAA informational meeting each year, in addition to each sport's "Meet the Team" meeting at the start of the season. An athlete may not participate in a game or contest until the parent/guardian has attended these meetings.

## **Student-Athlete Meeting**

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

## **Insurance**

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

## **Participation Fee**

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

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

## **Ability to Pay**

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

## **Required Forms**

All forms for athletics can be found at [BexleySchools.org](http://BexleySchools.org)>Final Forms or the Athletic Director’s Office

1. OHSAA Pre-Participation Physical Exam Form: A student in grades 7–12 participating in Bexley Schools athletic activities must undergo a physical examination once each calendar year pursuant to the regulations of the Ohio High School Athletic Association (OHSAA). A physician, the student athlete and a parent/guardian must sign the athletic form that must be on file with the Athletic Director before the athlete may participate in a tryout or practice.
2. Emergency Medical Form (EMA): This form is required by the state of Ohio in order to help the Athletic Department treat an athlete in the event the athlete is injured. This form also includes an acknowledgement of the athlete’s insurance coverage.
3. Drug/Alcohol Policy Sign-Off: This form indicates that the student athlete complies with Bexley City School District 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.

## **Attendance and Extracurricular Programs**

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

## **Other Absences**

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

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

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.

## **Transportation**

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

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

## **Equipment**

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

## **Anti-Hazing**

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

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

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

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

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

## **Role of the Athletic Trainer**



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

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

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

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

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

## **Banquets and Awards**

All coaches and athletes are expected to participate in the end-of-season recognition night sponsored by the Athletic Department. If there is no single Athletic Department recognition night, team parents may host a team banquet. These events must be held in the school or other free public facility. Parents/guardian hosts must complete a Bexley Schools Building Use Form (available in the superintendent's office) to use a school facility. Costs for end-of-season banquets must be kept to a minimum, with potluck type food, rather than private catering, provided. Students who have not completed the season due to disciplinary reasons, quitting the squad or academic ineligibility will be ineligible for awards at the end of the season.

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

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

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

## **Prospective College Athletes**

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

## **Sportsmanship**

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

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

## Rules of Coaches and Teams

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

## Parent/Guardian Role

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

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

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

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

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

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

## OHSAA Eligibility Checklist for Student Athletes

Before an athlete plays, the athlete must be eligible. Students and parents must review the following checklist and refer questions to the school principal or Athletic Director.

- I am officially enrolled in an OHSAA member high school.
- I am enrolled in at least five one credit courses or the equivalent, each of which counts toward graduation.
- I received passing grades in at least five one credit courses or the equivalent, each of which counts toward graduation, during my last grading period.

- I have at least one parent living in Ohio.
- I have not changed schools without a corresponding move by my parents or legal guardian or by qualifying for one of the exceptions to the OHSAA transfer regulation.
- If I have changed schools (transferred), I have followed up with my previous school and my new school to ensure that all proper forms have been submitted to the OHSAA.
- I have not been enrolled in high school for more than eight semesters.
- I did not turn 19 before August 1, of the current year.
- I have not received an award, equipment or prize valued at greater than \$200 per item.
- I am competing under my true name and have provided my school with my correct home address.
- I have not competed in a mandatory open gym/facility, conditioning or instructional program.
- I have not been coached or been provided instruction by a school coach in a team sport, cross country, track and field, or wrestling other than during my sport season or for more than 10 days between June 1 and July 31 (applies to team sports only).
- I am not competing on a non-school team during my school team's season.
- I have not been recruited to attend the school.
- I am not using anabolic steroids or other performance enhancing drugs.
- I have had a physical examination within the past year and it is on file at my school.
- My parents and I have signed the OHSAA Authorization Form and the OHSAA Eligibility and Authorization Statement and they are on file at my school.
- My parents and I have signed other forms required by my local school district and they are on file at my school.